



2017 High School Peace Proposal

Learning Cluster
Super Global High School Program
Kansai Soka High School
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Kansai Soka High School's Super Global High School (SGH) Learning Cluster Program is an extracurricular class that teaches students to conduct academic research on global issues in English. 2016-2017 Learning Cluster (3rd class) was comprised on 24 students, 2 student advisers, and 6 research groups. In the course of one year, students learned and researched about global issues related to Sustainable Development Goals (SDGs) set by the United Nations all in English. The foundation of this program is created upon Founder Dr. Daisaku Ikeda's Annual Peace Proposal, which called out for global education based on the four fields of development, environment, human rights and peace.

The aim of this program is to provide students with the opportunity to deepen their understanding about current global issues that humanity faces and to nourish a sense of responsibility and hope through their research and autonomous learning. Through this program we hope that students will discover passion in their learning which will be carried out through their university studies, future career and lifework, which will lead to fostering the next generation of global leaders who will live contribute lives for the betterment of humanity.

As the final research project of Kansai Soka High School's Super Global High School (SGH) Learning Cluster Program, six research groups of 4-5 students created a *High School Peace Proposal*. This project includes detailed analysis of one global issue from each group provided with a concrete action for solution based on student's research, discussion, presentations and fieldwork throughout the year.

It is with great pleasure to present to you the 2017 High School Peace Proposal.

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ハイスクール平和提言

Child Poverty in Japan

日本の子どもの貧困

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概要

様々な分野で発展を遂げた日本は今や先進国の中でも重要な役割を担うようになり、また、世界的に見ても日本は平和で豊かな国として知られるようになりました。しかし、先進国であるにもかかわらず日本は現在、深刻な貧困問題を抱えています。この問題によって、多くの子ども達が苦しんでいることを知り、同じ世代である私たちがこの問題と向き合うことが解決への一歩になると感じ、日本の子どもの貧困問題について調査を始めました、そしてこの問題がどれだけ知られているのか、また私たちに出来ることは何なのかを知るために、次の三つの設問を立てました。

1. どれだけの高校生が日本における子どもの貧困問題を知っているのか？
2. 貧困に苦しむ子ども達が求める支援は何なのか？
3. 子どもの貧困問題解決に向けて高校生として私たちに出来ることは何なのか？

私たちは、関西創価高校3年の全生徒を対象に子どもの貧困についてのアンケート、子どもの貧困問題解決に向けて取り組むNPO キッズドアへの電話インタビュー、創価大学教授へのメールでのインタビュー、そしてフィールドワークを通して、この問題があまり知られていない現状とその認知度の向上に教育が有効であること、そして私たちに出来ることはこの問題を学び広め、貧困に苦しむ子ども達への経済的・教育的支援を拡充することであると知りしました。そして、これらの調査結果をもとに、私たちは子どもの貧困についての情報をまとめた携帯用アプリとウェブサイトの設立、また、子どもの貧困についての情報を発信するための媒体として使うLINEアカウントの設立を提案します。SNSの活用によって多くの人々、特に若い世代が子どもの貧困に関心を持つことが期待されます。今回の調査は、私立高校1校を対象としたものであるため、大人へ情報を発信するには信憑性にかける点があり、また、相対的貧困は日本という国としての指数であるため、各地域での経済的背景を考慮しきれていないことが課題といえます。ウェブサイトを作る上でも、セキュリティや維持コスト、学校への許可企業のサポートの必要性、ウェブサイトの管理を委託できるボランティアの必要性といった課題として考えられます。多くの課題が残るこの問題を高校生として、また一世界市民としてこれからも調査、探求し続けることを強く決意し、そして、この提言が少しでも多くの人がこの問題を知り、活動するためのきっかけとなることを願います。

Child Poverty in Japan

These days, Japan has succeeded in developing in various fields in society, so it is called a developed country. It is also considered a peaceful land that provides social services for its citizens. However, about one in six children in Japan are actually poor even though it is such a developed country. Since the authors have become aware of child poverty in Japan, we have felt that it is our mission to study about the causes of why such innocent children suffer from poverty in Japan. Indeed, despite the development of Japan, this domestic issue might be not as noticeable as poverty in other countries. Still, we find it important to address. We have divided poverty into two parts. One is called *absolute poverty* and the other is called *relative poverty*. The World Bank (2015) has defined *absolute poverty* as living on less than \$1.90 a day. On the other hand, the Japanese Ministry of Health, Labor and Welfare (2013) has defined *relative poverty* in the case of Japan, as a condition of life below an annual income of ¥1.22 million a year. In this proposal, we consider all poverty in Japan as relative poverty. In the end, if we could make people aware of this issue, we thought that we would be able to contribute to finding solutions to this problem in Japan, which we hope could also be applied to other countries with the similar struggles. This is the reason why we have researched and made proposals to tackle child poverty in Japan.

Literature Review

Main Causes of Child Poverty in Japan

Working poor. The working poor are people who do not earn enough wages even though they are working (Cambridge dictionary, 2016). Because of the prolonged recession, many companies employ people as part-time workers instead of regular hired workers in order to keep costs down. Moreover, even governmental jobs have shifted to non-regular employment.

Single-parent families. The reason why these families become single-parent is mostly due to divorce (Ministry of Health, Labor and Welfare, 2011). By becoming a single parent, their income is decreased. Single mothers find it especially difficult to become regular employees. According to research from the Ministry of Health, Labor and Welfare (2011), more than half of single mothers are non-regular employees. Moreover, because they have to do housework and take care of their children, their schedule limits their working hours. Therefore, they cannot earn enough wages to live on. Over 50% of the families from single mothers are poor now (Ministry of Health, Labor and Welfare, 2010).

Redistribution of income. Redistribution of income is an aid for poor people (Ministry of Health, Labor and Welfare, 2009). The Japanese government tries to obtain higher taxes from rich people, and then help poor people by distributing aid money. However, unfortunately, this causes a reversal in the poverty ratio. People suffer due to high taxation, and that effect is actually bigger than the aid money received. As more money is distributed as aid to poor people, they have more taxes to pay. Therefore, this pattern leads to poverty (Ministry of Education, Culture, Sports, Science and Technology, 2009).

The Relationship between Internal Poverty and External Poverty

Depression is related to poverty. Internal poverty is related to mental health issues, while external poverty is related to actual economic issues. The reason why children who are suffering from poverty become depressed is because such children do not have access to daily necessities such as eating enough food, and living amenities like taking a bath every day, buying new clothes, and enjoying amusements. Thus, their desire cannot be satisfied. This leads poor children to be concerned about their future, which is not guaranteed, because their life is always unstable. This causes children to experience more stress. (PNAS, 2009) That's one of the reasons how children end up depressed.

Non-attendance at school. Poor children are also suffering from a “gap in education.” (Ochanomizu Women’s University, 2008) The education gap is related to both external poverty and internal poverty. A child from a wealthy family tends to be a high academic achiever. On the other hand, a child from poor family tends to be a low academic achiever because parents from poor families cannot afford to send their children to additional private supplemental schools for further education since they lag behind other students. Thus, children are not in a position to excel in their studies. This academic gap stresses the child from the poor family. Therefore, children from poor families will find it difficult to gain meaning and value from their educational and studying experience. As a result, some refuse to go to school.

Activities to Help to Decrease Child Poverty in Japan

Chance for Children. Chance for Children is a public interest incorporated association (Chance for Children, 2016). This association provides opportunities for society to help decrease child poverty in Japan by not only funding, but also developing creative ways to tackle this problem. For example, volunteers sell old books, and the organization collects money from those sales. This money is used for tuition for supplemental private cram school education for children who want to study to take entrance examinations to enter better schools. Moreover, it collects T-card points, which are derived from people who make purchases at many stores in Japan. These points are used to support children who lost their homes by the Tohoku earthquake in order to study. It introduces a voucher system. The government cooperates with companies to produce vouchers that can be used for tuition in cram schools. In this way, poor children can be supported educationally and financially

Special Cafeterias. Some communities provide special cafeterias, which tackle child poverty in Japan (Special cafeteria network, 2016). Everyone can eat meals from about 300 yen to 500 yen in this cafeteria. Most of them are open once or twice a week. The food is

collected from food bank activities and donated by people who have an interest in these cafeterias. To make it easier, a network of cafeterias inform society through their websites about what is needed, such as rice, meat, fish, money, and volunteer staff. In these cafeterias, children who cannot eat meals with their parents can eat meals with staff and other people. This can create a family-like atmosphere where they do not feel so lonely.

Save the Children Japan. Save the Children Japan is a public interest incorporated association. Save the Children is an international organization to support children. Save the Children Japan also collects money to help decrease child poverty, and it cooperates with Yahoo services. For example, if people use yahoo shopping to buy something, four percent of the income is sent to the Save the Children Japan fund. Moreover, the stamps on postcards, which are sent by mistake, are exchanged for money. That amount of money is donated to these causes (Save the Children, 2016).

Methodology

Our methodology has three parts. Firstly, we conducted two interviews. One was with *Kids-Door*, an NPO, in order to deepen our understanding of child poverty in Japan. Another was with Mr. Sugimoto, who is a professor on the faculty of Liberal Arts at Soka University of Japan. Secondly, we created a newspaper to increase high school students' knowledge about child poverty in Japan. Thirdly, we administered a questionnaire in a private Japanese high school in order to find out how many high school students knew about child poverty in Japan.

Interviews

Kids-Door. Although the literature review provided a background to the issue of child poverty in Japan, it was considered necessary to obtain more information on the issue.

Kids-door is an action group in the NPO community combating child poverty in Japan. This

organization fully understands what children need, and how to support a stable family life, which children depend on. Therefore, a phone interview with one of the representatives was conducted. Our goal was to find a way to tackle child poverty in Japan as high school students.

Economics. Furthermore, Mr. Ichiro Sugimoto, a professor of economics at Soka University Japan, has conducted research on poverty and development. We had a chance to learn from him on child poverty when we went to Soka University to carry out fieldwork. We realized that he deeply understands this issue and the role of high school students in society. Therefore, an e-mail interview with him was conducted.

Education. We created a newspaper on child poverty in Japan to inform high school students about this issue. Then, we gave them to third-grade high school students, providing them time to read the newspapers during home room.

Questionnaires

After reading our newspaper, we administered a survey. The questionnaire was designed to investigate how much high school students knew about child poverty in Japan before reading the paper, using the same third-grade high school students. We also asked students how much they had become interested in this issue after reading the newspaper.

Lastly, the new information gained from the interviews informed the kinds of questions that were asked of the students on the previously mentioned questionnaire. The interviews also informed the content of the newspaper. It was hoped that the questionnaire and interviews would lead to a genuine plan of action to combat child poverty among the high school students.

Results

Interview with Kids Door

First, we interviewed the executive director of Kids-Door. This NPO helps children suffering from poverty. In this interview, we asked two questions to the executive director of Kids Door. The first question was how we could contribute to the resolution of child poverty as high school students. In response, he told us that we could learn about child poverty and could tell our friends about the current situation in Japan. He explained that to learn about it becomes a trigger for action. Then, he suggested that we should spread that information by telling others. In other words, we should make it an opportunity to encourage people to pay attention to the issue of child poverty. In this way, we could help contribute to resolving child poverty in Japan. The second question concerned feasible activities that high school students could carry out and would be most useful to help children suffering from poverty. The director responded that the most important activity would be educational support for children suffering from poverty. The reason was that elementary school children suffering from poverty tend to grow up without developing a good study habit. For example, for many children, when there is something that they do not know, they can immediately ask their parents. As a result, they can develop a study habit through the instant interactions with their parents. Conversely, for children suffering from poverty, that interaction is much weaker because there are a lot of single parent households. Some people call families like this members of the working poor; their parents must work long hours. Therefore, their parents do not have enough time to answer questions from their children. Thus, it is difficult for such children to develop a well-established study habit. Not only do such children lack the opportunity to ask their parents freely, they also do not have enough money to go to a preparatory school or buy reference books. For these reasons, they tend to not be able to develop their intelligence. He continued to explain that it becomes difficult for them to gain

full-time employment later on in life. In fact, this cycle continues to produce welfare recipients. In the end, our action is very important. Through providing educational support, we can cut this negative cycle. To be sure, we need a lot of money to do this activity, but we can cut back the number of welfare recipients by engaging in educational support activities. It is an investment for the future.

Interview with Soka University Professor

We sent an email to Professor Ichiro Sugimoto, who is on the faculty of International Liberal Arts at Soka University, in Japan. We wanted to solicit some advice from him for our research. He said that child poverty does not mean that children are poor. Actually, it is a problem of the parents, because child poverty is a cyclical chain from parents to children. Unfortunately, child poverty in Japan is increasing. One of the reasons is the income divide. He suggested to us that one solution was “education,” because it contributes to providing equal opportunity to learning and to acquiring practical abilities for the workplace. This will result in a sufficient income in the future for those children who are struggling now. In addition, it is necessary for adults to support children through creating educational support services, and software. They can also help to strengthen the scholarship system among other initiatives. He said, although it may be difficult to contribute directly to solving child poverty as a high school student, it is still necessary for us to find our own original approach to help alleviate this problem. Both interviews offered similar suggestions in regards to the necessity for educational support and awareness.

Results of the survey

We administered a survey to ascertain how many students knew about child poverty in Japan to third grade students in a private high school in Japan. There were 175 respondents in all. First, we gave the respondents newspapers, which covered the topic of child poverty.

Next, after they had read the newspaper, we administered a survey that contained four questions.

1. How much did you know about child poverty in Japan?
2. How much did you become interested in child poverty in Japan after reading the newspaper article on the topic?
3. How much do you think that we can resolve child poverty in Japan?
4. How motivated are you now to take action to solve child poverty in Japan?

A four-point Likert scale was employed to elicit the responses. On the scale, one indicated the highest end, while four indicated the lowest end.

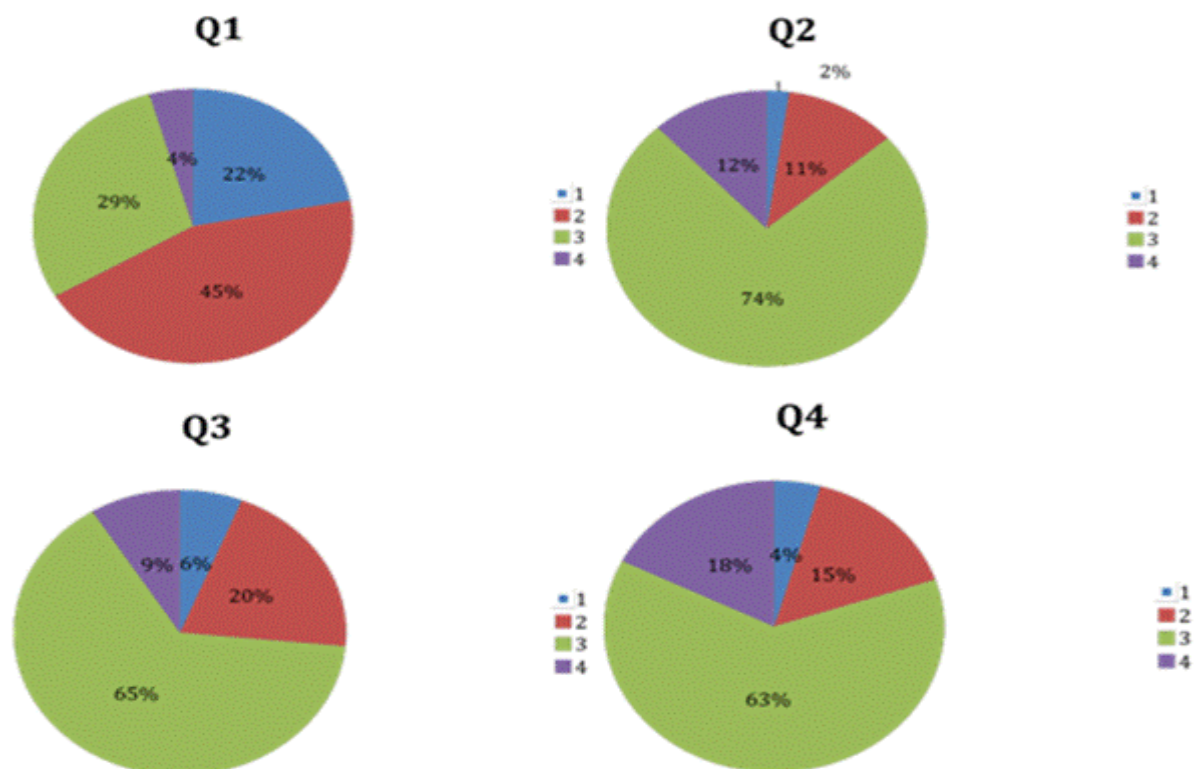
The results for the first question (How much did you know about child poverty in Japan?) indicated that 22% of the respondents didn't know anything about child poverty in Japan. Next, 45% chose that they hardly knew anything, while 29% knew something about the topic. Only 4% chose that they knew a lot about it. This can be seen in Chart 1.

The results for the second question (How much did you become interested in child poverty in Japan after reading the newspaper article on the topic?) indicated that 2% of the respondents didn't become at all interested. Next, 11% didn't become so interested. However, this was followed by 75% who became interested. Lastly, 12% chose that they became really interested. This can be seen in Chart 2.

The results for the third question (How much do you think that we can resolve child poverty in Japan?) indicated that 6% of the respondents chose that they the problem could not at all be resolved. Next, 20% felt that the problem could not really be resolved. However, 65% felt the problem could probably be resolved. While 9% felt the problem could absolutely be resolved. This can be seen in Chart 3.

The results for the fourth question (How motivated are you now to take action to solve child poverty in Japan?) indicated that 4% of the respondents were not at all motivated. Next,

15% were not so interested. This was followed by 63% who a little interested. Lastly, 18% were very motivated to solve child poverty in Japan. This can be seen in Chart 4.



Discussion

Questionnaire

The results of the first question in the survey show that 67% of the students answered that they didn't know about this issue at all or not really. Most Japanese people think that Japan is an advanced country, so they can't imagine that poverty in Japan exists. Moreover, we think this problem is difficult to see from outside.

The results of the second question show that 87% of the students answered that they became interested in this issue after reading our newspaper. We think that newspapers are a good way to learn and understand the issue quickly, and informing others is the easiest way to make people interested in something.

The results of the third question show 74% of the students felt positive that they can solve this issue. We think that though some children are suffering from poverty, Japan is a wealthy country in the world and we have enough food to raise children without any financial difficulty. Therefore, many students believe either optimistically or naively that we can solve this issue.

The results of the fourth question show that 81% of the students answered that they are motivated to take action by the newspaper. We think that many felt that this issue was close to their daily life. Moreover, Japan cannot advance without solving this issue. Therefore, many high school students became passionate to solve this issue after knowing current situation.

Email Interview

Professor Ichiro Sugimoto, who is in the faculty of International Liberal Arts at Soka University of Japan, answered our question concerning what is the most feasible action to take towards eliminating child poverty in Japan by high school students through our email exchange. He said, “Actually, it is difficult for high school students to solve this issue directly, because the cause of child poverty is a special Japanese problem caused by globalization from income differences and is getting worse within the Japanese industrial sector. The solutions tend to be economical, such as support for education and governmental programs.” Therefore, we think that adults should take action by improving scholarship programs and by providing more educational opportunities to enable children to go to college. If they can attend college, they can find employment with a suitable income in order to live on their own. Moreover, we think if children learn about child poverty in Japan during their school days, they have more opportunity to solve child poverty directly in Japan when they become adults.

Phone Interview

The executive director of Kids-Door concerned with child poverty, said to us in a phone interview that “high school students cannot directly tackle child poverty, but they can contribute to child poverty by doing simple things.” We think that high school students who are so busy with study and club activities, cannot tackle child poverty since it would take too much time to establish or contribute to an NPO in order to ameliorate child poverty in Japan. Moreover, he said to us “students would have to hold and organize events. Rather, high school students need to focus on their studies. However, high school students can do simple things such as gaining knowledge on this issue, sharing that knowledge with others and suggesting ideas how to tackle child poverty.” High school students can spread information very quickly, so we think that the expansion of information will increase the opportunity to support poor children, and high school students can appeal to adults to support poor children. As a result, more adults will become aware of child poverty in Japan and make an attempt to address this issue. Next, the director said to us, “poor children need educational support, because their learning environment is so unstable. For example, they cannot purchase reference books or go to cram schools due to lack of financial resources. In addition, their circumstances are likely to contribute to an educational gap and they will be at a disadvantage to gain employment in the future. Consequently, poor children tend to rely on social welfare from the government.” Therefore, we think that if poor children can stabilize their learning environment through educational support, it may be unnecessary to receive welfare.

Proposal

Based on our research, we would like to propose two ideas. We think that we need two approaches to solve this issue--one for high school students and one for adults. High

school students should especially raise their awareness, and adults should improve educational financial support.

Raising high school students' awareness. Some of third year high school students who are eighteen years old have voting rights; this means that they have the opportunity to participate in politics. Therefore, they can take political action to solve child poverty. Learning about the issue affects not only the present, but also the future. High school students should prepare by becoming knowledgeable about child poverty so that they can solve this issue when they become adults. Therefore, they need to learn about it while they are high school students.

Importance of improving educational and financial support. We realized the importance of education as solution for child poverty in Japan. Actually, child poverty is a problem of the parents, because child poverty is a cyclical chain from parents to children. To cut the chain, we think that education has an important role, because it contributes to providing equal opportunity to learning and to acquiring practical abilities, so education will enable poor children to get a chance to go to university or to earn a sufficient income in the future. We think it is necessary for adults to support children through creating educational support services. In this regard, we would like adults to take some action for supporting poor children. For example, adults can contribute to improving education by providing aide to the scholarship system among other initiatives. We feel it may be difficult for high school students to contribute directly to solving child poverty. However, we can influence the adults around us to take action, so we are not powerless.

SNS Activities

These activities can raise high school students' awareness and appeal to adults to improve educational and financial support at the same time.

Website. We would like to suggest creating a website that introduces the data on child poverty. We could design the website by posting URLs of the articles, activities, and data that we find relevant. This website could be a good tool to access Internet resources about these problems easily. Furthermore, such a website could be a portal to promote participation and support for organizations tackling these problems. For example, a map could be posted on the website that shows the facilities where volunteers are dedicated to helping poor children. Such a map would be able to increase the number of the people who try to participate in such activities. This would likely help decrease the child poverty population in Japan. On the website, we could also conduct a survey to collect data to investigate in more detail the current situation of child poverty in Japan. Moreover, we could make and post graphs and tables for each of the survey questions on the website, which would raise awareness towards the resolution of child poverty. Lastly, such a website would be an appropriate medium to reach youth and high school students who use Social Network Services. It would be effective to raise awareness toward these issues among this population. Through learning about this issue on the website, adults would be motivated to support poor children.

SNS applications. We would like to suggest providing information about child poverty in Japan on LINE, which is a SNS application that many Japanese people use, as well as create other educational applications. We could send information on LINE to subscribers. Then, we could answer the questions submitted by subscribers. Through posting articles, news, and information about volunteers, we could give opportunities to subscribers to learn about this issue seriously. In addition, we could raise the general awareness of subscribers as well. Moreover, we could create additional educational applications together with organizations that are tackling child poverty in Japan. By cooperating with such organizations, we could carry out dynamic activities and provide the most important information on alleviating child poverty in Japan by experts in the field. Such educational

applications about child poverty could help others learn about this issue through short movies, quizzes, and by providing a platform where people could learn how to be a volunteer.

University Partnership Program. We would like to suggest that experts in the field of child poverty be invited to the University Partnership Program (UP). UP is a program that our high school holds every Thursday. Every student can participate by listening to specialized lectures given by professors in various fields. In this regard, we would like to invite professors who specialize in child poverty. The purpose of such lectures would be aimed at allowing students who participate in UP to become more aware of child poverty in Japan. The pedagogical approach applied in the UP program provides an active learning environment where students would be able to gain knowledge and more importantly, think deeply about child poverty in Japan.

Limitations

There are limitations in this research. First, our data was collected among one private high school. Since this school places a particularly strong emphasis on global issues, it may not be representative of other high school students. Thus, a more representative sample of students from both private and public schools should be undertaken. Secondly, our survey was conducted among high school students. Therefore, the survey does not represent the adult population, or other age groups outside of high school students. A more diverse random sampling of the general public is necessary to get a better picture of the real situation in Japan concerning child poverty. Thirdly, there may be regional differences between urban versus rural areas. This distinction was not examined in our research. This survey was conducted in an urban area. This survey also did not investigate the economic background, gender, or any other possible confounding variables that may have also influenced the survey findings. All in all, a more representative sampling across a wider range of people and areas is necessary.

Although we have suggested creating SNS applications and websites to raise people's awareness, there are some limitations to this proposal. First, we need to get permission from our school. Teachers will be concerned about the security and costs, so it would take a long time until we are allowed to use SNS as a tool for spreading our ideas. In addition, the issue of maintenance of such media is problematic, as students would come and go. Thirdly, we need to find some organizations, which we can work with. There are a lot of organizations working on child poverty. However, there are only a few organizations willing to cooperate with high school students. This means there would be difficulty in finding an organization, which could understand our proposals.

Conclusion

In this research, activities to tackle child poverty in Japan by making opportunities to learn and serve low cost dinners were investigated. Based on the literature review, we deepened our knowledge about child poverty, focusing on solutions that high school students could manage. Then, an awareness questionnaire was conducted to learn how many students had an interest toward child poverty. Interviews were conducted to hear the opinions from experts in the field on what high school students could do. The results indicated that students could become more aware. Although it is difficult for high school students to solve child poverty in Japan directly, they could influence others. In the end, the proposal was divided into two approaches--one for adults and one for high school students, because each of them have different roles in solving child poverty. For high school students, raising and spreading their awareness is a priority to solve child poverty. For adults, providing financial and other resources would be helpful toward realizing a poverty-free Japan for children.

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ハイスクール平和提言

Equalizing Food Distribution to Achieve Zero Hunger

飢餓終息に向けた食糧問題の撲滅

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概要

今日、7億9500万もの人が飢餓に陥っている一方、先進国を中心とした国々では年間に2億2000万トンもの食料が捨てられています。今日の飢餓の要因は慢性的な食料不足ではなく、食料が平等に分配されていないことにあります。リサーチの中で私たちは、国際援助の重要性や、食糧問題に対する様々な支援団体の存在を学びました。また創立者池田大作先生が2009年の平和提言の中で提案された「世界食糧銀行」の可能性を探り、飢餓終息への方途を見つけるため、次の三つの質問を考えました。

1. 食糧不平等分配の問題を解決するためにどのような国際援助が必要であるか。
2. 各国にたくさんのフードバンクはあるが、世界食糧銀行がまだ存在していないのはなぜか。
3. 食糧不平等分配の問題を解決するために私たち高校生にできることは何か。

これらの設問を軸に、三つの機関にインタビューを行い、栄養教育の大切さ、世界食糧銀行設立に向けた課題、きっかけづくりの重要性を学ぶことが出来ました。調査結果を基に、二つのことを提案します。一つ目に世界食糧銀行の創設に向け、地域的な食糧銀行を創設することです。国内のみならず世界中で需要と供給のバランスを保つため、世界的な機関を介して全ての国が平等に食べ物をやりとりすることが有効だと考えました。まず第一歩としてEUによってつながりをもつ欧州内での地域的な食糧銀行の創設を提案します。EUの貿易に関する条約等、様々考慮すべき項目はありますが、世界銀行創立につながる取り組みが期待できます。二つ目は、先進国と発展途上国それぞれでの教育の普及です。先進国では教育機関において、生徒が参加しやすいキャンペーン等の推進を提案します。今私達が食べている「食」が、異国の地で飢餓に苦しむ人たちの「食」に大きくかかわっているとの意識を持ち行動すれば多くの人を救うことが出来ます。そのために、食糧問題について考えるより多くの機会を提供することが必要であると考えます。発展途上国では、栄養教育のより大幅な普及が必要です。その土地にあった作物や栄養豊富な食べ物について知ることでより効果的に健康状態を改善することが出来ます。この研究を通して、飢餓の終息は世界中のすべての国の解決に対する貪欲な姿勢がなければ実現できないことを深く学びました。本論文を通して、食糧問題に興味を持ち、食糧問題の解決に向けて行動する人が増えていくことを望みます。

Equalizing food distribution to Achieve Zero Hunger

There are many kinds of problems, such as child labor, immigration, and gender issues, in the world, and many people are forced to live under the difficult situations. Especially, the food issues are much more immediate problems than others because people have to eat to live independently.

Actually, in developing countries, more than 795 millions of people are suffering from hunger (Food and Agriculture Organization of the United Nation [FAO], 2015). On the other hand, about 220 million tons of edible food is disposed every year (FAO, 2011). This unbalanced distribution of food is called unequal food distribution. These data indicate that crops are not given to people evenly and that the cause of hunger is not necessarily the lack of crops but actually unequal food distribution. In our research, we researched about Angola to learn about current situation of hunger. After making three research questions, we conducted interviews to three organizations in order to find solution to terminate the hunger problem.

Literature Review

Definitions of Hunger

According to Hunger Free World, hunger means the situation in which someone cannot eat enough food over a long period of time and becomes malnutrition (HFW: What is hunger). On the other hand, the World Food Programme (WFP) defines hunger as “not having enough to eat to meet energy requirements” (WFP: Hunger Glossary, 2016).

Some people suffer from hunger because of natural disasters and conflicts, but this research focuses on chronic hunger, which most people with malnutrition suffer (Hunger free world [HFW], n.d.). Chronic hunger occurs due to various causes like politics, education, and environment, and most people in hunger died from malnutrition rather than starvation (HFW n.d.).

Unequal Food Distribution

Today, about 2.5 billion tons of grains are produced every year in the world (FAO, Estimates of 2015-2016). If these crops were divided to everyone in the world evenly, each person can eat 320 kilograms of crops in one year. For example, this amount of crops is considered enough because the Japanese eat 160 kilograms in one year generally (Ministry of Health, Labour and Welfare in Japan,

2013). In this way, enough food for people is currently produced in the world.

The problem is the unequal distribution of crops. According to the Table For Two project, about two billion people are in obese condition because of excessive consumption in the world (Table for Two, 2016). On the other hand, twenty five thousands of people have been died from hunger especially in developing country (Ministry of Agriculture, Forestry and Fisheries, 2009). In addition, in Japan, about 6.42 tons of food that can be still eaten are being thrown away every year (MAFF, 2013), and 220 million tons disposed food. In this way, these examples show the unequal distribution of food in the world, and this situation is called unequal food distribution.

Current Situation in Africa

We researched Angola to learn how Angola improved the hunger situation. Angola accomplished the Goal of World Food Summit about reducing extreme poverty and MDGs (FAO, 2015, p.17). Researching Angola's situation is one way to consider about solution of hunger.

The reason why Angola overcame hunger is international support. Angola strengthened cooperation with China. That connection helped Angola's economic development. China has been the largest trade partner with Angola since 2005. In addition, Angola has been financially supported by other countries, such as China. As a result, the government could use a lot of sufficient money to tackle the problem (Bank of Tokyo-Mitsubishi UFJ [BTMU], 2014). Moreover, JICA started Rice Development Project in Bie and Huambo, Angola in 2013. The aim was to increase the production of rice. For this, JICA supports farmers to get sufficient skills to produce rice. As a result, Angola succeeded to increase GDP by 10%, and Angola became the third economic power in South Africa these days (Japan International Cooperation Agency [JICA], 2013).

Organizations

Many organizations aim to solve hunger problems in the world. This section introduces some of the successful governmental and non-governmental organizations.

Hunger Free World. Hunger Free World (HFW) is a non-governmental organization which attempts to create a world without hunger. HFW tries to establish systems for local residents to obtain food on their own (HFW, n.d.). HFW has been working with four aims: to create a region, to raise awareness, to change the system, and to foster the youth (HFW, four activities, n.d.). To create a

region, HFW works with the local residents and try to solve the problems related to the six fields: nutrition, education, health and sanitation, income generation, gender equality, and environment. As an activity to raise awareness, they support to let people act and understand the right for food (HFW, the action of HFW, n.d.). In the activity of changing system, HFW attends international conferences and discuss with governmental agencies to change social systems (HFW, the action of HFW, n.d.). Lastly, HFW carries out activities for regional development and educating youth (HFW, the action of HFW, n.d.).

Table for Two. Table for Two (TFT) is a non-profit organization that has been working to serve healthy meal to both children in developed and developing countries, and help to right the global food imbalance (TFT USA, 2016). The TFT program collects donation through a system where if someone buys a certain meal or food item, twenty yen per meal or item is donated for school meals of children in developing countries (TFT, n.d.). Twenty yen is the amount of money to serve one lunch meal in developing countries (TFT, n.d.). With this program, people in developed countries can easily donate school lunch to children in developing countries.

World Food Programme. The World Food Programme (WFP) is the world's largest humanitarian agency fighting against hunger problems in United Nation. They transport food to where it is needed, saving the lives of victims of war, civil conflicts and natural disasters (WFP, 2017). Also, they help communities rebuild shattered lives by donating foods (WFP, 2017). The aim of WFP is to create a world where everyone can eat enough food to live. Every year, WPF produces a hunger map which indicates the levels of hunger using colors (WFP, 2017).

Alliance Forum Foundation. Alliance Forum Foundation aims to reduce poverty using technology. One of their projects is called the Nutrition Project. Alliance Forum Foundation copes with chronic malnutrition, especially in Zambia. The foundation tackles the problem with Spirulina, edible algae, which have high protein, vitamin, and mineral (AFF, n.d.). In the project, Spirulina was first introduced to governmental organizations, such as the Ministry of Health, Ministry of Agriculture, which creates nutrition policies and recommends to mothers through local clinic doctors to include Spirulina in daily meals (AFF, n.d.). Mothers who used Spirulina report favorable changes of their children; for instance, children became active and recovered from skin inflammation quickly

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(AFF, n.d.). The foundation also delivers school lunch made with Spirulina to community schools in low income area (AFF, n.d). The foundation also educates students about nutrition and sanitation, using picture-story show and teaches how balanced meal, hand-wash, brushing teeth positively affect their health (AFF, n.d.).

Food Bank

One of the current essential support systems that aim to reduce unequal food distribution is food bank. There are many food banks in the world. In America, there are more than 200 food banks and they try to solve hunger problems and reduce poverty (Feeding America, 2017).

Food banks in Japan collect edible food, which is going to be disposed, and deliver the collected food to those who are in need and facilities. Second Harvest Japan is a major food bank in Japan. They collect food and deliver them for people who do not have enough food. They collect uneaten food from food processing factories, farmers, supermarkets, and individual and deliver the food to welfare facilities (Second Harvest Japan [SHJ], n.d.). Food banks can help not only people in need but supporting companies because the companies can reduce disposal costs (SHJ). Like this, food banks in Japan play a role of a mediator between supporters with a lot of leftover food and recipients who need food (SHJ).

Although there are many food banks in each country, there is no world food bank. Our school founder, Daisaku Ikeda stated that “To ensure secure access to food for all the world's people, we need to design a mechanism to keep a certain amount of grain in reserve at all times as a global public good” and he suggested establishing world food bank in his peace proposal in 2009 (Daisaku Ikeda, peace proposal, 2009).

Research Questions

Based on the literature review, we created three research questions:

1. What kind of international support is necessary to effectively improve food distribution problem?
2. Even though there are lots of food bank in each country, why world food bank has not existed yet?

3. What can we do to contribute to solving unequal food distribution problem as a high school student?

First, based on the research about Angola, we found the importance of international support to reduce the number of people who are in hunger. In Angola, thanks to financial support from China and agricultural support from Japan, Angola succeeded to increase the GDP by 10%. As this example shows, we researched more about the role of international support.

Second, as Mr. Daisaku Ikeda suggested the establishment of world food bank in Peace Proposal 2009, the world needs a worldwide organization to reduce the inequality of food distribution. In our research, we learned that many countries have food banks and are trying to solve the problem of unequal food distribution. Nevertheless, there is no world food bank today. Therefore, the needs and possibility of establishing world food bank should be researched more.

Third, through researching food problems and unequal food distribution, we learned the connection between our meals and the meals of other people in the world. Those who live in developed countries have a responsibility for solving unequal food distribution. As high school students, we would like to seek what we can do to contribute to solving food problems and hunger.

Methodology

To find the answers for the research questions, three interviews were conducted in October and November in 2016. First, a JICA staff who has worked at Solomon island as a nurse of Japan Overseas Cooperation Volunteer, was asked some questions about international support in late October. Second, the telephone interview was conducted with a Food bank Osaka staff in November about the system of food bank. In addition, the staff was interviewed about the possibility of establishing world food bank. Third, an interview to AIM service, which offers lunch in our school cafeteria, was held in early November. The staff members were asked about the situation of food loss and food waste in our high school. These interviews were conducted in Japanese, and the interview questions are listed in Appendix.

Results

The interviews provided insightful answers to the research questions about international support, world food bank, and what high school students can do to solve hunger problems.

International Support

The JICA staff was not sure whether JICA financially supports other countries, but the staff shared that providing knowledge to local people benefit them even after the volunteers leave. The problem that local people have is that they do not have knowledge especially regarding nutrition because they do not receive such education. Thus, the interviewee believed that teaching local people life skills can improve local people's lives more directly than financially supporting countries.

Regarding the obstacles of international support, the interviewee mentioned cultural differences. What is normal for us may not be normal for local residents. Dispatched staffs learned that they must not impose their ideas on local people, and they need to respect the lifestyles and thoughts of local residents.

World Food Bank

We interviewed a staff of the Food Bank Osaka to learn about their activities and the possibility of establishing a world food bank.

According to the interviewee, the activities of the Food Bank Osaka do not cost money. The food is collected by the Food Bank Osaka staffs and volunteers from the food manufacturer companies, or the donating companies transport food to the Food Bank Osaka. Donating and providing food is free. Providers bring products with misprinted packages and items that do not meet the standard to be sold, and food bank donates the collected food for free.

One of the problems that the Food Bank Osaka is facing is the lack of volunteers to deal with the increasing amount of donated food. Thanks to the increased donation of food, the Food Bank Osaka has been able to deliver more food to more facilities. They also opened new branches in more areas to expand their activities. However, they do not have enough volunteers to deliver food to facilities.

Lastly, we asked about the idea of world food bank. The officer of Food Bank Osaka answered that if activities are carried out in a wider scale, the problems would be how to secure the

fund and volunteers for the activities. Currently, food banks in Japan operate based on donation and volunteers, and companies. However, when managing a bigger food bank, finding donation and volunteers will become a great obstacle. Moreover, currently, there is no system to manage the exchange of food and cooperate all the countries. Therefore, the staff stated that one of the challenges to establish a world food bank is whether countries can unite and how much network they can make with each other.

What High School Students Can Do

In the interview with AIM service staffs, we learned about successful campaign to reduce food loss, which was conducted by our junior high school students. Some students initiated this campaign, and during the campaign, students were encouraged not to leave any food. As a result, the amount of food loss in junior high school was decreased by half compared with the average of previous year. This campaign was a successful example where small trigger changed students' attitudes and their awareness towards solving food problem. In other words, we should provide more opportunities to let people think and act for reducing food loss. We believe it is important to raise awareness of people who live in developed countries and let them feel related to the people who are suffering from hunger because global unequal food distribution will not be solved without the cooperation of all countries. Also, raising awareness about food problem develops compassion towards those who are in need because people can put themselves in other people's shoes.

Also, the staff introduced that Kansai Soka Elementary School conducted an essay contest hosted by World Food Programme last year. The main purpose of this essay contest is to help student realize the importance of food and their meals. In this campaign, students write an essay about their meals. For each submitted essay, companies which support this contest donate 120 yen, which serves 4 school meals in developing countries (WFP, 2016).

Lastly, the staff gave us some comments as a nutritionist that students should be given more opportunities to learn about food culture and the process of food production.

The Food Bank Osaka staff also suggested that high school students can try to reduce food waste by gathering food that is not consumed in each house and sending it to food banks.

Discussion

The literature review and interview results suggested the importance of providing nutritional education, the importance of establishing a world food bank, creating network between countries to establish world food bank, and providing small triggers for school projects.

Interviewing a JICA staff, we learned that although unequal food distribution is one of the reasons of hunger, we found chronic malnutrition is also the factor of hunger. People in some countries are suffering from hunger because they do not have enough knowledge about nutrition and cannot eat balanced meals. This problem is becoming more serious. This problem can be solved by nutritional education. We think it is necessary to provide not only financial support but also educational support when countries support other countries suffering from hunger. Nutrition project by the Alliance Forum Foundation is a successful example of nutrition education as it provides not only knowledge but also measures the effectiveness and educates mothers how to produce Spirulina.

The literature review and the interviews illustrated the necessity of a world food bank which balances the supply and demand of food of all the countries. Although there are some organizations like WFP which supports people who are undernourished in the world, there has not been any organization which balances the demand and supply of food in the world. The biggest problem in the current world is that food is not distributed equally. We believe that the world food bank can be a mediator which enables all countries to exchange food and support each other. With the current system, there is a lot of food that is being wasted. However, if we can establish a world food bank, people can utilize the unconsumed food and benefit those who are in need.

The Food Bank Osaka staff explained that countries need to create a strong network among themselves to establish the world food bank. However, establishing connections between all countries in the world is not easy, so we think it is necessary to start making connections locally. Currently, food banks operate locally, but if regional food banks, like Food Bank Asia or Food Bank Europe, function well, establishing a world food bank will become more feasible.

The project conducted by the AIM service in our school suggested that a small trigger can change people's attitudes toward solving food problem. In our junior high school, students did a campaign to reduce food loss in school. As a result, the amount of food loss in junior high school was

reduced by half in one year. This shows that we should provide more opportunities to encourage people to think and act for reducing food loss. Raising awareness of people in developed countries is important so that more people can feel relevant to those who are suffering from hunger in developing countries.

Proposal

Based on the literature review and the interview results, two proposals are made to achieve a world without hunger problems.

First, we propose to establish a Europe Food Bank as a first step towards establishing a world food bank. Through this research, the necessity of a world food bank has been clarified, but the interviews suggested some obstacles to establish a world food bank. As the interview showed, there is a need to make connections between countries to create a bigger food bank, so we suggest establishing a regional food bank in Europe as a first step towards a world food bank. Since Japan is surrounded by the sea, it is difficult to exchange food and make connections with surrounding countries. In Europe, EU unites many countries, and they have good transportation systems between countries. Therefore, we believe it is easier to balance supply and demand of food among countries in Europe.

Second, we propose to educational institutions that schools promote campaigns which aim to support those who are in hunger. Educational institutions, such as high schools, play an important role in student's lives, so they should provide more opportunities so that students can participate in campaigns to solve food problems. For example, one campaign that students participate is the essay contest hosted by World Food Programme, which AIM service shared with us in the interview. This contest is effective because students can think about food problems and explain their feeling towards hunger in their own words. Also, educational institutions are the best place to conduct such campaigns and attract students to raise the awareness towards food problems. Other campaigns that students can participate include the Red Cup Campaign hosted by WFP and Onigiri (or rice ball) Action hosted by Table For Two. People can join the campaign only by buying target items (WFP, n.d.) and taking a photo with a rice ball and sending to TFT (TFT, n.d.). Through these campaigns, students can think of

the importance of food and the fact that there are many people who cannot eat enough food in the world. As a result, students can develop compassion towards those who are in hunger.

Limitations

First, more research is needed to evaluate the feasibility of establishing a regional food bank in Europe. Due to time limitation, we could not research treaties related to food exchange and transportation between countries in EU. In addition, we have to consider more about how to secure the fund and human resources for the regional food bank. We also need to think about the role of a world food bank more as there are already global organizations like WFP and FAO, which tackle food problems.

Second, more research is needed about the WFP's essay contest we proposed because it is still vague whether this essay contest is really an effective way to encourage students to take actions towards solving food problems. We do not know how much impact this essay contest can provide to elementary school students. Also, the situation between elementary school and high school is different, so we have to find out the way which makes participating campaign more effective.

Conclusion

The food distribution problem is one of the closest global issues for all human beings because people cannot live without food. This research indicated that unequal food distribution problems can be solved if countries and people cooperate. Specifically, establishing a world food bank will help countries access food more equally. Also, if educational institutions provide students with more chances to think about food problems, more people can learn about the food problems and the value of food. Even a small act like reducing food loss and participating in essay contests can make those who are in hunger happy. In order to eliminate unequal food distribution in the world, people who have a plentiful food should have compassion and a sense of responsibility to support those who are in hunger.

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Appendix

Interview Questions

Interview Questions to a JICA staff

1. Which do you think financial support or skills development is effective .Also, what's the benefit given from each support.
2. Do you feel that you could contribute to make local people's lives better directly? Why did you feel it?
3. What were obstacles that prevented you from doing JICA activity?

Interview Question to Foodbank

1. How do you transport food?
2. Have you ever faced the difficult situation that makes you prevent from what you want to do?
And what was the obstacle?
3. What are the things that are needed to reduce such kinds of difficulties do you think?
4. Have you ever thought about expanding your activity on a larger scale?
(If the answer is yes,)Then, why the larger activity doesn't accomplished?
When you continue to work on a larger scale, what shall become an obstacle?
(If the answer is no,) Then, why do you think so? Are there any concrete obstacle that makes you think so?
5. What do you think about world food bank?
6. What kind of activities can we do as high school students?

Interview Question to AIM service

1. First of all, we want to know the current situation of this cafeteria. About how much of food waste does our lunch leave in a day?
2. Then, about how much of food are wasted even though that can be eaten? How many the percent of such kinds of foods?
3. We are thinking that to know the current dealing process with food waste might connect the solution of this problem. How do AIM service process food waste?
4. Are there any efforts not to left food?
5. (If AIM service connect any company, we can learn more and that's help us to make project)
Does AIM service connect any company or project for reducing food waste?
6. What can high school student do for food waste?

ラーニングクラスター2016-2017
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Education for Nuclear Abolition
核廃絶の為の教育

關口翔 辻岡美和 野口良美 山岸世来 篠原巴里

概要

1957年9月8日、5万人の青年を前に、創立者の恩師、戸田城聖先生は原水爆禁止宣言を発表され、核は絶対悪であるという考えを表明されました。その意志を継いだ創立者池田大作先生は毎年の平和提言で必ず核廃絶に向けた提案をされるなど、今日まで世界を核の脅威から救う為に活動を続けてこられました。そのような創立者とする関西創価高校の生徒である私たちには、両先生の意志を継ぎ、核廃絶の為に行動をする使命があると思います。その上で関西創価高校の生徒に自らの使命を自覚させる事が最も重要であり、その為に欠かせない現在の反核教育の向上をテーマに研究を行う事を考えました。この研究を行う上で私たちは以下の二つの設問を考えました。

1. 関西創価高校の生徒はどれくらい核廃絶に関心があるのか。
2. どのように関西創価高校における核廃絶の為の教育を改善していくべきか。

私たちは8月6日から8日に行われた広島フィールドワークに参加し、核兵器について学ぶ事に子供たちが深刻なトラウマを持っている事を受けて、広島平和記念資料館の展示が変わるというお話を聞きました。その後に関西創価高校の3年生を対象に核廃絶に関するアンケートを行いました。その結果、生徒たちにとって核兵器について学ぶのに最も効果的なのがビデオを観る事であり、原爆投下の被害やアメリカ側の当時の考えといった歴史的な内容は知っているが、核兵器に関する各国の政策や核抑止論といった現在の問題については知らない傾向にある事が分かりました。また、1月29日から2月4日に行われた海外フィールドワークでは核時代平和財団のクリーガー会長とお会いし、他校の生徒と関わる事が生徒の核廃絶に対するやる気につながると教えていただきました。以上の調査を踏まえ、私たちは「核兵器なき世界への潮流を作り出すパイオニアの育成」と題し、生徒たちに慈悲・英知・勇気を持って行動を起こしてもらう為に学年毎に次のようなカリキュラムを作りました。①ビデオを始めとした綿密な事前学習をした後に広島フィールドワークを行う。②一年次で学んだ事を元に関西創価小学校の児童に核兵器について教える。③アメリカ創価大学やブラジル創価高校など世界中の姉妹校の生徒と核廃絶サミットを行う。なお、本提言は関西創価高校に向けたものなので、他の日本の学校や他の国々では適用できない可能性があります。しかし、私たちの提言が世界を核廃絶に向けて前進させる一助になる事を願います。

Education for Nuclear Abolition

In September 8, 1957, Josei Toda, the mentor of Daisaku Ikeda made declaration calling for the abolition of nuclear weapons in front of 50,000 youth. Taking over his determination to abolish nuclear weapons, Daisaku Ikeda has been taking actions, such as publishing annual Peace Proposal, in which he suggested the solutions for nuclear issues. He also created Soka educational system, including Kansai Soka High School. In first entrance ceremony of Kansai Soka High School, he announced the school's motto, "Never build your happiness upon other's misfortune." This motto means that Kansai Soka High School students have the missions of creating a world full of dignity of life. On the other hand, there is a notion of disregard for life behind the possession and usage of nuclear weapons. Therefore, the authors thought that Kansai Soka High School students should accomplish their missions by being concerned about nuclear issues and determined to take actions to make a world without nuclear weapons. Currently, Kansai Soka High School students learn about nuclear issues, such as nuclear proliferation and nuclear testing, through several kinds of programs and lectures. However, the authors thought that the curriculum can be more effective to inspire its students to lead nuclear abolition as global leaders. Then the authors decided to research Kansai Soka High School students' awareness of nuclear issues and how to improve its anti-nuclear education.

Literature Review

Young people, especially Japanese high school students, should learn about nuclear issues because they have the responsibility of creating world peace. Therefore, the authors of this proposal decided to research about education for nuclear abolition. Also, the authors decided to focus on anti-nuclear education in Kansai Soka High School. To make proposals to improve the current education in Kansai Soka High School, the authors needed to

understand the core of Soka education. Therefore, the authors researched about the founder's ideas in Kansai Soka High School. Also, some authors learned about nuclear weapons through Hiroshima Fieldwork, so the authors also mentioned about Hiroshima Fieldwork in this section.

Declaration Calling for the Abolition of Nuclear Weapons Made by Josei Toda

Josei Toda, a mentor of Daisaku Ikeda who founded Soka educational system in September 8, 1957, he announced his mind for nuclear weapons in front of 50,000 youth at the stadium in Mitsuzawa, Yokohama. Even though he was a Buddhist and a death penalty abolitionist, he said that the death penalty will be needed for to anyone responsible for using nuclear weapons, even if that person is on the winning side (Ikeda, 2017). Based on this Toda's idea, the Soka movement has continued to make actions for nuclear abolition until today.

Kansai Soka High School

SGH Kansai Soka high school was appointed as Super Global High school (SGH). According to the website of SGH, this program focuses on improving the education in Japanese high schools to foster the global leaders who can be active in the world with the power of communication, solving problems, and so on. The program is intended to cultivate two powers in students, which are creativity and dialogue. To fulfill this purpose, Kansai Soka High School developed a curriculum in which students learn about global issues from the perspective of development, peace, environment, human rights. All students join such SGH program (Kansai Soka High School, 2017).

Guiding Philosophy

Daisaku Ikeda is the founder of Kansai Soka High School. He presents the Peace Proposals every year and acts to create a world without nuclear weapons. Also, as a founder, he gave Kansai Soka High School students a basic philosophy of Soka education, which was

“Never build your happiness upon other’s misfortune”. Daisaku Ikeda put his great expectations for the students in this principle to be considerate in their daily lives and contribute to eradicate misery. He said that action based on this philosophy will create peaceful atmosphere of Kansai Soka High School and that eventually lead to world peace (Ikeda, 1973).

Hiroshima Fieldwork

The authors joined Hiroshima Fieldwork, which was conducted as one of the SGH program in Kansai Soka High School, in order to learn the cause and detrimental damage of nuclear bombings and about Non-proliferation Treaty (NPT). To discuss about these topics, fieldwork members participated in the Peace Forum. The Peace Forum was held in the Hiroshima Jogakuin, which is one of SGH schools. The authors interacted with other high school students in Hiroshima, Okinawa and Hawaii. In this forum, the participants thought about NPT from several ways. First, the participants made the presentations about the problems of NPT and solutions. Because of this, they must have researched about NPT a lot before this forum. Second, the participants were divided into several groups to revise their presentations through discussion. Listening to other school’s opinions helped students deepen their understanding of NPT. Third, other school’s students described the issues of NPT by drama. It was easy to understand NPT even though this is very complicated. Through these experiences in Peace Forum, interacting with other schools is good for learning about nuclear issues deeply.

Anti-Nuclear Education in Hiroshima and Nagasaki

School programs. Many schools in Hiroshima conduct various kinds of programs to teach children about the history of nuclear bombings. For example, students in Hiroshima hear the experience of nuclear bombing from the victims called “Katari-be”. Also, some schools hold fieldwork to visit the Atomic Bomb Dome in Hiroshima. They learn how cruel

nuclear bombings were and what actually happened there. Students often sing the songs, such as “Hiroshima-no-arukunide”, “Fukuro-no-shounen”, which describes nuclear bombings from the children's perspectives (Ikeno, 2016).

Materials used in anti-nuclear education. “Barefoot Gen” is a series of comic books written by Kenji Nakazawa. The story is about one victim boy’s life after the nuclear bombing in Hiroshima. He experienced World War II, and is also one of the victims of nuclear bombing. This comic book shows how cruel nuclear bombing were. The story is almost non-fiction, based on Nakazawa’s experiences. Many students in Japan, especially in Hiroshima and Nagasaki read it or watch a movie of this story. Despite of the popularity, some adults disagree with making students read this comic book at school because they think that the descriptions are too violent and vulgar for children. In fact, there are some libraries in Shimane prefecture that limited to lend it (Shimane Prefectural Government, 2017).

Actions high school students are taking. High school students in Nagasaki visited the victims of nuclear bombings and recorded their stories to make a movie for high school students in Tokyo, who tend to have limited opportunities to learn about nuclear bombings. They also collected the signatures for nuclear abolition from high school students (around Japan) and sent it to United Nations (Allen et al., 2016).

Issues in anti-nuclear education. In Hiroshima, every August 6, the date on which nuclear weapons were dropped, many of the students, including elementary school students, visit Peace Memorial Museum and learn about what happened in Hiroshima in 1945. Even though the students are still children, they learn about nuclear bombings through document or video, in which the damage of nuclear bombings are vividly described. For example, in Hiroshima Peace Memorial Museum, many exhibitions related to the effect of nuclear bombings were displayed such as the pictures of survivors. However, as the time passed, the museum realized that children can be traumatized by seeing such exhibitions and changed the

contents of the exhibition. Some of the new exhibitions do not try to convey the facts by pictures and videos but by text (Peace Committee, 2016).

Research Questions

1. Are Kansai Soka High School students concerned, well-informed and thoughtful about nuclear issues?
2. How can Kansai Soka High School improve the education for nuclear abolition?

Although one Learning Cluster group researched about nuclear issues last year, we this research was about same topic because the previous research did not focus on education. The authors of this proposal thought that education is essential for nuclear abolition. To create the curriculum better, knowing the current situation of students is the most important. Through this research, something to improve education in Kansai Soka High School appeared.

Methodology

In order to investigate opinions and perspectives for nuclear issues, the questionnaires were conducted among grade 12 high school students, Hiroshima fieldwork members and teachers in Kansai Soka high school. The questionnaires were answered by selecting choices or filling in the comment boxes. In addition, Hiroshima fieldwork members were interviewed.

Questionnaires to Grade 12 Students

Questionnaires were completed by 285 grade 12 students. There are several opportunities to learn about nuclear weapons and the history of Hiroshima and Nagasaki in Kansai Soka high school. We focused on collecting data from grade 12 students because they have undergone all education programs of Kansai Soka High School. The questionnaires

included four questions which were created in relation to our research questions. The first question asked students what they thought of countries having nuclear weapons. The second question asked the best way to learn about nuclear weapons. The third question was about what students learned in high school about nuclear issues. The last question was about what actions students want to take for abolishing nuclear weapons.

Surveys to Hiroshima Fieldwork Members

The questionnaires were conducted among Kansai Soka High School students who participated in the Fieldwork to Hiroshima during the summer (7 girls and 5 boys from grades 10-12). Among them, two students were interviewed how their views were changed toward nuclear weapons through their experiences in Hiroshima fieldwork.

Questionnaires to Teachers

Moreover, the questionnaires were conducted by the teachers in Kansai Soka High School. Their opinions were helpful to know current education of Kansai Soka high school and how this school should do to improve education. The teachers were asked four questions. First one was what they think about existing nuclear weapons. Second one was to check the experiences that they talked about nuclear issues in the classes. Third one was opinions for what high school students should learn about nuclear issues. Last one was the best method that teachers teach high school students about nuclear weapons.

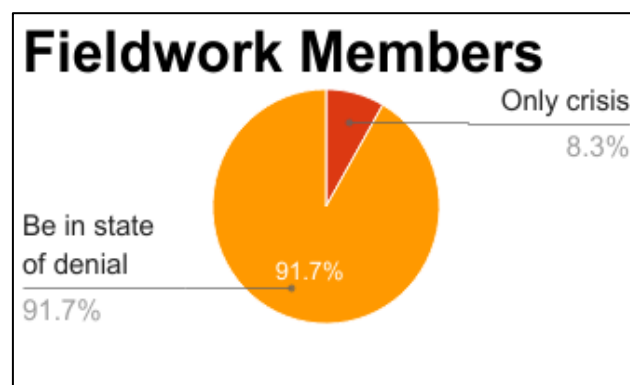
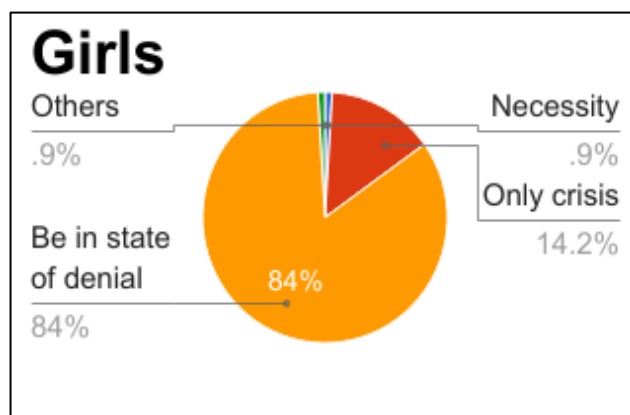
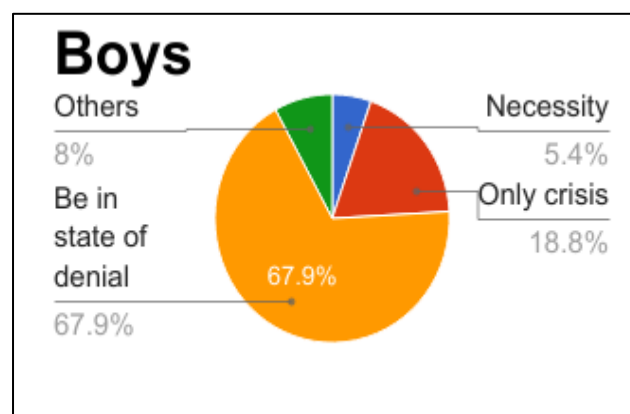
Results

Questionnaires for Students

The questionnaires were answered by 285 grade 12 students. There were 112 male students and 106 female students. 33 students were gender undetermined and 34 students did not answer the questionnaires. Also, these questionnaires were conducted by 12 Hiroshima fieldwork members. There were 5 male students and 7 female students.

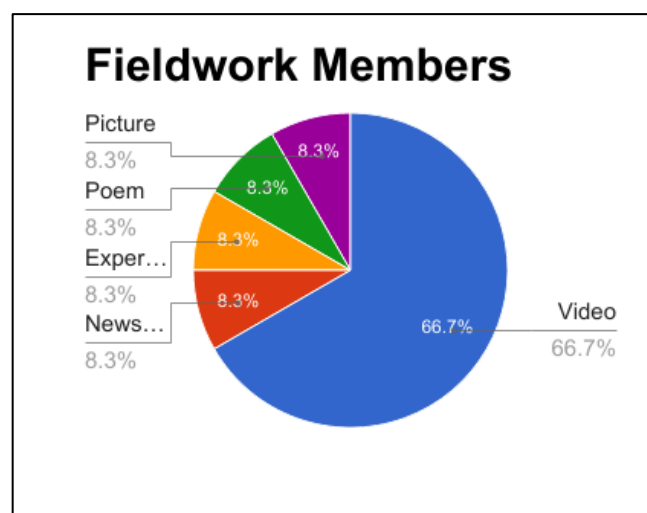
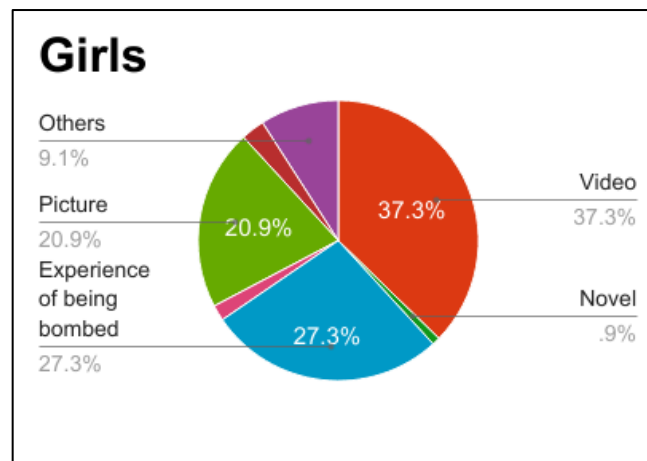
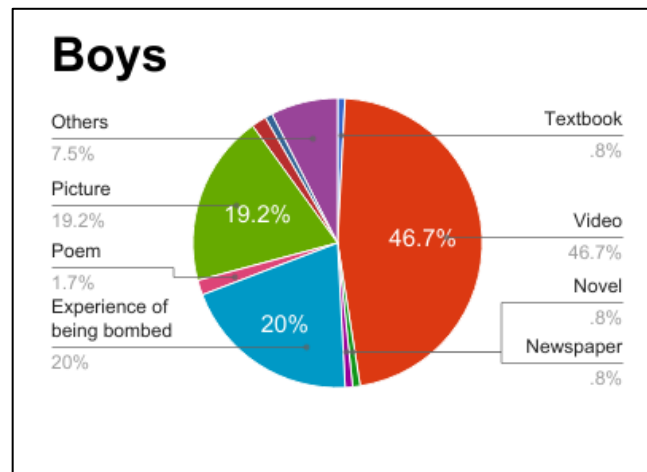
Question 1: What do you think of countries having nuclear weapons?

Most students thought that nuclear weapons should be never allowed. However, some students thought nuclear weapons are necessary for only crisis. Few students had their own opinion; whether it is important that countries have nuclear weapons, and people use nuclear weapons or not.



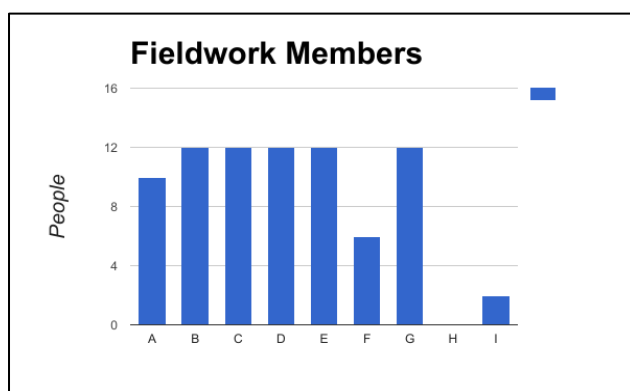
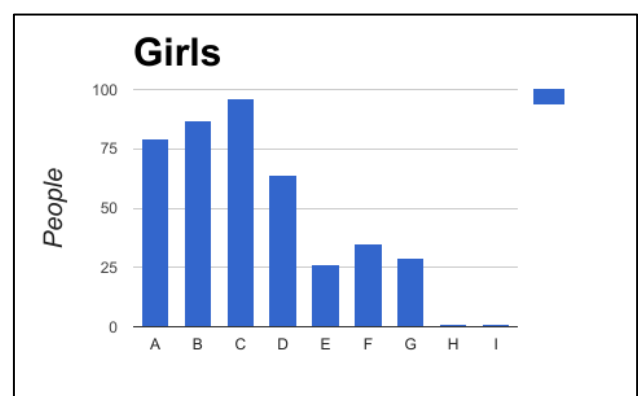
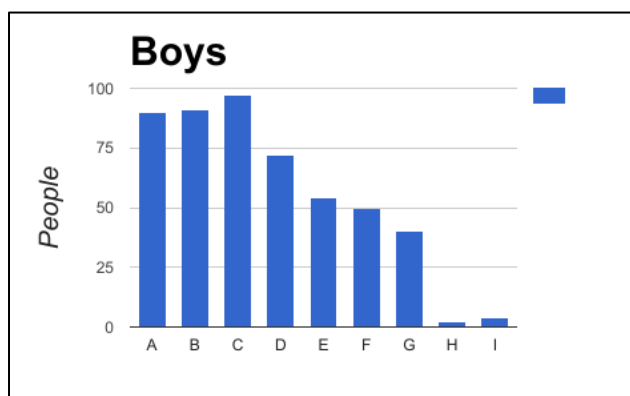
Question 2: What is the best way to learn about nuclear weapons?

Most students chose watching video, listening to the experiences of people who were bombed, and seeing pictures in order. Therefore, watching video is the most impressive way to learn about nuclear weapons.



Question 3: What did you learn about nuclear weapons in high school?

Most students have learned American perspectives, the damaged by nuclear bombings, and the reason why nuclear weapons were used. There were few students who have learned global actions, policies, deterrence theory, and peaceful use of nuclear energy. Hiroshima fieldwork members learned many things about nuclear weapons. However, there were few members who learned each country's nuclear policy compared with other opinions.

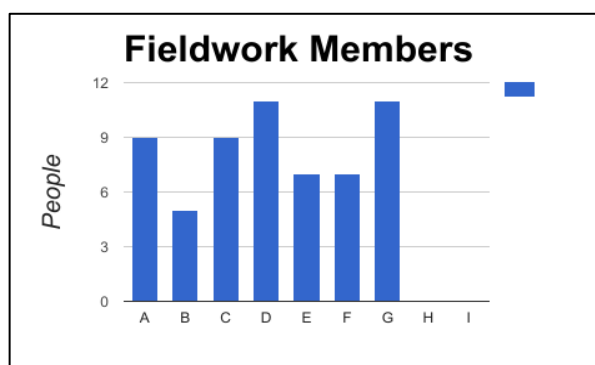
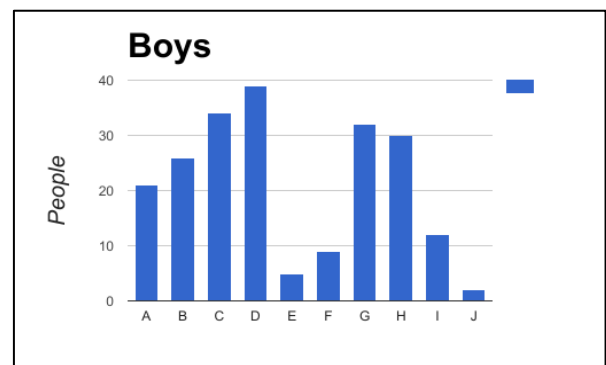
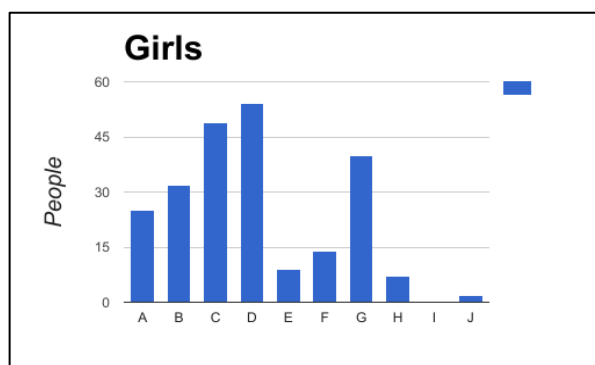


List of Options

- A: Process of bombings
- B: Cause and effect
- C: American's perspective
- D: Global action for nuclear abolition
- E: Nuclear deterrence theory
- F: Each country's nuclear policy
- G: Peaceful use of nuclear power
- H: Nothing
- I: Others

Question 4: What actions do you want to take for abolishing nuclear weapons?

According to the survey, these graphs show that boys tended to think that they did not want to do or have no idea for nuclear abolition. However, the ratio of the girls who answered that they did not want to make action in the future was few. These graphs indicate that boys tended to not be interested in making actions in the future. All members who went to Hiroshima field work thought that they wanted to make actions in the future.



List of Options

- A: Researching about nuclear issues
- B: Learning about the history of nuclear bombings
- C: Watching TV about nuclear weapons or news
- D: Participate in movements for nuclear abolition
- E: Starting a new movement
- F: Talking with family about nuclear issues
- G: Visiting bombed area
- H: Thinking nothing about nuclear abolition
- I: Reluctant to make any actions
- J: Others

Interviews

Interviews were conducted to two Kansai Soka high school grade 12 students (one male and one female). Our first question was “How did you change your mind for nuclear weapons through Hiroshima fieldwork?” At first, a male student said that Japan bombed nuclear weapons and had responsibilities. The reason why Japan was bombed is Japan took some terrible actions to America. However, after finishing Hiroshima field work, he changed his idea. He said that even though the opposite government lost correct direction, nuclear weapons should not be used forever. A female respondent, on the other hand, had been to Hiroshima for several times because her grandmother is a victim of nuclear bombing. Therefore, the student was interested in nuclear weapons before Hiroshima field work. She learned about nuclear weapons a lot toward Hiroshima Fieldwork. Hiroshima Fieldwork became a more meaningful experience than her usual visit so she realized the importance of learning nuclear weapons.

Our second question was “What should high school students learn about nuclear weapons?”

First, the fieldwork members emphasized the students’ ignorance of nuclear weapons. Even though Japan is a contamination country, most Japanese do not know about nuclear weapons a lot. The fieldwork members recommended that the students should visit the bombed places with knowledge, but it is difficult for students. Therefore, the fieldwork members said that the students should learn many things such as global situation and nuclear weapons are evil absolutely.

Another questionnaire was conducted to 9 teachers in Kansai Soka High School. Our first question was “What do you think about countries having nuclear weapons?” All

teachers were against for having nuclear weapons. In addition, no one chose “Nuclear weapons are always necessary” and “Nuclear weapons are necessary only in crisis.”

Our second question was “Have you ever taught nuclear weapons in your class?” 5 teachers have taught about nuclear weapons, 3 teachers wanted to teach from now on and 1 teacher did not want to do.

Our third question was “What do you think high school students should learn about nuclear weapons?” Most teachers think that students should learn the damage caused by nuclear weapons, global action for nuclear abolition, and nuclear deterrence theory.

Our fourth question was “Which way do you choose when you teach about nuclear weapons?”

The highest answer was watching video. The main reason was video can give a big impact on students’ mind. The second highest answer was listening to the experience of being bombed. The main reason was hearing the voices from the survivors are precious experience. One of teachers answered all choices because the most effective way to learn about nuclear weapons is depend on the mind of individual.

Discussion

Questionnaires for Students

The questionnaires were conducted to grade 12 students and 12 Hiroshima fieldwork members in Kansai Soka High School. The first question was “what do you think of countries having nuclear weapons?” On this question, about 75 percent students chose that “the possession of nuclear weapons should never be allowed”. The results were similar to the survey done by Learning Cluster in last year. Compared with the students who joined Hiroshima FW, there were not the big differences between Hiroshima fieldwork members and 12 grade students. Based on this data, the students tended to think that nuclear weapons

should be abolished. Second question was “what do you think is the most impressive way to learn about nuclear issues?” There were many students who chose “watching video”, “listening the experiences of people who were bombed”, and “seeing the pictures” in order. Based on this data, watching video was the best impressive way to learn about nuclear weapons for high school students. Third question was “Choose everything you have learned in high school.” Over 75 percent students learned three topics: “American attitude toward nuclear weapons”, “cause and effect”, and “process of nuclear bombing”. There are many students who know the history of nuclear weapons, but they did not know the current situation of nuclear weapons. The students tended to learn history but not to learn current situation. Fourth question was “what actions do you want to take for abolishing nuclear weapons?” Unexpectedly, about 30 percent boys answered “thinking nothing about nuclear weapons”, and about 10 percent boys answered “reluctance to do for nuclear weapons”. These rates were much higher than girls’ one. Compared with the results of third question, academic effort was not related to briskness for nuclear abolition. In addition, all members who joined Hiroshima FW wanted to take actions for nuclear abolition. Based on these data, fieldwork led the students to want to make actions for nuclear abolition.

Questionnaires for Teachers

The questionnaires were conducted to 9 teachers. The first question was “what do you think about the nuclear bombs should be treated?” The result of this questionnaire was that all teachers chose that nuclear weapons should never be allowed.”. The second question was “have you ever picked up the story about nuclear weapons in your class?” The five 5 teachers answered “yes”. This means that teachers have the strong conviction about anti-nuclear weapons education. The third question was “what do you think high school students should learn about nuclear weapons?” In this question, all teachers chose “the damage caused by nuclear bombings”. Even though it is very shocking, the teachers wanted the students to

learn how cruel nuclear bombings were. Final question was “which do you choose when you will teach about nuclear weapons?” and most chosen answer was using videos. This result was the same as what students answered. The reason why the teachers chose that options was that it is easy to understand and realize the awfulness of nuclear weapons by viewing sight. It means video has the most impressive impact on the students’ and teachers’ mind.

Interviews for Hiroshima Fieldwork Members

Two students who joined Hiroshima Fieldwork were interviewed in order to know about the differences between Hiroshima Fieldwork members and other students. First question was “how did you change your mind for nuclear weapons through Hiroshima Fieldwork?” According to the two students, Hiroshima Fieldwork made students think stronger that nuclear weapons are absolute evil. Second question was “what should high school students learn about nuclear weapons?” Since the two students learned about nuclear weapons a lot, Hiroshima Fieldwork became the important experiences for them. Therefore, the two students emphasized the importance of prior-learning. Based on their answers, high school students should learn many things such as current global situation, world affairs, and one firm belief that is nuclear weapons are evil absolutely.

Proposal

Based on the discussion, the authors propose the curriculums for Kansai Soka High School students depend on each grade. The goal of this curriculum is “To foster pioneers who create a tide for a world without nuclear weapons!” The authors want Kansai Soka High School students to make actions with compassion, wisdom and courage. Compassion means to sympathize with the victims of nuclear bombings. If the students don’t have compassion, they will not be active for nuclear abolition. Wisdom does not simply mean knowledge, but it

means the mind to create value in people life. The authors want students to think about nuclear weapons with wisdom. Lastly, the authors want students to take actions with courage.

Grade 10 Students

The curriculum for grade 10 students is Hiroshima Fieldwork with the sufficient prior-learning. It is very important to conduct prior-learning because the students can understand the importance of learning in Hiroshima. From our survey, the students watch video about what happened in Hiroshima and Nagasaki. In addition, the students research about not only history but also current nuclear issues like nuclear deterrence theory to know about nuclear weapons deeply. In Hiroshima, the students learn how cruel nuclear weapons are through visiting Hiroshima Peace Memorial Park and listening experiences by the victims of nuclear bombing because it can foster the mind of compassion.

Grade 11 Students

The curriculum for 11th grades is to interact with Kansai Soka Elementary School students. The survey shows that students have the passion about the problem of nuclear problems, but they do not really understand the way they need to do for this purpose. In the 10th grade, they learned a lot about nuclear issues. Therefore, it is important to output what they researched so far to the others as a next step and they can deepen their study more than before. In addition, the author would propose that students should make the materials by themselves such as presentation or picture book so that students can have the responsibility to tell about the nuclear issues to young generation. Also, children can learn about nuclear bombings with less shocking.

Grade 12 Students

The curriculum for grade 12 students is holding Soka Nuclear Abolition Summit. The students consider about nuclear issues with international relationships. Kansai Soka High School has sister schools around the world, such as Tokyo Soka High School, Brazil Soka High School, and Soka University of America. Among the students in these schools, the students might be able to have meaningful discussions on nuclear issues. Through this program, the students can learn why nuclear weapons still exist and how difficult it is to abolish them from the perspective of several countries. According to the results of our questionnaire, Kansai Soka High School students know the cruelty of nuclear weapons, but they do not understand what prevent people from abolishing such weapons. The authors think students should face with the difficulty and complexity of nuclear issues because that is a reality. Through this conference, the students can realize their missions to change the current situation and they will be encouraged by the existence of companions for nuclear abolition.

Conclusion

Dr. Krieger said “Hope create Actions. Actions create Hope.” Even though the current nuclear issues are very difficult to solve, people especially youth must advance ahead for nuclear abolition with hope because they are the generation of change for the 21st century. Therefore, the students in Kansai Soka High School who learn the great philosophy from Ikeda and Toda have the great mission of making actions for nuclear abolition. In literature review, these studies were mentioned about current education in Japan, and what the authors learned through Hiroshima field work. The authors wanted to change the current nuclear education in Kansai Soka High School. Therefore, two types of surveys, questionnaires and interview, were conducted. Through these surveys, three important points were appeared. First, watching video was the best way to learn about nuclear issues for high school students. Second, learning about nuclear weapons deeply before visiting Hiroshima made Hiroshima

fieldwork be more fruitful. Third, learn current nuclear issues in the current education. Based on these findings, the authors created the curriculum depend on each grade for fostering pioneers who create a tide for a world without nuclear weapons. First, grade 10 students join Hiroshima fieldwork with the sufficient prior-learning to have compassion. Second, grade 11 students teach the children in Kansai Soka Elementary School about what the students learned about nuclear weapons to cultivate wisdom. Third, grade 12 students hold Soka Nuclear Abolition Summit with other Soka educational schools. As researching about education for nuclear abolition, the author suggested that educating youth having one strong spirit that is very important for creating a world without nuclear weapons. Until nuclear abolition will be achieved, the author determined to continue seeking the humanistic path toward nuclear abolition.

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Appendix A

Quality Education Group

3-1 辻岡美和、3-5 関口翔、3-7 野口良美、2-5 山岸世来、2-7 篠原巴里

原爆教育に関するアンケート

男・女

私たちはラーニングクラスターで核廃絶のための教育について学んでいます。
そこで、学園生みなさんが核兵器についてどのような意見を持っているかを調べることにしました。
お忙しいと思いますが、ご協力いただければ幸いです。

1. 国家が核兵器を保持することについてどう思いますか。

- ☐ 自衛のために常に必要だ
- ☐ その国の存亡の危機の時のみ認める
- ☐ いかなる場合も認めない
- ☐ その他 ()

2. 核兵器について(広島への原爆投下など)学んだ際、以下のどれが最も印象的でしたか。

- ☐ 教科書
- ☐ ビデオ
- ☐ 絵本
- ☐ 小説
- ☐ 新聞
- ☐ 被爆体験
- ☐ 詩
- ☐ 写真
- ☐ 絵
- ☐ その他 ()

3. 高校で学んだことがあるものを全て選んでください。

- ☐ 広島・長崎への原爆投下に至った経緯
- ☐ 被爆の被害・原爆の悲惨さ
- ☐ アメリカ人の原爆投下に対する意識
- ☐ 核軍縮、核廃絶に向けた国際社会の取り組み
- ☐ 核抑止論について
- ☐ 各国の核政策
- ☐ 原子力の平和利用（原子力発電や医療への原子力の応用）
- ☐ その他（ ）

4. これから先(高校卒業後も含め)自主的に行いたいと思うことを全て選んでください。

- ☐ 核兵器に関わる問題について調べたい
- ☐ 原爆投下の歴史について学びたい
- ☐ 核兵器についての新聞の記事やテレビの番組などがあれば見たい
- ☐ 署名など核廃絶や核軍縮のための何らかの運動に協力したい
- ☐ (上のような)運動を新たに始めたい
- ☐ 家族や友人と核兵器について話したい
- ☐ 被爆地を訪れたい
- ☐ 何も考えていない
- ☐ 何もしようと思わない

ご協力ありがとうございました。

なお、本アンケートでご記入いただいた情報は、本アンケートに関わる目的にのみ使用し、ほかの目的には使用いたしません。

Appendix B

原爆教育に関するアンケート

男性・女性 教科

私たちはラーニングクラスターで核廃絶のための教育について学んでいます。そこで、先生方が原爆教育についてどのような意見を持っているかを調べることにしました。お忙しいところ恐縮ですが、ご協力いただければ幸いです。なお担当教科ごとの結果を公表することはありません。（社会科を除く）

1. 国家が核兵器を保持することについてどう思いますか。
- ☐ 自衛のために常に必要だ ☐ その国の存亡の危機の時のみ認める
- ☐ いかなる場合も認めない
- ☐ その他
2. 授業やホームルームで（GRIT を除く）核兵器について取り上げたことはありますか。
- ☐ ある
- ☐ ないが、これから取り上げたいと思う
- ☐ これまでもないしこれからもない
3. 生徒が高校生のうちに学んでおくべきだと思うものを全て選んでください。
- ☐ 広島・長崎への原爆投下に至った経緯
- ☐ 被爆の被害・原爆の悲惨さ
- ☐ アメリカ人の原爆投下に対する意識
- ☐ 核軍縮、核廃絶に向けた国際社会の取り組み
- ☐ 核抑止論について
- ☐ 各国の核政策
- ☐ 原子力の平和利用（原子力発電や医療への原子力の応用）
- ☐ その他（ ）
4. 核兵器について高校生に教えるなら、以下のどの方法を用いますか。またその理由を教えてください
- ☐ ビデオを見る
- ☐ 絵本を読む
- ☐ 被爆体験を聞く
- ☐ 詩を読む、聞く
- ☐ 写真を見る

□その他 ()
理由

| |
|--|
| |
|--|

ご協力ありがとうございました。

ラーニングクラスター2016-2017

ハイスクール平和提言

An Educational Program for Japanese High School Students against Child Labour

児童労働を解決するための日本の高校生への教育プログラム

大田雛乃 松本沙也香 佐藤美樹 北村旭 和田勇希

概要

現在、世界には約1億6795万人もの子供が児童労働を強いられています。これは世界の子供の人口の11パーセントを占める割合です。2016年7月22日、私達はJICAを訪問し児童労働に関する授業を受け、児童労働は私たちの生活に密接につながっている問題であり、それを解決していくのは私達一人一人であるのだと気が付きました。インターネットや本を用いてリサーチして児童労働の悪影響、原因を調べるなかで、消費者の意識を変革することが児童労働の撲滅につながるということが分かり、また人々の意識を上げるための消費者教育は有効であることを知りました。そこで私たちは児童労働を解決するために、二つの設問を上げました。

1. 児童労働に対する意識を向上させるためにどのような消費者教育が求められているのか
2. どのように青年は児童労働の撲滅に向かって他の人々に影響を与えていけるのだろうか

私たちは関西創価高校の2年生20人、3年生20人の計40人をランダムで抽出し、インタビューを行いました。インタビューを通して、多くの生徒が児童労働に対する知識をTVまたは授業から得ることができましたが、自分たちに何ができるのかまでは考えることができなかったということが分かりました。私たちはこのことから、児童労働に対する意識を向上させ、問題を解決するための教育プランとしてワークショップスタイルの教育を提案します。このワークショップは、ゲーム、ビデオ視聴、ディスカッションで構成されており、生徒が能動的に学べる形になっています。先進国の企業、または消費者のどちらかを担当し、生徒が異なる立場から児童労働という問題を見つめるなかで、児童労働の問題は私たちの生活と密接にかかわっているということを実感することができます。次に児童労働の実態について学ぶビデオを見て、児童労働の実態をより詳しく学ぶことができます。最後のディスカッションでは、グループで学んだことや考えたことを共有するなかで自分たちの生活と児童労働の関係性を理解し、また意見を共有して解決方法を考えるなかで、自分たちにも児童労働に対して何か行動を起こせるという自信につなげていきます。なお、提言を作るにあたって利用したインタビュー結果は関西創価高校の生徒だけを対象に行ったインタビューであるために他の学校ではまた違った結果が得られることが考えられます。私達の研究が、消費者の児童労働に対する意識向上に少しでも役立つことを願っています。

An Educational Program for Japanese High School Students against Child Labour

As the world gets more globalized, we can buy a number of and various kinds of imported products. However, few people have probably thought that those products can be made at the expense of children's rights, which is known as child labour. According to International Labour Organization, about 168 million children, about 11 % of the children all over the world, are engaged in child labour. It means that one out of nine children in the world is a child labourer. The products displayed on the stores you often go are possibly made by child labourers. In fact, Japan imports many products which might be made by child labourers such as cacao beans, cotton and coffee. For example, according to Nagoya International Center, 80 percent of cacao in Japan is from Ghana, and in Ghana, approximately 100 million children are said to be working in cacao farms. When we visited Japan International Cooperation Agency (JICA) on July 22nd, 2016, a lecturer there helped us realize that child labour was closely related to our lives and immediate eradication of child labour is our mission. According to Global March International Secretariat, consumers are playing a key role in both encouraging and eliminating child labour. Although they can eliminate child labour, many do not know what they can do. To help them be aware of their roles and understand what they can do, we propose consumer education for Japanese high school students. This education, we believe, enables consumers to understand what they can do and eventually help them avoid buying products made by child labourers. Our proposal focuses on the youth because they are the future generation who, with passion, makes the world the better place.

Literature Review

Current Situation

Definition of child labour. According to International Labour Organization, Child labour is defined as the work that affect negatively children's potential, dignity, and childhood, which makes harmful effect on their physical and mental growth. The labour includes the work 1) that deprives children of opportunities to receive education and 2) that involves physical danger, lacks social security, and harms children's morality, causing various problems including depression, drug dependence, and sexual exploitation (Humanium). For example, slavery, child trafficking, sexual exploitation are the example of the worst forms of child labour (International Labour Organization).

Causes of child labour. Poverty is one of serious causes of child labour. In many poor families, parents are not educated and do not have work in which they earn enough money to support their families by themselves. Under the circumstance, they cannot let their children go to school and instead must force them to work. Those children will be uneducated grown-ups without skills to get proper jobs. As a consequence, they take jobs with lower payment, just like their parents. When they have children, those children again are not allowed to go to schools because they have to work and support their families. (Sinha, S.).

Our actions as consumers are also closely related to child labour because our demand for cheap products creates the vicious circle of child labour. We, consumers, want to buy products at the cheap price, and we are more likely to choose cheaper ones if we have choice between the same products with different prices. In order to sell the products and make profit, companies try to lower the cost of production as much as they can. This leads the companies to employ cheaper labour force by, for example, making factories in developing countries. In those countries, the labour force is more likely to be child labour because children are cheaper than adult workers.

As shown above, consumers are actually playing a truly important role. They need to be more aware of the issue, pay attention to the background of products they buy, and require manufacturers not to use child labourers (Child Labour Network).

Consumer Education

How can consumers be more aware of the issue? Today, many organizations promote consumer education to raise consumers' awareness in order to eliminate child labour. One of the organizations which provide consumer education, Consumer Classroom, says that consumer education is a fundamental education and teaches people the skills, attitudes and knowledge which are required to live appropriately in a consumer society. The organization helps and encourages teachers to teach the youth the conscious and proper way to behave in a consumer society, and makes the youth understand their role as consumers to create a sustainable society.

In Japan, for instance, one program of consumer education named "What We Can See through Chocolates" was introduced in high school. In the lesson, students understood the situation of child labour, thought about actions in order to create the world without child labourers, and realized the importance of raising voice and take actions. After the program, one student said "I was able to get hope to change the world through our actions." Another student said, "I want to do what I can do and fulfill my responsibility as consumers" (Consumer Affairs Agency). So, consumer education can help its learners not only to understand the issue and to raise consumers' awareness towards the elimination of child labour but also to find out what they can do and do that.

Research Questions

Based on our research, we believe that consumer education is effective to abolish child labour, and it will eventually break the vicious circle of child labour. We also believe

this education is more likely to be successful with the youth because the youth are going to create the future. To provide an effective consumer education program to the youth and to help them to take actions toward the elimination of child labour, we asked ourselves two questions.

The first question was “What kind of consumer education is required to raise awareness towards child labour?” We ask ourselves this question in order to find out what is effective to raise consumers’ awareness. As mentioned in the literature review, child labour and consumers are closely related. Therefore, we believe raising awareness of consumers through consumer education can have significant impact on abolishing child labour.

The second question was, “How can high school students help others get involved in the abolishment of child labour?” We would like to shed light on how the youth can influence others towards abolishment of child labour because the youth has the future and they will have a lot of opportunities to meet others. If they help each other and create the good solidarity, they will be able to create the world without child labour.

Methodology

The goal of our research is to propose an effective educational program that helps the youth deeply understand child labour, find what they can do to solve this issue, and take actions toward the world without child labour.

In order to reach the goal, we interviewed high school students about child labour. After they answer, we analyze students’ answers to find out their thinking, attitude toward child labour, and degree of their awareness on the issue of child labour. Based on our findings, we propose a lesson plan for high school students to deepen their understanding of the issue of child labour and to motivate them to take actions against child labour.

Purpose

We interviewed high school students to learn how much students know about child labour and to find out what kind of education students need and why. With the result of the interview, we will make our proposal for educational programs.

Subjects

From November 7th to November 11th in 2016, we asked questions about child labour to ten male students and ten female students randomly selected by a computer from each of second and third year students in high school.

Procedure

We asked four questions of students in Japanese, in the morning, break time between classes, or after school (See Appendix). It took about five minutes to ask these questions per a student. During the interview, we were very careful not to lead interviewees to answer what we hoped by providing information, and we gave them enough time to answer each question.

Data Analysis

When all the forty students finished answering, we gathered the answers and analyzed. Even though we collected the data from 40 students, some of them did not answer clearly. The data was classified and analyzed in several ways. The result was shown below, using figures or tables with percentage and numbers.

Results

In order to learn the students' recognition about child labour, students were asked whether they knew the word "Child labour," and all of the 40 respondents answered that they have heard child labour before. The second question was given to find what kind of media affect students' recognition toward child labour the most. To this question, about 39 % of the respondents answered "TV" followed by "class", which was 24% (see Figure 1).

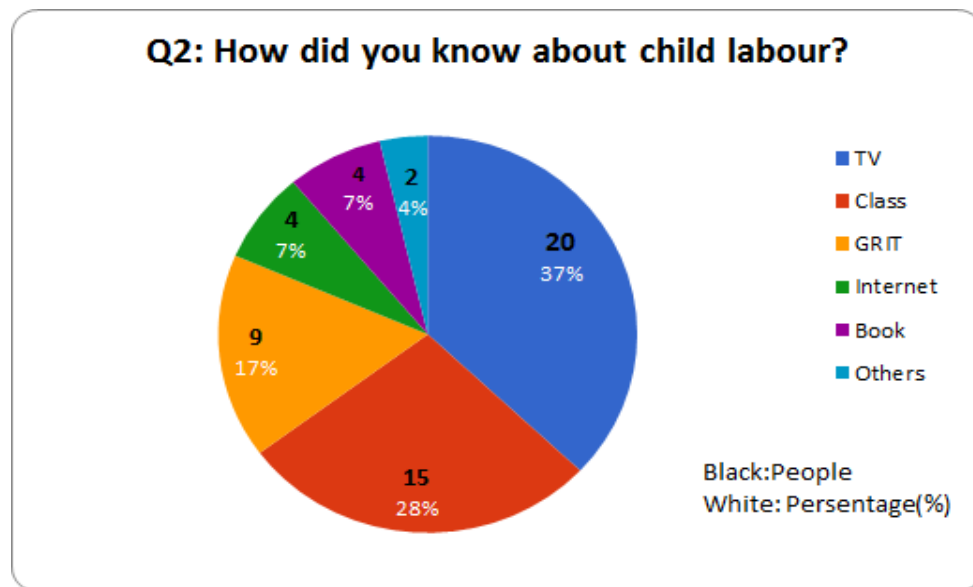


Figure 1. The Result of Question 2. TV and class affect the students' recognition toward child labour the most.

In the third question, students answered whether they could learn what they could do against child labour through the media they answered. To this question, the number of respondents who answered NO was twice more than the number of respondents who answered YES (see Table 1).

Table 1

Did the media give you an opportunity to think about what action you can make to contribute to the eradication of child labour?(n=40)

| | |
|------------|----------|
| <u>YES</u> | 12 (30%) |
| <u>NO</u> | 28 (70%) |

Finally, in order to learn the students' way of thinking toward child labour, students were asked what word they associate the word, "child labour," with. The number of respondents who answered poverty and who answered developing countries were the same, 8, and the highest number of all (see Figure 2).

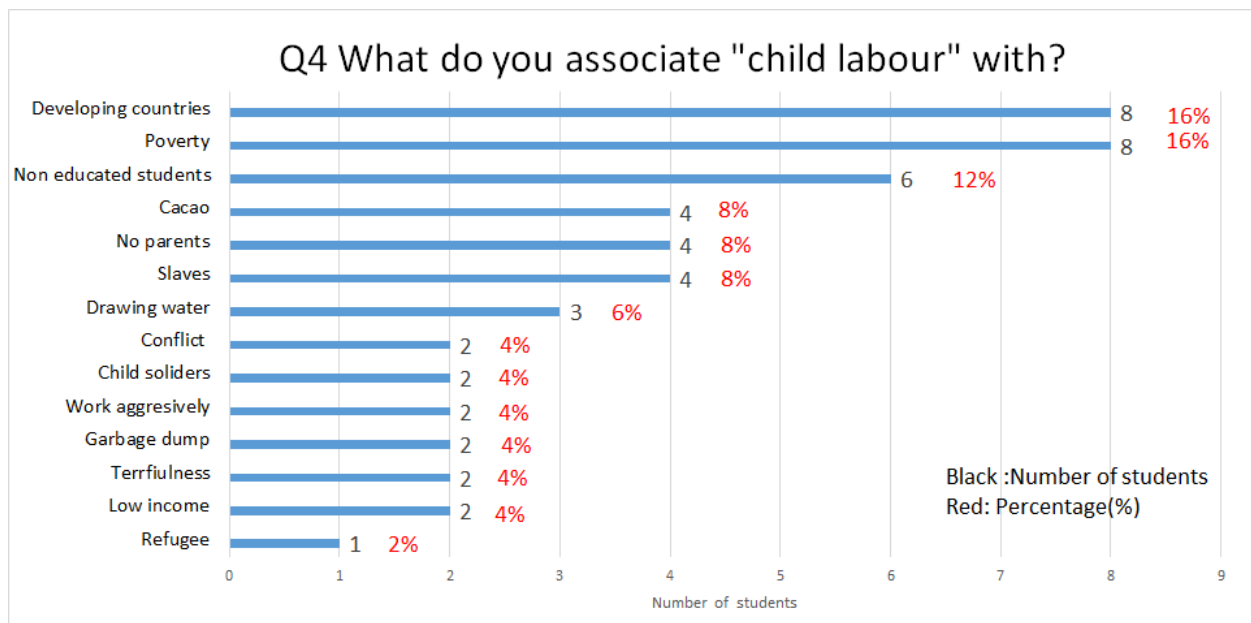


Figure 2. The Result of Question 4. Respondents associated child labour with developing countries and poverty the most.

Discussion

From the first and second questions, all students know child labour, and many of them learned child labour through TV programs or in class (including GRIT). Since the majority of the students knew child labour through TV programs, it can be assumed that visual aids is effective to let students understand the issue. In order to research the influence of TV and class on students' attitude toward solving child labour, we compared the answers on the question 3 of those who answered "TV" on the question 2 and ones of those who answered "class" on the question 2. To our surprise, the result showed that TV and class taught students child labour but did not help them learn what kind of actions students could take toward the abolition of child labour (see Figure 3 and 4).

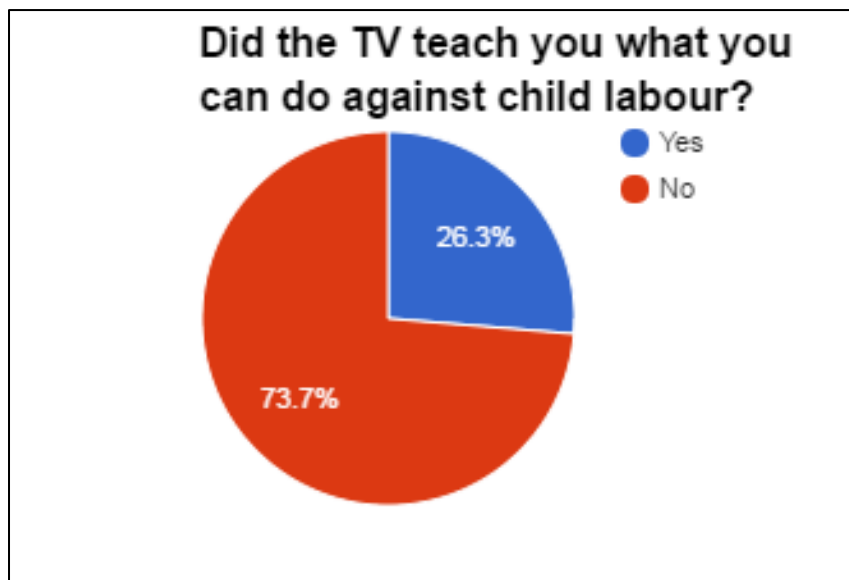


Figure 3. Did the TV teach you what you can do against child labour? Many felt TV did not teach what they can do against child labour.

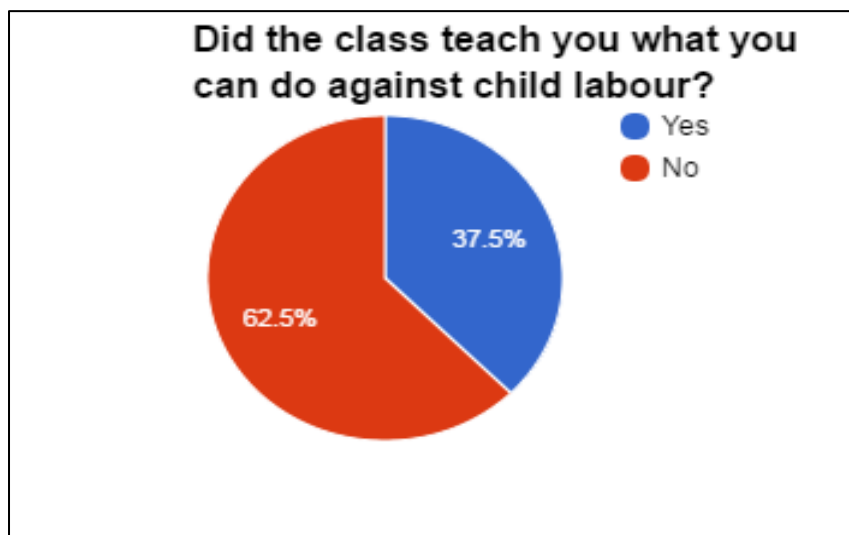


Figure 4. Did the class teach you what you can do against child labour? Many felt class did not teach what they can do against child labour.

Many students answered they thought the main causes of child labour are “Poverty” or “Non- educated students.” Therefore, it is safe to say that students understand the situation where children engage in child labour due to poverty and that those children work without attending to schools. Also, many students associate child labour with “developing countries”

probably because they have learned or heard that child labour takes place in developing countries, but not in developed countries. In the interview, one of the students said she could not feel child labour was a serious issue because she lives in Japan. This can mean that students do not feel that the issue is close to their lives.

Proposal

In order to raise the youth's awareness toward the issue of child labour for the future without child labour, we propose an educational program with workshop. Workshop provides spontaneous learning environment which allows learners to feel closer to a topic and to explore their ideas. We believe this helps the learners to find out what they can do about child labour. This workshop consists of following three sections: game, video, and discussion.

First, students will be divided into two groups: a group of consumers and one of companies. In the group of consumers, students are divided into a few smaller groups, and each group plays a family. These families consist of the different number of students, and each family is given a different amount of money. The group of companies also has smaller groups within it, and they make the same product. However, they are assigned to sell the products with different price; some sell at a higher price, and others sell at a lower price. The companies have to compete against each other to make the biggest profit. When the game begins, each family buys the product from the companies for its members, as they consider the money they have. A few minutes later, seeing the result, students in the groups of companies discuss what they do to make more profit; for example, they can lower the price of the product or raise the price. Then, students in the consumer groups are asked to buy the product again. As this goes on several times, a teacher asks questions such as what students in company groups do to sell more products and if they lower the price. Then, the teacher explains the one way to lower the price is to cut the labour cost, and to do so, they fire their

employees and/or employ cheaper workers such as children. By doing so, the teacher can enable students to explore the system that consumers affect the economy and can cause child labour. By finding that their lives and behaviors are closely related to the issue, we hope that they realize their responsibility as ones who cause the issue.

After that, all the learners watch videos that show the current situation of child labour. From the interview result that most of the students learned child labour through TV, the use of visual aids is considered to be effective.

Then with understanding gained from the game and the videos, students divided into groups which consist of those who play consumers in the game and of those who play workers in companies. First, in the discussion, students are encouraged to share why they, consumers and companies, make each decision; for instance, students in the groups of consumers can share why they buy cheaper products and those in the groups of companies why they raise or lower the price of the product. This also gives the students an opportunity to explore how child labourers are produced and to discuss what they can do against child labour. With their experience in the previous game and perspectives of consumers and ones of companies they learn, they are more likely to have more practical and feasible solutions.

Limitations

Although the research was conducted as accurate as possible, there are still some limitations. First, since only 40 students were given a questionnaire, the results would be different if this questionnaire were given to a greater number of students. Second, since we asked only students in Kansai Soka High School, one of Super Global High schools (high schools which focus on the training of globalized leaders who will be able to play active roles on the international stage through education), it can be said that students in Kansai Soka High School might have more opportunities to learn about global issues; therefore, they may have more opportunities to learn about global issues and know the global issues better than other

high school students. Third, our proposal may not be applicable to other schools since our proposal is based on the result that we get from Kansai Soka High School students.

Conclusion

The number of child labour has significantly decreased for the past decade. However, still many children who are forced to work under dangerous environment or who are prevented from going to school are left in the world. When students think about child labour, they feel the issue is not related to their daily lives. However, our research tells that our behavior is closely related to child labour. The interview results showed that many students do not know what they can do about child labour. Our proposal, therefore, tries to solve the issue by raising students' awareness toward child labour and to lead them to take actions to eliminate child labour. Our proposal suggests the workshop style educational program consisted by a game, video, and discussion, in order to let students actively think about child labour. In order to realize the world without child labour, each of us need to find what we can do about child labour. Even though children are working in places far away from Japan, as shown above, our actions can tell that child labour is not acceptable indeed. We hope our proposal help the world to reach the goal.

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Appendix

Interview Questions

Q1: Do you know the word "child labour"?

Q2: How did you know about child labour?

Q3: Did the media give you an opportunity to think about what action you can make to contribute to the eradication of child labour?

Q4: What do you associate "child labour" with?

ラーニングクラスター2016-2017

高校生平和提言

Using Dialogue to Counter Terrorism and Create Inclusive Communities

対話を通してのテロ対策

竹内大輔 酒井亮 小西沙織

概要

2001年9月11日に発生したアメリカ同時多発テロ事件を境に、世界中でテロへの危機感が高まっています。この緊迫したテロ対策として挙げられるのが、空爆や武力行使による反撃です。しかし、今なお、テロによる被害は後を絶たず、暴力の応酬による負の連鎖が生じています。そこで、私たちは、この暴力の連鎖を打ち切る、非暴力的手段によるテロ対策を探るため、次の2つの設問を考えました。

1. 現代社会におけるテロの原因は何か？
2. 私たち高校生が提案することのできるテロ対策は何か？

様々な調べ学習を通し、私たちは、テロの一つの根本的要因にたどり着くことができました。それは、テロリストが内に抱える排他的心理です。全ての根源は、この他の異なる価値観や意見を否定する排他的心理にあると考えました。しかし、一方で、今日のテロ対策には、この排他的心理をさらに助長させる暴力的手段が数多く存在します。これらの武力行使は、短期的な結果を得ることはできますが、長期的なテロ対策には適していません。したがって、非暴力的な手段が必要とされます。私たちは、その平和的手段こそ、「対話」とであると提案します。人類の歴史を振り返ると、1989年の冷戦終結などを始め、数多くの戦争は、首脳間による対話で終結を迎えています。同様に、現代のテロ問題は、この対話の力によって、互いを尊敬し、生命を尊重し、排他的心理を協調的心理に変えることで、真に解決することができます。このことから、私たちは次の3つのことを提案します。①9月11日を国連提唱の国際的記念日「対話の日」に指定すること、②国連の監修による「対話への挨拶」運動を各高校で実施すること、③対話の重要性を世界中に広めるビデオを作成、拡散することを提案します。この提言の作成にあたり、私たちは実際にテロリストたちと接触し、対話を行うことは非常に困難であるため、まずは身近な人との人間関係を向上させていこうと結論しました。また、対話によるテロ対策は、非常に長期的な目標であり、短期的な結果が望めないことが欠点として挙げられます。しかしながら、私たちが目指す平和な世界は、暴力を絶対悪として許さない、生命尊厳の平和の文化であり、この過程には、いかなる尊い生命の犠牲もあってはならないと考えます。この高校生平和提言を読むことによって、互いの差異を認め、価値を見出す対話の可能性に気づき、共に平和の文化構築へ挑戦する人が増えていくことを願ってやみません。

Using Dialogue to Counter Terrorism and Create Inclusive Communities

Since September 11, 2001, with terrorist acts having taken place at the World Trade Center and Pentagon, the world has been threatened by the fear of terrorism. Nations have tried to solve terrorism through the use of violence. Contrary to the purpose, the power of violence just accelerates the spiral of retribution as today's terror-attacks show. Some individuals, however, have overcome dispute and violence through non-violent action means such as the example of the life of Mahatma Gandhi (Ikeda, 2002). In order to realize the world without violence, people must overcome the difference and prejudice against other people whoever they are through peaceful means. This proposal explores how high school students can make inclusive communities where no one feels left behind, where the fear of terrorism can be transformed into the confidence in the bonds between individual community members. The goal of this proposal is to explain an alternative method for fighting terrorism and creating peace that citizens can do in their everyday life. Now is the time to choose the culture of peace with courage and believe in the power of dialogue to ensure the peaceful advance towards the future of human beings.

Literature Review

Basic Recognition of Terrorism

Definition of terrorism. Internationally-agreed definition of terrorism does not exist. Though, United States of America (18 U.S. Code § 2332b - Acts of terrorism transcending national boundaries) defines the term "federal crime of terrorism" as an offense that: is calculated to influence or affect the conduct of government by intimidation or coercion, or to counterattack against government conduct; and is a violation of one of several listed statutes, including § 930(c) (relating to killing or attempted killing during an attack on a federal facility with a

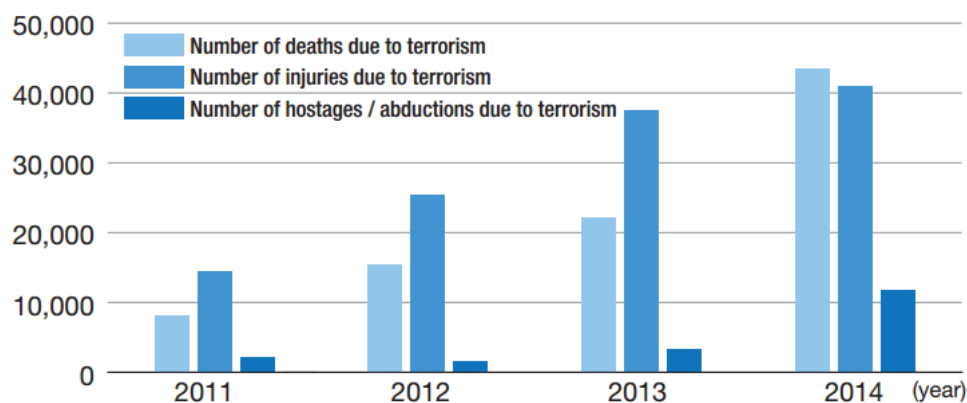
dangerous weapon); and § 1114 (relating to killing or attempted killing of officers and employees of the U.S.).

Recent History of Terrorism-World Trade Center and Pentagon Attack

On September 11, 2001, the World Trade Center in New York City, and the Pentagon in Arlington, Virginia, were both attacked by terrorists who hijacked commercial airlines, ordered by Osama bin Laden, the commander of the terrorist group: Al-Qaeda (Bergen, 2006). Due to this attack, a total of 2,977 people were killed. These attacks became most miserable murder caused by terrorists in 21 century while terrorism took place since a long time ago, and for the sake of retribution, America initiated Afghan War and Iraq War (CNN.com, 2016).

Counter-Terrorism Institutions

Ministry of Foreign Affairs of Japan. The number of victims of terrorist acts, including injuries, abductions, and hostages, exceptionally increased from 2011 to 2014. (mofa.go.jp, 2016)



Also, with the upcoming 2020 Olympics and Paralympics in Tokyo, Japan is required to cope with terrorism to prevent terrorists from attacking. Actually, some terror attacks were implemented to threaten Japanese citizen, for example, bombings in Bali, Indonesia in 2005, hostage killing in Iraq in 2004, attack in Mumbai, India in 2008, attack on a natural gas purification plant in Algeria in 2013, hostage killing in Syria in 2015, and Bardo National

Museum attack in Tunisia in 2015. To tackle this threat of terrorism, Japan has strived to fabricate firm connections across a wide range of fields and long-term countermeasures to eradicate and prevent terrorism. Consequently, Japan participated in the G7 Summit Meeting, and Ministry Plenary of the Global Counterterrorism Forum. In this way, Japanese government has provided capacity building assistance for counter-terrorism for Middle East and around Middle East (mofa.go.jp, 2016).

The Japanese ministry of foreign affairs held a series of seminars entitled, “Dialogue among civilizations between Japan and the Islamic World,” from 2001 to 2009. These seminars were held seven times, and representatives of twenty-five countries exchanged their principles to promote mutual understanding (mofa.go.jp, 2010).

Japan Middle East Student Conference (JMESC). The Japan Middle East Student Conference (JMESC) was established in 1993, and consists of Japanese university students. JMESC’s principle is, “Take action before something happens (working translation),” and JMESC is trying to eliminate the prejudice against Middle Eastern countries reported through media, and create opportunities for free discussion between Japanese and Middle Eastern university students. JMESC aims for promotion of mutual understanding between Japan and Middle East, reinforcement of commitment from Japan to Middle East, and training of human resources as a bridge between Japan and Middle East. Based on these purposes, JMESC has planned and participated in events connected to building better relationships with Middle Eastern people. For example, JMESC held seminars called, “Dialogue between Japan and Islamic world toward the future,” which were focused on human resource development, employment, and differences in both Japanese and Islamic societies (Japan Middle East Student Conference, 2016).

The United Nations Year of Dialogue among Civilization. The United Nations declared 2001 as 'The international year of dialogue among civilization' to raise collective efforts to interact among civilizations and strengthen the relationship among nations which promotes universal respect of human rights and fundamental freedom for all. The aim of the year was to explore diversity and respect differences which exist between religions, nations, cultures, and civilizations. Governments, international organizations, and other civil societies were motivated to implement cultural, educational, and social programs to promote the concept of this designation, and tried to foster dialogue about diversity and ethics (United Nations, 1998).

Current Situation of Counter-Terrorism in Japan

Three principles for counter-terrorism. Department of risk management, Nihon university, was established in Tokyo on April, 2016. This department's purpose is to learn about the kinds of security, for example, disaster management, information security, public security and global security. According to studies of this faculty, prevention before happening terrorist attack is utmost important for Counter-Terrorism. The notion of prevention has elaborated three principles for Counter-Terrorism. The first principle is “Do not allow terrorists to enter Japan.” To realize this principle, the government has to strengthen management of entry into Japan and international cooperation. The second principle is, “Do not allow terrorists to build bases for terrorist attack.” Terrorists often need an infrastructure to prepare for a terrorist attack, so the government must not allow terrorists to build their bases in Japan and must actively find people who may be connected with terrorists. The third principle is “do not allow terrorists to carry out terrorist attack.” The scariest thing is happening terrorist attack, so government and police have to strengthen security and management of explosives and some materials like that (Nihon University, 2016).

Strategies of Counter-Terrorism. To prevent terrorist attack, the Japanese government created the “Plan of Action for Prevention Before Terrorist Attack” (Office of Prime Minister in Japan, 2004), which is focused on how to prevent a terrorist attack before it happens. Previously, the Japanese government had been implementing another plan for counter-terrorism focusing on dealing with terrorist attacks after the fact. “Plan of action 2008 to realize strong society against crimes” (Office of Prime Minister in Japan, 2008) and “Strategy for creation the safest country in the world, Japan” (Office of Prime Minister in Japan, 2013) were written about mainly how to build strong society against all malicious crimes which include terrorism. According to this plan, strengthening security at shorelines like airports and harbors and information gathering with foreign countries are good ways for precaution. In addition to these strategies, Japanese understanding and cooperation are also important to prevent terrorist attacks. Through these various ways, Japan can create an original strategy for prevention of terrorist attacks (Office of Prime Minister in Japan, 2004).

Research Questions

As high school students who cannot interact with terrorists directly, the actions that can be taken to counter terrorism in the world today seem limited. As a result, the purpose of this proposal is to find the actions that can be done by high school students. In pursuit of these actions, the following research questions were created:

1. What are the roots of terrorism in current society?
2. What kind of suggestions for counter-terrorism can high school student give to institutions such as the United Nations, government agencies and local public organizations?

Currently, the world uses military force to prevent the prevalence of terrorism. However, even though the global military forces can effectively diffuse one act of terrorism

through the means of violence, another act of terrorism will take place again, therefore the goal should be the elimination of the roots of terrorism. These two research questions aim to address the actions that can contribute to eradication of terrorism by the efforts of high school students.

Methodology

To seek the answer of research questions, two research methods that focused on daily life was conducted. The first project was to experience creating a sense of inclusiveness, in order to have a dialogue, recognition to the person, and interaction with him or her is prerequisite. Thus, to establish the fundamental of trust, greeting was decided as one of the best way to begin a stage for dialogue. Thus, “Greet to Great Dialogue,” which was named in case this project can be recommended as campaign to high school students later, was carried out. The goal of this campaign was to collect participants’ personal experiences in trying to create a personal connection with another person in their immediate environment that they think they exclude from their lives. This campaign lasted for eight days, from October 31, 2016 to November 12, 2016. Three days, November 3, 5, and 6, had no activity. The participants of this campaign were the members of our group, who are second, and third year Japanese High school students, two boys and two girls. Each group member determined to connect with two individuals studying in the same class, at the same high school. The total number of participants was twelve, including group members. Every morning, during class, and after school, each group member attempted to greet their two individual subjects and note the details of each interaction, such as when and how long the interaction was held, the subjects’ reaction, and the group member’s own feelings. Group members reflected on why that day’s interaction happened the way it did, and then made a determination for the next day’s interaction.

The second project was to collect personal experiences related to dialogue. The goal of this project was collect additional information on the positive effect of dialogue. Each group member personally spoke with individuals in their lives whom they already had a connection with, and recorded experiences related to overcoming a difficult relationship using dialogue. The lengths of these personal stories are up to 15 minutes, and the identities of the participants have been kept anonymous. Using personal experiences, and those of others who have successfully overcome difficult relationships using dialogue, a solid action plan were going to be made to submit to organizations including Kansai Soka high school, other schools and community organizations, as well as government institutions.

Results

Each group member participated in a daily campaign named Greet to Great Dialogue Campaign to greet several students over the course of eight days. The purpose of greeting campaign was to making the environment in which people can have a dialogue whoever they are. For this reason, some classmates who did not have good relationship with us were chosen and were conducted this Greet to Great Dialogue Campaign. As a result, all members were successfully able to build a good connection with their classmates. The following is a sample explanation of the results of 3rd year female student.

At the beginning of this campaign, one female research participant disliked a classmate because she could not understand the classmate's behavior in class and felt scared to initiate communication. Therefore, greeting everyday required so much courage for her. The research participant continued greeting until she could get a response. The most surprising moment was when the research participant and the classmate enjoyed collaborating on the same team during P.E. class. Experiencing these interactions, the research participant was able to realize the friend's unique character and good points.

Conducting with “Greet to Great Dialogue” Campaign, in the course of ten days, eight experiences were collected related to overcoming difficult relationships using dialogue. The purpose of collecting these experiences was to gather evidence of using dialogue to overcome differences. All experiences were classified into four categories: new perspectives, finding one’s own prejudices, opening one’s mind, and interactions with people of different beliefs.

The first category of experiences, “new experiences,” were related to rebuilding relationships between two individuals due to the realization of a new way of thinking, and also using dialogue to persuade an individual to change their own perspective. In one experience, a man left his hometown and started to work in a different prefecture. However, there were only new things for him in his new workplace, so he had no idea about the meaning of working. He frankly spoke with his senior and was encouraged to work for his family’s life.

The second category of experiences was related to finding one’s own prejudices and overcoming them through dialogue. In one experience, a girl thought that her friend was hating her. The girl had a dialogue with another friend and recognized she behaved badly to the friend and. It was misunderstanding she was hated by the friend.

The third category of experiences were related to changing people’s mind through having dialogue with them whom people used to reject or had a bad image to. In one experience was about a man who was a diplomat. His first job was to develop a village in Philippines. He tried to dialogue with the local villagers. However, they did not respond to him. The head person of the village especially disliked Japanese people because his son was killed by Japanese soldiers during WWII. The diplomat continued to try interacting with them, and eventually the villagers decided to communicate with him. As a result, he was able to successfully develop the village together with the villagers.

The fourth category of experiences was related to creating a sense of solidarity among people by understanding each other’s beliefs. In one experience, a boy had anxiety about his

school club. He was wondering why his club members were not united. The team decided to hold a meeting, and all club members talked about their feelings about club activities. The result of dialoguing together was that all club members were able to unite and decide one goal to go to same direction together.

Discussion

The collected experiences of dialogue suggested for the step by step elimination of exclusion in human beings. People who implement terrorism attacks insist on their own beliefs, and stop having interactions with other opinions. To resolve this situation, it is highly required to have two components: a new perspective that can respect other beliefs and the ability to notice our own prejudices. As people eliminate prejudice against other beliefs, they can gradually open their mind and start to interact with each other. This interaction will provide people with new perspectives, and this cycle will continue to repeat itself and involve other people, thus expanding one's sense of inclusiveness.

The second method of qualitative data collection was known as the "Greet to Great Dialogue Campaign." Each group member chose two target students, whom the group member originally did not want to connect with willingly. In the span of eight days, each participant attempted to build a relationship with each target student. The results of this interaction project were that subjects' attitudes towards us were changed like having conversation by themselves, the number of friends of each group member increased, and the members' attitudes towards subjects were changed from being passive to becoming active and from having a lack of confidence to feeling more confident to have conversations. Becoming more familiar with interacting with people who have different ideas during this campaign, group member's feelings of inclusiveness increased, and they experienced the power of dialogue. However, the complete extent of the effect of the campaign was difficult

to see because it was difficult to deepen their relationships in such a short term. If the campaign had lasted longer, stronger relationships could have been built. Through this campaign, the necessity of time was found to be crucial to build strong relationships where people can trust each other perfectly. Counter-terrorism is also a long span measure. It might take long time to eliminate all threats, but only such continuous efforts to connect with human beings is the path to a peaceful, and inclusive world. Continuous dialogue is urgently required among and within nations, civilizations, religions, and individuals to achieve permanent peace.

Proposals

As a result of the data collection, these ideas are being suggested to promote the creation of a sense of solidarity among people in order to eradicate the feelings of exclusion that people hold towards other people.

1. Establishing September 11th as the day of dialogue in international days which are observed by United Nations

In the attack on the World Trade Center and the Pentagon, 2977 people dead (CNN.com, 2016). Not to forget this tragedy of terrorism, and to emphasize dialogue as a way to eradicate terrorism, this day September 11th is determined as the “Day of Dialogue.” By establishing the day of dialogue as internationally-agreed days, in addition, dialogue will be celebrated as significant aspect of human life, and also by promoting dialogue by utilizing social media, people can establish chain reactions of human to human connection via sharing and deepening the vitality of dialogue.

2. Conduct the “Greet to Great Dialogue” Campaign in high schools as a United Nation’s activity

Through the Greet to Great Dialogue Campaign, individuals create the opportunity to construct and improve relationships by implementing this campaign as a school activity on the “Day of Dialogue.” The more this campaign continues, the more people can feel closer each other, and eventually they can have dialogue in their immediate surroundings.

3. Request the United Nations to promote the creation and sharing videos of experiences of overcoming obstacles through dialogue

To promote dialogue via social media, videos that describe people’s experience of dialogue will be made. Sharing the video emphasizes the importance of sharing one’s own experiences of having dialogue and inspires others to voluntarily continue to share their experience of dialogue, and many people are using social media to get current information in the world, so sharing videos make it easy to spread the great power of dialogue.

Through these proposed ideas, people can spread the action of dialogue and have the opportunity to transform their own feelings of exclusion into a sense of inclusion.

Limitations

In order to have dialogue with terrorist, direct contact would have to be made. However, this is not accomplished due to current condition. Also, compared with violent action that is conducted in today’s world like air bombing, dialogue is long-term manner because people cannot have a dialogue with terrorist directly. Thus, counter-terrorism through dialogue will take time to expand the range of inclusive communities to the realm of terrorists.

As for campaigns, Greet to Great dialogue campaign was held only eight days because of lack of time. To see the effects of continuous dialogue more, the campaign needs to be held for a longer span. Also, this campaign was held in only Kansai Soka high school,

and the results were lack of varieties because participants were only four students. In some days, the results could not be collected because the targets were absent.

In addition, making and sharing video via social media is not permitted by school yet due to matter of privacy. Therefore, currently, the effect of sharing video is obscure to show the importance of dialogue by utilizing social communication tools. Consequently, it is difficult to show the example video that tells people dialogue as vital component to eliminate exclusion from our hearts in the action of making video.

Conclusion

This proposal gives the way to promote dialogue instead of violence for counter-terrorism. The literature review shows tragedy of terrorism and approach of institutions for counter-terrorism. In the research questions, significance of study clarifies the benefit of promoting dialogue. The methodology describes the way of this proposal's research including the approach to construct the result which becomes the components of the discussion. The proposal gives methods to high school and institutions based on the data collections. Counter-Terrorism is not just stopping terrorist attacks. Counter-Terrorism must defuse the sense of exclusion within people; otherwise the tragedy of terrorism will take place again and again. Daisaku Ikeda (2002) said "fire cannot extinguish fire." Similarly, violence cannot extinguish violence. People have to extinguish the frame of hatred with a flood of dialogue.

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Appendix

Record of Greet to Great Dialogue Campaign in 2016

| Date | Subject | 2nd year female student | 2nd year male student | 3rd year female student | 3rd year male student |
|---------|----------|------------------------------------|--|------------------------------------|------------------------|
| Oct. 31 | Person 1 | greet and had a short conversation | didn't greet | didn't greet | didn't greet |
| | Person 2 | didn't greet | didn't greet, but had a short conversation | didn't greet | didn't greet |
| Nov.1 | Person 1 | greet and had a short conversation | didn't greet | greet | greet and got response |
| | Person 2 | didn't greet | greet and had a short conversation | greet | didn't greet |
| Nov.2 | Person 1 | short conversation | didn't greet, but had a short conversation | greet | absent |
| | Person 2 | greet, and he nodded | greet and had a short conversation | greet | greet and got response |
| Nov.4 | Person 1 | collaborated in class | greet | short conversation | greet and got response |
| | Person 2 | didn't greet | greet and had a short conversation | short conversation | greet and got response |
| Nov.8 | Person 1 | short conversation | didn't greet | greet and had a short conversation | greet and got response |
| | Person 2 | didn't greet | greet and had a short conversation | short conversation | taught math |
| Nov.9 | Person 1 | short conversation | greet | didn't greet | greet and got response |
| | Person 2 | didn't greet | didn't greet, but had a short conversation | greet | greet and got response |
| Nov.10 | Person 1 | greet | didn't greet, but had a short conversation | collaborated in class | taught math |
| | Person 2 | didn't greet | greet and had a short conversation | greet | didn't greet |
| Nov. 11 | Person 1 | greet and had a short conversation | greet | didn't greet | greet and got response |
| | Person 2 | short conversation | greet and had a short conversation | greet | didn't greet |