



Kansai Soka High School



Learning Cluster

2015-2016

1st Annual High School Peace Proposal

Learning Cluster
Super Global High School Program
Kansai Soka High School
March 16, 2016

Kansai Soka High School's Super Global High School (SGH) Learning Cluster Program is an extra-curricular class comprising 16 selected students from grade 11 and 12. In the course of one year, students learned and researched about global issues related to peace, environment, human rights and human development 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 these four fields.

The aim of this program was 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, each group of four 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.

Table of Contents

- I. **Peace:** Actions for High School Students Towards the Abolition of Nuclear Weapons
- II. **Environment:** Peace Proposal for Environment Education for the Future
- III. **Human Rights:** Suggesting Concrete Actions to Provide Basic Human Rights to Syrian Refugees
- IV. **Human Development:** Bullying in an Education for Society

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

Actions for High School Students Towards the Abolition of Nuclear Weapons

核兵器廃絶へ向けての高校生に対する提言

平和グループ

4 2 期 大田雛乃、古賀晴美、辻岡美和、吉田まほ子

核兵器を持つということは関西創価学園の平和教育原点の指針である「他人の不幸の上に自分の幸福を築くことはしない」という信条に大きく反するものである、という考えから私たちの提言作成は始まりました。本論文ではインターネットや書籍などを用いながら、核廃絶に向けた歴史や現状を調べました。また様々な情報を調べるうちに、核兵器廃絶へ向けた様々な活動を行っている個人や団体が多く存在するということを知りました。その一方で、核兵器廃絶をしていくためには経済的な問題、健康面への影響、核抑止論の存在等、多くの問題を解決していかなければならないということを知りました。そこで、私たちはその解決方法を探るため次の3つの設問を考えました。

1. 日本とアメリカの高校生は、核兵器について何を知っているのか？
2. 第二次世界大戦終戦以降、日本とアメリカの高校生の核兵器に対する関心を高めるため国際的な機関によって行われた活動は何か？
3. 日本とアメリカの高校生が核廃絶に向けたより具体的な行動を起こすことを促進するための活動はどのように進歩させていくことができるか？

私たちは関西創価高校2年生の全生徒に核兵器に関するアンケートを行いました。また、1月31日から2月6日にかけてアメリカのカリフォルニア州で海外フィールドワークを行い、アメリカの高校生や大学生、大学の教授等にインタビューを行いました。日本の高校生に対するアンケートとアメリカの学生に対するアンケートを通して、日本の高校生は原爆投下の歴史についての知識は多く持っているが、はっきりとした自分の意見を持っておらず、反対にアメリカの高校生は自分の意見を持っているが原爆投下の歴史についての知識はあまり持っていないということが分かりました。また、両国の高校生が核兵器廃絶に関する現状をあまり知らないということも分かりました。また、核廃絶に向けた教育において、歴史を知ることと話し合いの機会を持つこと、現状を知ることの3つが重要な要素となると考えました。このことから、私たちは次の5つのことを提案します。①日本人以外の学生は広島平和記念資料館のバーチャルツアーを見ること、②学校で核兵器廃絶を議題とした模擬国連会議を行うこと、③GRITの授業でより深い話し合いができる機会をもつことを提案します。そして④学校間の垣根を越えての会議を催すこと、⑤核兵器廃絶に関するアンケートを日本とアメリカの高校生を対象に毎年行うことを提案します。この提言の作成にあたり、私たちは日本とアメリカの高校生に的を絞っているため、それ以外の国の高校生の状況とは異なることが考えられます。また、日本で行ったものと同じアンケートを海外フィールドワークで行うことができなかったため、決して正しい比較であるとは言えません。この提言をただ作るだけでは意味が無く、私たちには核廃絶を実現させていく責任があると考えます。私たち自身が核廃絶を実現させる努力を続けていくと共に、この提言を読むことによって少しでも核廃絶を実現したいと思う人が増えていくことを願います。

Actions for High School Students Towards the Abolition of Nuclear Weapons

Miwa Tsujioka, Hinano Ota, Harumi Koga, and Mahoko Yoshida

Kansai Soka Senior High School

March 16, 2016

ABOLITION OF NUCLEAR WEAPONS

Actions for High School Students Towards the Abolition of Nuclear Weapons

“Do not build your happiness upon others misfortune.” This is Kansai Soka Junior and Senior high school’s motto, and realizing this principle and spreading it to all over the world is Kansai Soka students’ mission. Considering that possessing nuclear weapons is the worst example of building one’s happiness upon others’ misfortune, abolishing nuclear weapons is also the essential mission of Kansai Soka students. Last year marked the 70th anniversary of the atomic bombing in Hiroshima and Nagasaki. Although claims exist that nuclear abolition is not an urgent issue compared to other economic or environmental issues, such as global warming, tremendous danger continues to exist if nuclear weapons remain on earth. Any type of nuclear weapons use will have catastrophic consequences. No effective humanitarian response would be possible, and the effects of radiation on human beings would cause suffering and death many years after the initial explosion. Eliminating nuclear weapons – via a comprehensive treaty – is the only guarantee against their use. Currently, the average age of the victims of the bombing is over 80 years old (Ministry of Health, Labor, and Welfare, 2015). It means that young people today have little time left to directly hear atomic bomb survivors’ real experiences. Now is the time to expand people’s awareness of the risk of possessing nuclear weapons, and for action to be taken by as many people as possible towards nuclear abolition.

Literature Review

Definition of Nuclear Weapons

Nuclear weapons are bombs that use nuclear fission to create an explosion. Examples of nuclear weapons include atom bombs, hydrogen bombs, fission bombs, and fusion bombs. A large amount of nuclear energy is released by nuclear fission or fusion, and in addition, harmful radiation is released into the environment causing devastating effects for living beings (<http://www.thefreedictionary.com>).

ABOLITION OF NUCLEAR WEAPONS

Nuclear Weapons Usage

The first nuclear bomb experiment took place in Alamogordo, New Mexico, on July 16, 1945 during the Pacific War (<http://www.eyewitnesstohistory.com>). United States president Harry S. Truman ordered the draft of the Potsdam Declaration in the spring of 1945. (National Diet Library, 2003-2004) There was an estimate that if a homeland war started in Japan, U.S. forces needed 5 million soldiers and more than 1 million of them would die. Thus, on July 26, 1945, President Truman, United Kingdom Prime Minister Winston, and Chairman of the Nationalist Government of China, Kai-shek, issued the Potsdam Declaration, demanding the surrender of Japanese armed forces. The declaration stated that the alternative to Japan's surrender was "prompt and utter destruction." The next day, on July 27, 1945, Japanese prime minister, Kantaro Suzuki commented that Japan ignored the warning entirely, because Japan was asking the Soviet Union for mediation and awaiting a response. As a result, the U.S. dropped atomic bombs on Hiroshima on August 6, 1945, and on Nagasaki on August 9, 1945. Finally, Japan accepted the Potsdam Declaration on August 10, on the condition of the preservation of its emperor system. (Hideaki Kato, 2015)

On August 6, 1945, at 8:15 am, Boeing B-29 bomber (Enola Gay) dropped a uranium atomic bomb dubbed "Little boy" on Hiroshima. It destroyed two-thirds of the city and approximately 140,000 people died by the end of the year. Then, on August 9, at 11:02 am, Boeing B-29 bomber (Boxcar) dropped a plutonium atomic bomb dubbed "Fat Man," on Nagasaki. Half of the city was destroyed and 80,000 people died by the end of the year. Many of the survivors suffered from the after effects. (Encyclopedia Britannica, 9 March 2016)

Actions Toward Abolishing Nuclear Weapons

On July 9, 1955, the Russell-Einstein Manifesto was issued in London by Bertrand Russell. It recommended scientists and people all over the world to sign the following resolution: "In view of the fact that in any future world war nuclear weapons will certainly be

ABOLITION OF NUCLEAR WEAPONS

employed, and that such weapons threaten the continued existence of mankind, we urge the governments of the world to realize, and to acknowledge publicly, that their purpose cannot be furthered by a world war, and we urge them, consequently, to find peaceful means for the settlement of all matters of dispute between them” (Russell Einstein, 1955, p.24). The signatories were Max Born, Percy W. Bridgman, Albert Einstein, Leopold Infeld, Frederic Joliot-Curie, Herman J. Muller, Linus Pauling, Cecil F. Powell, Joseph Rotblat, Bertrand Russell, and Hideki Yukawa. Since Einstein had passed away 7 days after being a signatory, this manifest became his will (<http://pugwash.org>).

In 1957, 22 scientists from around the world gathered at Pugwash, Canada. They discussed danger of nuclear weapons and the harm of radioactivity and social responsibility of scientists. Russell-Einstein Manifesto which was signed by famous scientists opened up this conference. The conference decided that their goal is to achieve a world without nuclear weapons and wars. Moreover, the conference continued being held annually. The achievements of the conference were not outstanding, but the conferences have played an important role in realizing a world without nuclear weapons. Therefore, in 1995, the conference was awarded a Nobel Prize (<http://pugwash.org>).

ICAN

International Campaign to Abolish Nuclear Weapons (ICAN) began in 2006, and is currently comprised of 22 independent organizations located in 96 countries. ICAN promoted an African nuclear-weapon-free zone in February 2007. In March 2007, a global network of mayors joined ICAN. In July 2008, ICAN was invited to join a new global commission. In September 2009, US President Obama chaired historic Security Council session. In May 2010, 26 million petition signatures submitted to the UN. In September 2011, the First Bombs No More activity was held. In August 2012, an ICAN campaign meeting was held in Hiroshima (<http://www.icanw.org>).

ABOLITION OF NUCLEAR WEAPONS

Comprehensive Nuclear Test Ban Treaty

Comprehensive Nuclear Test Ban Treaty Organization (CTBTO) bans nuclear testing and nuclear explosions on the earth, in the atmosphere, underwater, and underground, everywhere in the surface of the earth. CTBTO was founded in 1996, has over 270 staff from over 70 countries (<https://www.ctbto.org>).

Office for Disarmament Affairs (UNODA)

UNODA was established in January 1998, plays an important role to promote nuclear disarmament and non-nuclear proliferation. UNODA provide supports for norm setting in the field of disarmament through its first committee, dialogue toward nuclear disarmament, transparency- building on military issues, and so on. Moreover, UNODA supports educational institutions related to the United Nations' nuclear disarmament (<http://www.un.org/disarmament/>).

International Commission on Nuclear Nonproliferation and Disarmament (ICNND)

ICNND was launched in 2008 as joint initiative of the Australian and Japanese governments led on proposal by Kevin Rudd, the Australian prime minister. The commission held its first conference in Sydney in October 2008, and the following in Washington, D.C (February 2009), Moscow(June), and Hiroshima(October). Via these conferences, ICNND presented its report in December 2009 (<http://icnnd.org/Pages/default.aspx>).

Anti-Nuclear Declaration by Josei Toda

Founder Daisaku Ikeda's mentor, Josei Toda made a renowned anti-nuclear declaration in 1957. He said "the people who used nuclear weapons should be punishable by the death penalty, because nuclear weapons endanger human dignity." He emphasized the importance of human dignity by using the word "death penalty"(Seikyo newspaper, 2015, Sep 3). Dr. Ikeda, the founder of the Soka education system, once said about his mentor Josei Toda's anti-nuclear declaration, "Why did my mentor, Mr. Toda, denounce so

ABOLITION OF NUCLEAR WEAPONS

relentlessly users of nuclear weapons? It was to reveal their true nature, which he regarded as absolutely evil because they deny people's rights to live regardless of which country they may reside in. The devil of egoism, which tries to control others at one's will, has manifested in the development of nuclear weapons. My mentor issued a weighty warning to the nuclear age from the viewpoint of a profound philosophy of life”.

Deterrence Theory

There are some arguments to abolish nuclear weapons. One is that we should abolish nuclear weapons immediately. The people who live in Hiroshima and Nagasaki especially have a strong opinion. The other is that we should not abolish nuclear weapons immediately. Nations that have nuclear weapons insist on such an opinion. They say having nuclear weapons are necessary to prevent war. This opinion is called “nuclear deterrence theory.” The reason of prevention justifies the possession of nuclear weapons. Nuclear weapons are being used to protect citizens from being attacked by other nuclear nations. The nuclear deterrence theory comes into effect on the assumption that they have to show they have determination to attack other countries and they will not hesitate to bring on nuclear war (<http://www.ritsumei.ac.jp>).

Obstacles toward Nuclear Abolition

One of the obstacles toward abolishing nuclear weapons concerns a financial issue. America has spent approximately 5 trillion dollars for nuclear weapons development costs from 1940 to 1996. Disposal fee is assumed to be one hundred thousand dollars per one nuclear weapon (<http://www.cnfc.or.jp>). In addition to the disposal fee, high-level radioactive waste can cause sickness within exposure. Abolishing nuclear weapons involve risks not only health problems such as radioactive discharge, but also financial problems (<http://www.nuclearfiles.org>). Moreover, adding disposal fees to nuclear weapons

ABOLITION OF NUCLEAR WEAPONS

development costs, means that we are wasting enormous money for worthless nuclear weapons. Some experts say that we do not have to reduce the number of nuclear weapons by spending extraordinary money because nations cannot use nuclear weapons.

Research Questions

1. What do Japanese and American high school students know about nuclear weapons?
2. Since the end of WWII, what actions have been taken by international organizations to make Japanese and American high school students interested in nuclear abolition?
3. How can those actions be improved to encourage Japanese and American high school students to take more concrete actions toward nuclear abolition?

The focus of the three research questions is on high school students for three reasons; a lack of knowledge, the potential of action that can be taken by this population, and the current condition of their educational situation. One study reported that only 59.2% of the American youth (ages 10 to 30) knew that America possessed nuclear weapons. This represents American youth's lack of knowledge and interests on nuclear weapons. Also, it is sometimes said that the bombing in Hiroshima and Nagasaki is getting to fade away from young Japanese memories. If they are ignorant of the tragic damage of bombing, and the circumstances of nuclear weapons, they can't create actions for eliminating nuclear weapons, or they even can't have their opinion on possessing them. Also, since realizing nuclear abolition needs so complicated and long process that it must be sustainable, and high interests of the high school students who will decide next decades are necessary. Moreover, comparing American and Japanese high school students' attitudes toward the bombing, differences in how American and Japanese history regard the use of the atomic bomb may also be revealed. The first question specifically aims to analyze the status quo of the students' awareness of nuclear weapons and its abolition. The second question was made to learn from current activities have been done to encourage American and Japanese high school students to have

ABOLITION OF NUCLEAR WEAPONS

more interest on nuclear abolition than before. Those actions must have both strong and weak points, or there can be some obstacles to carry out them. Therefore, the third question set a goal to find a way to improve them.

Significance of Study

This research will try to find out what Japanese and American high school students can do to abolish nuclear weapons. Our study's biggest feature is that it mainly focuses on high school students. Abolishing nuclear weapons will take an enormous amount of time, and it cannot be accomplished in one generation. Therefore, to make the actions toward nuclear abolition sustainable, young generations must be highly involved. Some high school students are already engaging in activities like collecting signatures in support of abolishing nuclear weapons. Their voices can move adults to take action. However, more passion from students is needed to appeal to public opinion and encourage politicians or world leaders to end nuclear weapons possession. Since the authors of this proposal are also high school students, this study will be feasible and empathetic for students. Now, there are not enough attitude surveys on nuclear abolition among Japanese and American high school students. By using surveys and interviewing high school students, the study will reveal what Japanese and American students actually know about nuclear abolition. The study will also analyze activities done to stimulate student interest in abolishing nuclear weapons. By combining the strong points of activities for abolishing nuclear weapons, or adding our original ideas, the study will suggest new creative activities designed for Japanese and American high school students. The study will contribute to the enhancement of high school student's interests more than in the past, and encourage young people to take action toward abolishing nuclear weapons.

ABOLITION OF NUCLEAR WEAPONS

Methodology

Three hundred and three Kansai Soka high School second year students were given questionnaires to reveal what they know about the nuclear bombing in Hiroshima and Nagasaki. From January 31 to February 6, we went to Los Angeles field work. At University of California, Los Angeles (UCLA), two students were interviewed how they learned about nuclear bombing in Hiroshima and Nagasaki in their high schools. At Soka University of America (SUA), Professor Shane Barter have a lecture, and two students were asked the same things to the UCLA students. At university of southern california (USC), Professor Varun Soni, a dean of religious studies, gave a lecture about interfaith dialogue and its role to realize nuclear abolition. One USC student shared what she learned about nuclear weapons in her high school days. At Waldorf School of Orange County, two male and one female high school student shared how they are learning about nuclear weapons at school, and what they think of America's possessing nuclear weapons. Also one female high school students were

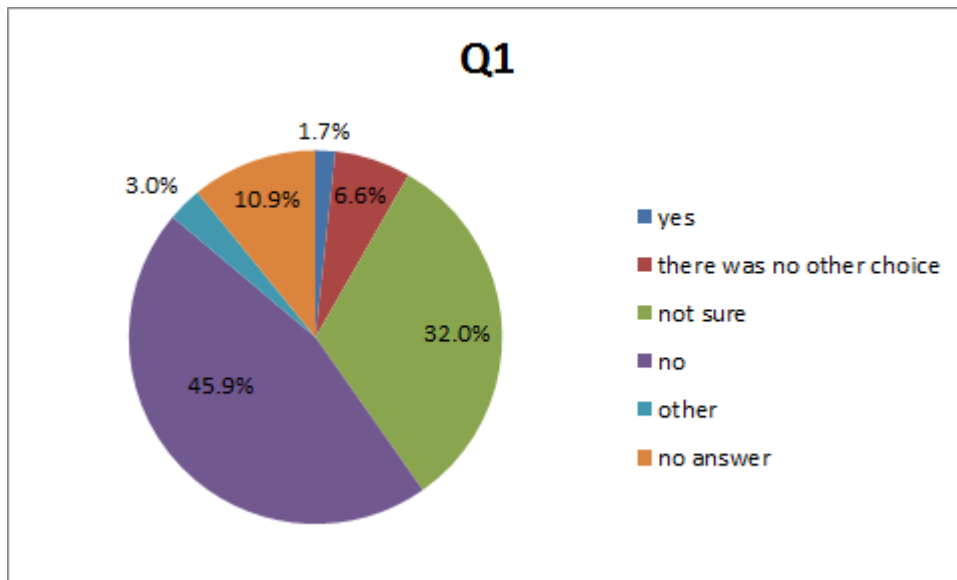
Findings

Questionnaire

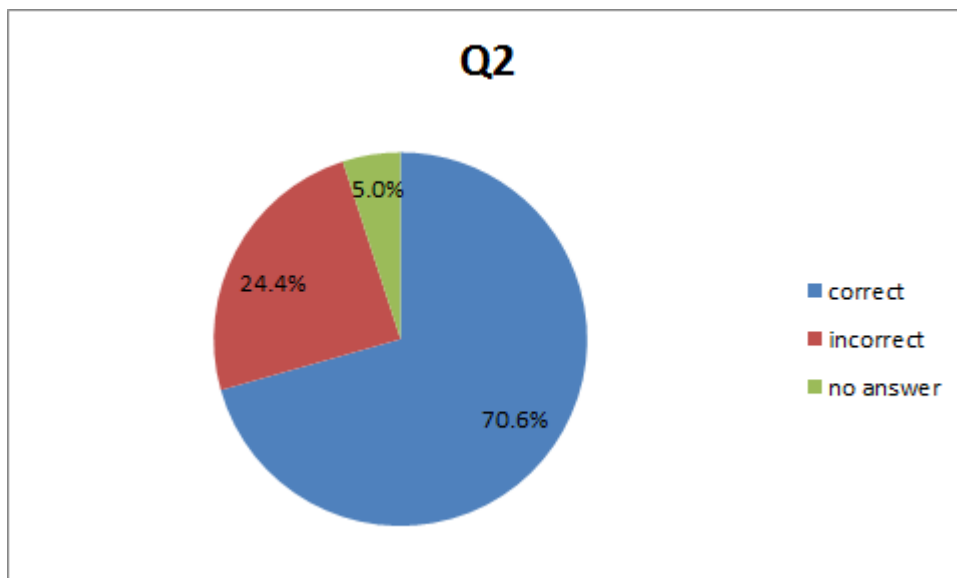
We conducted a survey by making questionnaire to Kansai Soka high school students in order to know what Japanese high school students know about nuclear bombing. We made following five questions.

Questionnaire 1. The first question was “what do you think of U.S. having dropped atomic bombs to Japan?” 1.7 percent of the respondents answered “it was correct”, 6.6 percent answered “there was no other choice to finish the war between U.S. and Japan”, 32 percent answered “they are not sure”, 45.9 percent answered “it was incorrect”, 3.0 present chose “other”, and 10.9 percent did not answer.

ABOLITION OF NUCLEAR WEAPONS

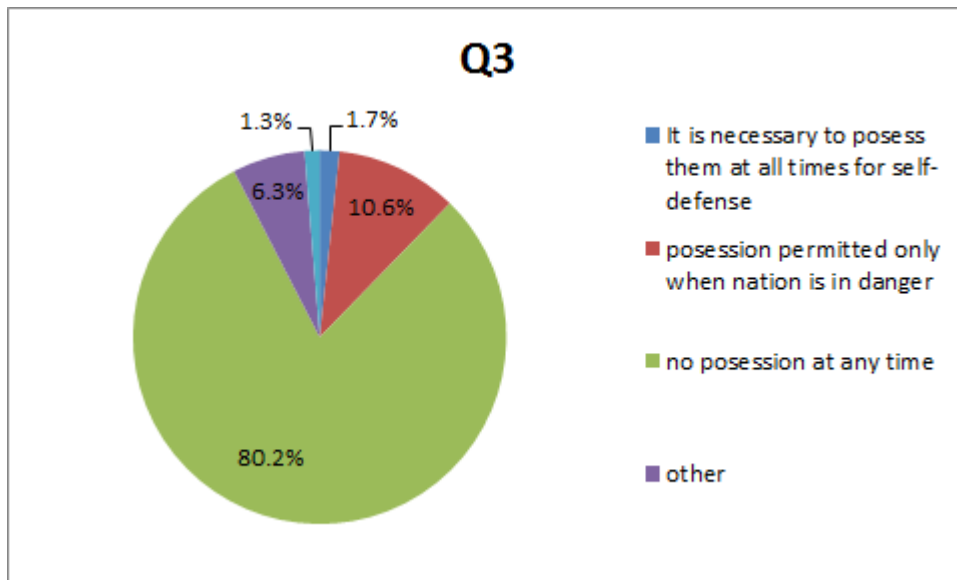


Questionnaire 2. The second question was “when were the atomic bombs dropped on Hiroshima and Nagasaki? Please write the year and date.” 70.6 percent answered correctly, and 24.4 percent answered incorrectly while 5.0 percent didn’t answer to this question.

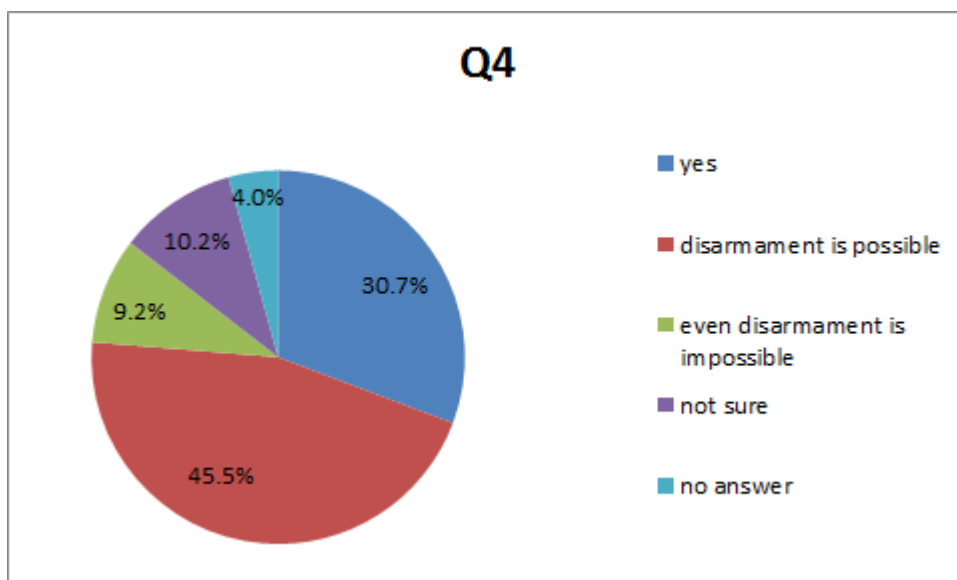


Questionnaire 3. The third question was “do you think possessing nuclear weapons is necessary for the nation?” 1.7 percent of the respondents answered “it is necessary to possess them at all times for self-defense”, 10.6 percent answered “possession permitted only when nation is in danger”, 80.2 percent answered “no possession at any time”, 6.3 chose “other”, 1.3 percent did not answer.

ABOLITION OF NUCLEAR WEAPONS



Questionnaire 4. The forth question was “do you think it is possible to abolish nuclear weapons?” 30.7 percent answered nuclear abolition is possible. 45.5 percent answered nuclear disarmament is possible. 9.2 percent answered even nuclear disarmament is impossible. 10.2 percent answered they were not sure, and 4.3 percent didn’t answer this question.



Questionnaire 5. The fifth question was “what are you interested in the most if you take actions towards nuclear abolition?” 4.7 percent answered they want to join a demonstration and 37.2 percent answered they want to petition sign towards nuclear abolition. 5.0 percent answered they want to plan exhibition about nuclear abolition and 22.7 percent

ABOLITION OF NUCLEAR WEAPONS

answered they want to go to exhibition about nuclear abolition. 15.4 percent answered they want to hear lectures about nuclear abolition and 10 percent answered they want to do other activities, and 4.7 percent didn't answered this question.

UCLA

Two UCLA students were interviewed by peace group member about nuclear abolition. They were asked about what they have learned about nuclear abolition in their high school days. They haven't get enough education about nuclear abolition in their school days. In their classes, they did not watch the picture of survivors of the bombing in Hiroshima and Nagasaki. They said that if they have watched pictures of survivors, their opinion toward nuclear weapons would have changed. They said that they were taught about nuclear weapons from their parents. After graduating high school, they started to learn more about nuclear abolition by their selves.

SUA Students

Most of students were not taught a lot about atomic bombs having been dropped in high school. However, they insisted on using visual to convey the misery of nuclear weapons. For example, a movie "Graves of Fireflies" is effective material to convey the scare of atomic bombs.

Shane Barter

Shane Barter, a professor of civil conflict gave a lecture. At first he shared about his schooling in Canada. He said in Canada, students learned much about the importance of peace, and the misery of war, including the damage caused by bombing in Hiroshima and Nagasaki. Also, he thought that the good point of history education in Canada is that it teaches exactly what Canadian and its government did, even though they were wrong or evil. Now, he lives in United States, and his son goes to elementary school there. Professor Barter really concern about his sons education because at school he seems to sing songs for praising

ABOLITION OF NUCLEAR WEAPONS

U.S. soldiers, and not to learn enough about what America have been done to other countries if they were wrong. He said American education spend a lot of time on teaching holocaust because America stopped it. Then he indicated that there are two approaches toward nuclear abolition, which are political approach and humanistic approach. He recommended high school students to take humanistic approach rather than political approach. He believed that collecting signatures on nuclear abolition is not a kind of activity that can changes peoples mind toward nuclear abolition. He introduced an organization called Green Peace, which is working for protecting environment and abolishing nuclear weapons. If a country say it will do nuclear test, Green Peace members go to the place where test will be done, and stay there to stop it.

Waldorf School of Orange County

Waldorf school students studied about nuclear weapons in their biology class. They also knew about nuclear power plants, but they knew only good points of nuclear power plants. They were moved by watching “Hotaru no haka”,

Discussion

Questionnaire

A survey by making questionnaire was conducted to Kansai Soka high school students in order to know what Japanese high school students know about nuclear bombing. According to the questionnaire, the number shows the level of awareness of Japanese high school students, in particular Kansai Soka high school students. First question was “what do you think of U.S. having dropped atomic bombs to Japan?” On this question, about 40 percent respondents answered “it was correct” or “there was no other choice to finish the war between U.S. and Japan” or “I am not sure”. Unexpectedly, there were not so many people who answered that it was incorrect. This means that there were not so many people who are partial to Japan because the students in this high school learn global issues more or less. From

ABOLITION OF NUCLEAR WEAPONS

the ratio of the people who did not answer this question, it indicates that many people do not have their own opinions. Japanese students have learned the history of atomic bombing since elementary school. However, the students have not had enough time to discuss atomic bombing. Therefore, many students do not have their own opinions. Second question was “when were the atomic bombs dropped on Hiroshima and Nagasaki? Please write the year and date.” The ratio of respondents who answered correctly was high because Japanese students have taken enough education about the history of nuclear. Third question was “what do you think about possessing nuclear weapons?” About 80 percent respondents answered “no possession at any time”. From this result, it understands that the sense of impending crisis of the students to having nuclear weapons is high. Forth question was “do you think it is possible to abolish nuclear weapons?” In this question, only a few people think it is possible to abolish nuclear weapons. In the overseas fieldwork, one member, a NGO peace organization told us that believing that we can abolish nuclear weapons equals to believing in the power and the potential of individuals. However, in actuality, many people do not believe nuclear abolition is possible. Fifth question was “in which of these activities would you be interested in participating?” From their answer, it showed that many people are interested in some kind of activities toward nuclear abolition.

UCLA

As we mentioned before, UCLA students didn't see any pictures of the survivors of the bombing in Hiroshima and Nagasaki in their high school days. Moreover, they said that teachers didn't have enough information about what the United States did to other nations rather than what others did. This is probably because the education style in America which support American military. Teacher should give enough information about the history of the bombing before having discussion so that students can gain more wide knowledge without being prejudice.

ABOLITION OF NUCLEAR WEAPONS

SUA Students

There is obvious difference between education of U.S. and Japan. In Japan, many students have learned about the history of atomic bombs since elementary school. Although it becomes common things in Japan, it's not common thing in the U.S. However, American students have own opinion, so that U.S. and Japan have each obstacles.

Shane Barter

According to Shane Barter, there are some differences between history education in Canada and in the United States. He said American education tends to praise soldiers, and probably this is because America needs enough volunteer soldiers. On the other hand, Canadian education teach more about peace than American education because Canada has good relationships with other countries, and it has been protected by American army. Another big difference is that American education don't take much time on teaching what America did to other countries, while Canadian education do so. This educational situation may cause the American youth's lack of knowledge about nuclear weapons. American high school students should be informed more about the bombing in Hiroshima and Nagasaki, which tell them the danger of nuclear weapons. Japan, Korea, and China often argue with each other about this problem. In today's globalized world, it is becoming necessary for students around the world to learn what their country did. About humanistic and political approach toward nuclear abolition, as he said, high school students should engage in humanistic approach instead of political approach. Since nuclear abolition include wide range of topics such as security system, environmental issue, and economics, it is difficult for high school students to create new political activity. However, humanistic approach is something that everyone can start, or join in because the goal of it is to change people's attitude toward nuclear weapons and its abolition. For the green peace activities, it seems too radical to sacrifices their lives to

ABOLITION OF NUCLEAR WEAPONS

stop nuclear experiments, but knowing that nuclear tests are so dangerous that efforts to stop it are required is very important.

Waldorf School of Orange County

The reason why Waldorf school students knew only good points about nuclear power plants is that there are fewer earthquakes in America than in Japan. In addition, watching movies which is based on atomic bombing have a good effect for high school students.

Peace Committee

One of the committee members said that believing that nuclear abolition is possible is equal to believing that one human being has a power to change something. This represents the significance and potential of humanistic approach, which Professor Varun Soni introduced.

Limitations

There are some limitations of our research. First, because we focused on Japanese and American high school students, we don't know much about other foreign high school students' attitude toward nuclear abolition. Through our research, we were able to compare the differences between history education in Japan and America and we created an original proposal which combined good points of both Japanese and American education feature. However, because we only focused on Japanese and American high school students, our proposal might not be suitable to other countries' high school students. Moreover, although we were able to give a questionnaire to our classmates and collect more information about their knowledge toward nuclear abolition, we could not give a questionnaire to American high school students during the SGH field work trip. Therefore, we could not compare the opinion toward nuclear abolition between Japanese and American high school students. This limitation means that it will be seen as lack in persuasiveness.

Proposal

ABOLITION OF NUCLEAR WEAPONS

As the second research question focus on international organizations, at first extracurricular activity were thought to have significant influence on high school students. However, through the research, educations at school were turned out to be much more important than extracurricular activity because education at school can affect every student. To improve Japanese and American education for nuclear abolition, there are three essential points, which are history, current situation, and discussion. The first suggestion is to learn the history of nuclear weapons, especially about the bombings in 1945. We think visiting Hiroshima and Nagasaki will be good opportunities to truly understand what happened there in 1945. However, it is not easy for foreign students. Therefore, high school students around the world should experience the virtual tour of the Hiroshima Peace Memorial Museum available on the internet, and teachers should include activities like this in world history classes.

The second suggestion is to know the current situation of nuclear abolition. Even though Japanese high school students know the history of Hiroshima and Nagasaki, they don't know what is going on to abolish nuclear weapons in current international society because they don't learn it at school, and the media doesn't report sufficiently on such information. Here, we want to recommend schools to hold Model United Nations Conference on nuclear abolition. By playing the role of delegates of different countries, students can deepen their knowledge about current situation and understand each countries stance on nuclear abolition.

The third suggestion is to learn about nuclear abolition with discussion style lectures. In Kansai Soka High School, there is a program called GRIT. Through GRIT, students are able to learn about world issues in the fields of peace, development, environment, and human rights. In GRIT, students have watched a movie about American's attitude toward nuclear bombing and learned about comprehensive nuclear-test-ban treaty, and each time it had a

ABOLITION OF NUCLEAR WEAPONS

discussion. Both of the programs were based on the idea that “nuclear weapons must be abolished.” However, the questionnaire shows that still many students don’t understand why nuclear abolition must be realized. But this is not surprising because in GRIT, students have never learned why they have to abolish nuclear weapons in the first place. So to make GRIT more meaningful for all students, GRIT classes should have more time to discuss not only how to solve global issues, but why we have to solve them. Moreover it’ll be very important to create atmosphere in which students can feel free to say anything. In addition to these three suggestions, there are two more proposals. The first one is to hold inter-school conference on nuclear abolition. Another one is to conduct a questionnaire about nuclear abolition to Japanese and American high school students annually.

Conclusion

“Do not build your happiness upon others misfortune.” To realize this principle is Kansai Soka high school students’ mission. We also started making peace proposal to realize the principle. In literature review, we mentioned about our research. After that, we made three research questions. In research questions, we decided to focus on Japanese and American high school students because we thought high interest of high school students who will decide next decade is necessary to abolish nuclear weapons. In order to know answers of the research questions, we conducted a questionnaire to Japanese high school students and we went to overseas fieldwork. In the questionnaire, we found Japanese students had a lot of knowledge about atomic bombing, but they didn’t have their own opinions. In the overseas fieldwork, we found American students had their own opinions, but they didn’t have much knowledge about atomic bombing. Moreover, through the questionnaire and the overseas fieldwork, we found both students didn’t know much about current situation of nuclear abolition. Through these findings, we found three important things about education towards nuclear abolition. First, students should know more about the history of the atomic bombing

ABOLITION OF NUCLEAR WEAPONS

of Hiroshima and Nagasaki. Second, students should be able to discuss their own opinions. Third one is to know current situation about nuclear abolition. After that, we made following five proposals. First, foreign students should watch virtual tour of the Hiroshima Peace Memorial Museum. Second, we suggest schools to hold Model United Nations Conference about nuclear abolition. Third, we should have more discussion time in GRIT which we can think more deeply. Forth, we suggest to hold inter-school conference, and fifth is to conduct a questionnaire about nuclear abolition to Japanese and American high school students annually. We made five proposals, but it is no use just making proposals. We have responsibility to realize the world without nuclear weapons. We will continue making efforts to achieve it and we hope the people who read this proposal think they also want to realize the world without nuclear weapons.

ABOLITION OF NUCLEAR WEAPONS

References

- Acceptance of Potsdam Declaration. (1945, August 14th). Retrieved from http://www.geocities.co.jp/Bookend-Yasunari/7517/nenpyo/1941-50/1945_potsdamu_judaku.html
- Asai, M. (2010). *The key of nuclear weapons abolition and seeking the ability of United States' change*. Retrieved from http://www.ritsumeai.ac.jp/mng/er/wp-museum/publication/journal/documents/11_p01.pdf
- Asai, N. (2010). *Survey on Youth Attitudes toward Nuclear Weapons and Their Humanitarian Consequences*. Retrieved from http://www.peoplesdecade.org/pdf/npt2013/npt2013_01_text.pdf
- Committee of the signature collecting campaign by high school students. (2015, September 12). *Ambassadors of Peace on the 70th anniversary of the end of the WW II*. Retrieved from <http://peacefulworld10000.com/archives/2774>
- Comprehensive Nuclear Test Ban Treaty Organization. (2015). Retrieved from <https://www.ctbto.org/>
- Council for Nuclear Fuel Cycle. (2013). *For nuclear disarmament and abolition*. Retrieved from <http://www.cnfc.or.jp/j/proposal/reports07/>
- Hattori, A. (2015). Economists Allied for Arms Reduction. Retrieved from <http://www.asiawide.or.jp/eps/symposium/s96/3-7.htm>
- Ikeda, D. (2015, January 26). *Peace Proposal 2015 A Shared Pledge for a More Humane Future: To Eliminate Misery from the Earth*.
- Ikeda, D. (2009). *The New Human Revolution*. Santa Monica, California: World Tribune Press.
- International Commission on Non-proliferation and Disarmament. (2015). Retrieved from <http://icnnd.org/Pages/default.aspx>

ABOLITION OF NUCLEAR WEAPONS

Japan Ministry of Health, Labor, and Welfare. (2015). *The number and the average age of the victims of the nuclear bombing*. Retrieved from <http://www.mhlw.go.jp/stf/seisakunitsuite/bunya/0000049130.html>

Kanari, R., & Matsuo, I. (2015 May 23). *NPT Review Conference Fell Apart. A document of nuclear disarmament was not adopted*. [NPT 再検討会議が決裂 核軍縮文書採択できず]. *Asahi Newspaper Digital*. Retrieved from <http://www.asahi.com/articles/ASH5P1C4GH5NUHBI036.html>

Kato, H. (2015). *Japan Surrendered Because of Potsdam Declaration, not the bombing*. [原爆投下ではない「ポツダム宣言で降伏を決意した日本」]. Retrieved from <http://ironna.jp/article/1829>

Kato, K. (2014, August 8). *Why the atomic bomb was dropped on Nagasaki?* Retrieved from <http://jbpress.ismedia.jp/articles/-/41413>

Ministry of Foreign Affairs. (1966). *Potsdam Declaration*. Nihon Gaiko Nenpyo Narabini Shuyo Bunsho: 1840-1945 Vol. 2. Retrieved from <http://www.ndl.go.jp/constitution/e/etc/c06.html>

New Japan Women's Association. (2015). *Petition Submission at NPT Review Conference*. [NPT 再検討会議・ニューヨーク行動で核兵器禁止署名を提出!]. Retrieved from http://www.shinfujin.gr.jp/genre/report_3266http://www.shinfujin.gr.jp/genre/report_3266

Okada, S. (2015, December 4). *Pugwash conference, the reality which we could know in Nagasaki*. [パグウォッシュ会議、長崎で見た現実]. Retrieved from <http://www.asahi.com/articles/ASHD16K50HD1TOLB00K.html>

Pugwash Conference on Science and World Affairs. (2015). Retrieved from <http://pugwash.org/about-pugwash/>

Pugwash Japan. (2015). Retrieved from http://www.pugwashjapan.jp/r_e.html

ABOLITION OF NUCLEAR WEAPONS

Rengo-Nagasaki. (2015). *Actions toward nuclear abolition in New York*. [核兵器廃絶に向けたニューヨークでの活動]. Retrieved from <http://rengo-nagasaki.jp/2015/05/14/2405/>

<http://rengo-nagasaki.jp/2015/05/14/2405/>

Sato, K. (2005). *The correct understanding of the constitution of Japan in terms of international law*. Retrieved from <http://www.lec-jp.com/h-bunka/item/v260/38~43.pdf>

Stand on the beginning point of dignity of life. [「生命尊厳」の原点に立て]. (2015, September 3). *Seikyo Newspaper*.

United Nations. (2015). *The 2015 Review Conference of the Parties to the Treaty on the Nonproliferation of Nuclear Weapons*. Retrieved from <http://www.un.org/en/conf/npt/2015/http://www.un.org/en/conf/npt/2015/>

United Nations Office for Disarmament Affairs. (2015). Retrieved from <http://www.un.org/disarmament/>

ABOLITION OF NUCLEAR WEAPONS

Appendix A

核兵器に関するアンケート

年 男・女

こんにちは、ラーニングクラスターの Peace Group です。私たちは“核廃絶”をテーマに学んでいます。**日本の高校生が核兵器に対してどのような意識を持っているのか**調査するため、アンケートのご協力をお願いします。

該当するもの**1つ**にチェック、また、記入をお願いします。

(1) アメリカが広島・長崎に核兵器を投下したことをどう思いますか。

☐ 正しかった ☐ 仕方がなかった ☐ どちらともいえない ☐ 間違っていた ☐ その他

(2) 核兵器が広島・長崎に投下された年、日付を答えて下さい。

長崎

年	月	日
---	---	---

広島

年	月	日
---	---	---

(3) 核兵器を保持することに対してどう思いますか。

☐ 自衛のために常に必要だ
☐ 自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

(4) 核兵器を廃絶することは可能だと思いますか。

☐ 核廃絶は可能 ☐ 核軍縮は可能 ☐ 核軍縮すら不可能 ☐ わからない

ABOLITION OF NUCLEAR WEAPONS

(5) あなたが核廃絶のために何かするとしたら以下のうち、何に最も興味がありますか。

- ☐ 反核デモ
- ☐ 核廃絶署名運動
- ☐ 核兵器の展示会を企画
- ☐ 核兵器の展示会に行く
- ☐ 核兵器の講演会に行く

ご協力ありがとうございました。

ラーニングクラスター2015 年
ハイスクール平和提言

Peace Proposal for Environmental Education for the Future

未来のための環境教育の平和提言

環境グループ

4 1 期 北野翔大、松下由紀

4 2 期 奥谷直希、竹内大輔

環境問題の現状を調査する中で私たちは、環境に興味をもつ人材を育てること、またそのために人々の環境への意識を高めることの重要性を感じました。

まず初めに、よりよい環境問題の解決の方途を知るため、ワンガリ・マータイ博士とライオンズクラブの活動について調べました。環境保全活動の成功例を分析し、「行動の連鎖」、「草の根運動」と「人々の意識を高めるための情報の共有」という共通点があることを発見しました。

これら3つの中で、私たちは特に「人々の意識を高めるための情報の共有」に着目し、それを実現するためには、環境教育が効果的であると感じました。また環境教育について調べる中で、環境先進国のドイツと日本に焦点をあて調べてみると、日本においては岡山市が持続可能な社会のための教育（ESD）に力を入れていることを知りました。

そして、私たちは次の三つの問題意識を軸に、調査を行いました。

- 一、環境教育ではどのような活動が行われているのか。
- 二、環境教育の結果はどのような結果を及ぼすのか。
- 三、どのようにして環境教育を推進するのか。

調査は、カリフォルニアフィールドワークとインターネット上の資料分析を通して行いました。フィールドワークでは、大学教授やアメリカの高校生へのインタビュー、環境保護活動の観察を行いました。

調査を経て、校内の木を使ってイスを作るといった活動や岡山市の ESD の活動が、人々の環境に対する意識を高める効果があることを発見しました。また、環境教育を推進していくためにはポスターや映像製作が有効だということを教授からのアドバイスで知りました。これらの発見を通して、日本で環境教育を推進していく上で重要なことを3点見つけました。一つ目は、自然の中での経験や活動が重要であること。二つ目は、人間と自然は深くつながっていることを知ること、自然に対する感謝の心を育むことが重要であること。三つ目は、自分が置かれている場所で、行動を開始することが重要であることです。

この調査結果をもとに、私たちは三つの具体的行動を提案します。一つ目は、政府が NGO や NPO が学校と連携をとり、環境についての授業をするための資金を用意すること。二つ目は、生徒が環境に関する研究するためのフィールドワークの実施。三つ目は、未来の世代に自然の大切さを伝えるため、高校生が地元の人々と農業などの経験することの三点です。

本調査では、環境教育の活動、効果、推進方法について調べましたが、三点の制限事項がありました。一点目は、時間不足により、環境教育の専門家から直接見解を聞けなかったこと。環境教育の活動が十分に調べられなかったこと。環境教育の結果を正確に調べるには、調査の期間が十分でなかったことです。

今後、さらなる調査が必要ですが、本調査が提案した三つのアクションプランが環境に興味を持つ人材の育成、人々の環境に対する意識向上に寄与することを期待します。

Peace Proposal for Environment Education for the Future

Daisuke Takeuchi, Naoki Okutani, Shodai Kitano, and Yuki Matsushita

Kansai Soka Senior High School

March 16, 2016

ENVIRONMENTAL EDUCATION

Peace Proposal for Environment Education for the Future

In the world, we encounter many kinds of environmental issues that we have to solve as soon as possible, such as garbage issue, desertification, deforestation, global warming, and destruction of ecosystem. If we ignore such issues, we will not be able to exist on the earth in the future because the environment is the basis of our lives. To find the way to improve the environmental situation, this research explain the factors for successful environmental movements, investigated the activities and ways to promote environmental education, and proposed these actions to the Japanese government and schools so that cultivating people who can improve environmental situation and having high interest in environment to people.

Literature Review

I. Successful Environmental Movements

A. Individual. There are many people who try to improve environmental situations. Wangari Maathai began the green belt movement in Africa to protect forests by cooperating with local women. Until 2014, 51 million trees were planted by this movement (GBM Annual Report, 2014). Planting trees contributes to solving many problems such as deforestation, soil erosion and lack of water. Also, planting trees is playing important role as better environmental management and community empowerment. This movement was successful, and as a result, she received the Nobel Peace Prize in 2004 (GBM Annual Report, 2014). In her speech at the ceremony, she stated that planting trees is not only solving environmental problems, but planting trees is also making peaceful world. (GBM Annual Report, 2014)

B. Organizations. There are many organizations that try to improve environmental situations. Lions Club is the group of people who volunteer to contribute to their local communities. The group has many members all around the world. This is advantageous to carry out projects because the members can collaborate easily. In addition, because of the large membership, Lions Club can collect a large amount of donation. Using this advantage,

ENVIRONMENTAL EDUCATION

Lions Club succeeded in many projects to protect the environment in the world. For example, the members in Uruguay planted 50 million trees to achieve reforestation (Lions Club, 2016). Other members in Georgia and in Florida in the United States sent pine seeds to Uruguay to help their project in Uruguay (Lions Club, 2016). This was a successful example of people's collaboration. In addition, Lions Club holds contests related on the environment. For example, the club holds photography and poetry competition (Lions Club, 2016). These competitions can help people to always pay attention to the environment. Always thinking about the environment, people can change their attitudes towards the environment. Therefore, these competitions are valuable in raising people's awareness. (Lions Club, 2016)

II. Common Factors of Successful Environmental Movements

This section explains three common factors that will lead projects to be success through researching about successful environmental movements.

A. Chain Reaction. Successful environmental movements can encourage other organizations to carry out more activities because successful movements can inform other organizations of how to plan projects and carry them out to succeed. Indeed, Amazon Environment Research Center (AERC)'s tree-planting projects empower other organizations that work in Amazon rainforest and promote other movements (Ushio, 2005). Also, successful environmental activities are succeeded to next generations. For example, through the Ecoschool program in Japan, people who engage in forestry teach students the importance of protecting nature and the way of preserving forests (Shiga Prefecture Environment Policy Division, 2011).

B. Grass-roots movement. It is impossible for any kinds of movements to involve a lot of people from the beginning, because movements are started by small scare of people. People who started their movements have to inform other people of their activities and attract more people. They also have to involve local people in the activities. To do so, any

ENVIRONMENTAL EDUCATION

movements have to start as grass-roots activities. They have face-to-face interaction and help people understand their movements better. This leads to success. After increasing the number of participants, grass-roots movement can change country's environmental issues. For instance, Wangari Maathai founded the Green Belt Movement that is a grass-roots organization to preserve forests. Grass-roots activities can include in people, because rural people are empowered by making relationship between them. (GBM Annual Report, 2014)

C. Sharing Information to Raise People's Awareness. For a movement to preserve environment, people's cooperation is needed. To cooperate with people to succeed movements to preserve environment, people have to know the environmental issues and the current situation about the environment. Thus, sharing information is needed to raise people's awareness towards the current environmental issues. Also, to share information in schools for children, environmental education such as Environment for Sustainable Development (ESD) provide opportunities to have interest in environment by activities to experience in the nature.

III. Environmental Education.

In the world, there are many types of education to teach environment, so we researched some of them. By researching them, we found that German is so active to provide Environmental education. Also, we thought that we would like to compete with German and Japan about environmental education. Therefore, we concentrated in two countries to research about environmental education.

A. Germany's Environmental Education. In German, classes were conducted in lecture, which means that children cannot interact with nature directly. Many subjects used environmental problems as a theme of class in school (Asano, 2007). However, recently, experience-based learning has become the mainstream in environmental education. To let students interact with nature directly, there are more than 600 environmental education facilities in Germany as of 2004. These facilities are not only for children but also for all the

ENVIRONMENTAL EDUCATION

citizens to experience the environment using the five physical senses (Asano, 2007). Also, in Germany, NGO plays an important role in environmental education. For example, NGO gives the lecture to the students about current situation of environment, and way of preserving the nature. (Research Group of Kyoto Energy Education)

B. ESD in Japan. ESD is a learning process to cultivate people to make sustainable community. Thus, ESD is the education for the future. ESD cultivates people to have knowledge of four fields of Development, Education, Peace, and Human rights (MEXT, 2013). In Japan, through promoting ESD, MEXT (Ministry of Education, Culture, Sports, science, and Technology) has planned that Japan should tackle with global issue as developed country. Okayama prefecture is a representative example to promote ESD in its community and educational organization. For example, Okayama city supports organizations which contribute to sustainable community (Okayama ESD project, 2013). In addition, Okayama city makes text and holds events, festivals, and meetings of ESD (Okayama ESD project, 2015). Also, Okayama plans to create network with other cities, prefectures, and overseas to promote ESD (Okayama ESD project, 2015). In education, Okayama city holds a forum for teachers to discuss environmental goals with people who come from overseas. (Okayama ESD project, 2015)

Research Questions

To solve environmental issues in the world, we believe environmental education is an effective way to solve them. From the literature review, we learned that there were many environmental issues that we did not know, so we think we cannot solve environmental issues without knowing them. Also, we think environmental education has positive effects to promote learning about environmental issues. Therefore, the following questions were further researched to find the answers to solve environmental issues in the world.

1. What kind of activity is used in environmental education?

ENVIRONMENTAL EDUCATION

2. What are the effects of environmental education?
3. How can we promote environmental education?

Significance of Study

This proposal provides educators and students with the ideas about how to provide environmental education more effectively and create a sustainable community. As the environmental issues are becoming more serious and world-wide, people who have knowledge and passion to solve environmental issues are needed. In addition, they should take action actively in their local areas to actualize a sustainable community. Thus, educators need to understand what and how to provide environmental education. Therefore, this research plays an important role to suggest ways to raise such people with knowledge and responsibility to create a sustainable community.

Methods

To find the answers to the research questions, data collection was conducted in January and February, 2016 in forms of online document review, literature review, and the fieldwork in the United States. By reviewing online resources and literature, the environmental projects in Okayama city, Japan, and Germany have been investigated. The fieldwork in California, the United States was conducted on January 31 to February 5. During the U.S. fieldwork, the information about environmental projects was obtained through the observation and the discussion with the students of a private high school in California. At a private university in Southern California, some environmental projects conducted by students have been investigated. In addition, interviews were conducted with two professors in two universities in Southern California.

Findings

Through online document review, we found some activities of ESD in Okayama city to protect environment. For example, schools in Okayama city hold events, festivals and

ENVIRONMENTAL EDUCATION

forum to discuss how students can protect the environment (Okayama ESD project, 2015).

German government is trying to promote environmental education in schools. For example, environment topics are included in each subject of school curricula to help students have high interest in environment. Also, there are 600 environmental educational facilities (Asano, 2007). Moreover, a private university in California, the United States, has its Instructional Garden. In the garden, students grow vegetables, and they eat them in the university cafeteria. Students of a private high school in California make chairs which are made of trees near the school.

As for the effect of environmental activities, we found some positive results of environmental education. First, in Okayama city, students can share their research or idea because city government helps schools conduct environmental education as ESD. Therefore, students do not stop their activities by just getting data. They show their research's results and discuss with other schools' students, so they can raise others' awareness more. Second, as an advanced country in the environmental education field, German government promotes environmental policies because German people have high interest in the nature as a result of environmental education (Asano, 2007). Third, in a private high school in California, students have high interest toward environment as a result of learning in nature, and some of them join a project to clean the beach. In the discussion with high school students, they have concrete opinions about environment and nature.

As for the way to promote environmental education, we found some methods. A professor of a private university in California suggested us to make posters and movies to raise people's awareness towards the environment. Like Okayama city, holding events, festivals and forums related on ESD is an effective way to raise people's interest in environment (Okayama ESD project, 2015). A professor of a private university in California said showing statistics which shows merit to people is a beneficial way to raise people's

ENVIRONMENTAL EDUCATION

awareness. Like these examples, encouraging people to join projects can be one of effective ways to contribute to protecting the environment.

Discussion

The findings suggested three major implications to promote environmental education in Japan. First, Japanese students should receive environmental education through playing in nature and experiencing tasks related to nature because they can regard nature as a necessary part of their lives. To realize this, Japan needs place or facilities where Japanese students experience the nature. In the Okayama ESD activities and the environment education activities in Germany, students directly experience nature. Also, the research conducted by a German research center, Institut für die Pädagogik der Natur-wissenschaften an der Uni.Kiel (IPN), suggested that directly experiencing the nature is seven times more effective than just receiving knowledge of the environment (as cited in Tazawa, 2008). Experiencing the nature is more effective because people can make a stronger relationship with the nature. Therefore, by making a strong relation with the environment through the direct interaction with nature, students' awareness towards environment can be increased; as a result, they are likely to preserve the nature more than before.

Second, to take actions to preserve the environment, students should feel appreciation to the environment by understanding the strong connection between human beings and nature. For example, through growing vegetables and eating them as Soka Instructional Garden, students can understand their lives depend on nature. The students of Waldorf School, on the other hand, showed clear understanding that they have strong connection with nature by making wooden chair because they learned that some of their personal belongings are made using the natural resources. As these examples suggest, our lives are supported by the environment. By knowing this fact, we can feel appreciation to the environment. This way of thinking lets we take action to preserve the environment.

ENVIRONMENTAL EDUCATION

Third, Japanese people should educate themselves about the environment in their respective places. When Japanese people think about the environment, they always think large problems in a distant location such as deforestation, desertification, and climate change. However, even if they know some environmental problems, they do not know what they can do in their region. Also, they do not feel related to the environmental issues. However, our research findings showed that there are many actions we can take in our respective areas. By learning about different types of activities in environmental education, we can adapt the successful examples and conduct activities to preserve the environment in our respective areas.

Proposal

Based on our research, we would like to propose three ideas to the Japanese government, NGOs and NPOs, and high school to create a sustainable community.

First, the Japanese government should support schools, NGOs, and NPOs so that they can cooperate to provide lectures about environmental activities to high school students. By learning about many types of activities of environmental education, we can adapt the successful examples and conduct activities to preserve environment in our respective area. In Germany, some organizations which tackle environmental issues are very active; however, organizations in Japan are not so active (Research Group of Kyoto Energy Education). Therefore, the Japanese government should support educational institutions, NGOs and NPOs so that students can learn about the environment.

Second, Japanese schools which are not surrounded in nature should provide fieldwork to let high school students research about environment. As research finding showed, students should directly experience nature. According to a German research center, Institut für die Pädagogik der Natur-wissenschaften an der Uni.Kiel (IPN), experiencing in the nature is seven times more effective than just receiving the knowledge of the environment (as cited

ENVIRONMENTAL EDUCATION

in Tazawa, 2008). Therefore, students need fieldwork that enables them to learn the importance of nature by spending time in nature.

Third, Japanese schools should let high school students do farming with local people so that students can learn the importance of nature and the nature can be preserved over generations. At a private university in California, students created a garden to grow vegetables and eat them so that they can understand that the interrelatedness between people's lives and nature. As this example shows, by growing vegetables, students can learn the importance of nature, and by eating them, they can feel appreciation to the nature. In addition, by involving their community, they can produce chain reaction. Therefore, farming helps students feel appreciative to the nature and share this appreciation with the local people, which leads to protecting nature over generations.

Limitations

Although we researched about the effective ways to provide and promote environmental education, there are some limitations in this research. First, we cannot meet and talk with the professors who specialize in environmental education due to a lack of time. Because of this, the data that we collected might be limited. Second, we could only observe a few activities of environmental education, so the effect that we listed may be limited. Third, the observing time to see the effect of environmental education was too short. To see the effect more clearly, we need to observe the activities for a longer period. In the future research, these points should be taken into consideration.

Conclusion

In this research, common factors for successful environmental movements and environmental education were investigated. Based on the literature review, environmental

ENVIRONMENTAL EDUCATION

education seemed to be an effective way to raise people's awareness toward environment.

Then, the activities, effects, and ways to promote environmental education were further researched through the U.S. fieldwork and reviews of online information. The results implied the importance of directly experiencing the nature, the necessity of feeling appreciation to the environment, and the necessity of taking action in areas where Japanese people live. At the end, the research proposed that the Japanese government should support schools, NGO, and NPO to provide lectures about the environmental problems; schools should provide fieldwork for high school students; and high school students should experience farming with local people to learn about the importance of the nature. These proposed actions will raise people's awareness and lead people to take action to preserve environmental education.

References

- Asano, A. (January 30, 2007). ドイツと日本の環境教育 [*Environmental education of Japan and Germany*]. Retrieved from <http://www.cc.kyoto-su.ac.jp/~konokatu/asano%2807-1-30%29>
- Lions Club International (2016). 環境保全事業の成功例. [*Successful examples of activities to protect environment*]. Retrieved from <http://www.lionsclubs.org/JA/member-center/planning-projects/community-environment/environment-chairperson-information/programs-env-succproj.php>
- Ministry of Education, Culture, Sports, Science and Technology-Japan (MEXT). (2013) ESD. Retrieved from <http://www.mext.go.jp/unesco/004/1339970.htm>
- Okayama City. (2013, October 9). ESD ってなに. [*What is ESD?*]. Retrieved from http://www.okayama-tbox.jp/esd/pages/about_esd
- Okayama city. (2015, May 12). 岡山 ESD プロジェクトについて. [*About Okayama ESD*]. Retrieved from http://www.city.okayama.jp/kankyou/kankyouhozen/kankyouhozen_00208.html
- Tazawa, R. (2008). 持続可能な開発に向けて～環境保護対策から見るドイツと日本におけるアプローチの比較～[For sustainable development –Comparing the approaches to protect the environment between Germany and Japan-]. Retrieved from http://www.obirin.ac.jp/la/ico/images/_04report/2008tazawa.pdf
- The Green Belt Movement. (2014). *Annual Report, About the Green Belt Movement, 4*. [PDF document]. Retrieved from <http://www.greenbeltmovement.org/sites/greenbeltmovement.org/files/GBM%20Annual%20Report%202014.pdf>
- Yamamoto, H. (2015). 環境保護で世界的に注目される 「アマゾン自然環境研究センター」 アマゾンの景勝の地に設置された研究センターを訪れて [Visiting the research center

ENVIRONMENTAL EDUCATION

of Amazon native environment built in the best scenic place in Amazon]. 潮[Ushio].

Retrieved from <http://www.soka.ed.jp/choken/report/usio0509.html>

京都エネルギー教育研究会. [Research Group of Kyoto Energy Education]. ドイツ・デンマー

ク視察報告 [*Observation report of Germany and Denmark*]. Retrieved from

<http://cert.kyokyo-u.ac.jp/OkaHP/OkaHP/energy/Germany-rep.pdf>

滋賀県琵琶湖環境部環境政策課[Shiga prefecture Environment Policy Division in environment

division]. (2011).学校での環境保全活動等の事例. [Examples of activities to protect

environment in schools]. [PDF document]. Retrieved from

<http://www.pref.shiga.lg.jp/d/ecolife/files/>

dai4syoun1.pdf

Suggesting Concrete Actions to Provide Basic Human Rights to Syrian Refugees

シリア難民に基本的人権を保障するための具体的行動案

人権グループ

42期 大崎華奈、松山美華

41期 戸田栄二、中谷和菜

本研究の目的は、シリア難民に基本的人権を保障するための、明確な行動を提案することです。今日、シリア難民危機は宗教的、政治的、そして人道的問題として世界に影響を及ぼしています。この危機は2011年、アラブの春と呼ばれる大規模反政府デモの影響によって起こりました。2015年には、100万人もの移民や難民がヨーロッパ付近にいました。たくさんのヨーロッパ諸国の中でも、ドイツは特に多くの難民を受け入れています。それに対して、日本は難民の受け入れに積極的ではありません。本研究の研究課題は、次の3つです。

1. どうすれば、日本がより多くの難民を受け入れるように推奨できるのか。
2. どうすれば、国連難民高等弁務官事務所をはじめとする国際連合の諸機関が、3分野(保健、雇用、教育)における計画を実施するために、継続的に資金を集められるのか。
3. どうすれば、シリア難民により多くの教育の機会を創出することができるのか。

私たちは、高校生の難民問題への意識について関西創価高校の生徒にアンケート調査を実施しました。そして、様々な助言や新しい視点を得るため、アメリカのカリフォルニア州でのフィールドワークを行い、チョウドリ元国連事務次長やマイケル・ウィーナー教授(アメリカ創価大学)、マシュー・カーン教授(南カリフォルニア大学)などの教授や大学生、高校生と難民問題について議論しました。チョウドリ大使は、国連が一年間に平均20億ドル拠出するのに対し、世界では軍事的に年間一兆ドルもの資金が使用されていることを教えてくださいました。また、ウィーナー教授は、難民の受け入れを行うことが、日本国内の労働力不足等の問題の解消に繋がると教えてくださいました。また、カリフォルニア大学ロサンゼルス校の生徒や、ウィーナー教授は、意見交換の中で、シリアやシリア人に対する無知が、難民に対する恐怖を生み、受け入れの妨げになると仰っていました。本研究における私たちの提言は、次の4つです。1つ目に、シリアへの爆撃に予算を使っている政府は、紛争への軍事的介入を止めるべきです。2つ目に、日本政府は難民をさらに受け入れ、雇用するべきです。そうすれば、国内で雇用不足が懸念されている職業の、人的資源の不足などの問題が解決されるでしょう。3つ目に、NGOや国際連合の諸機関は、高校生が難民支援に貢献しやすい方法を創るべきです。なぜなら、アンケートの回答者の多くが難民を支援したいと思っているものの、実際に募金などの支援を行ったことがないからです。4つ目に、関西創価高校は、GRIT(Global Research and Inquire Time)を改善すべきです。無知は難民の受け入れの妨げとなるので、難民のことをよく知る必要があります。そして、その知識を周囲に広げていくことが大切です。なお、本研究ではアンケートを1つの学校に対してのみ行ったため、標本の大きさは小規模です。また、完全にシリアへの爆撃をやめることによる紛争の激化などの危険性や、なぜ多くの生徒が難民支援をしていないのか、日本にきた難民がどのように生活するのか、明らかにできませんでした。私たちのこの提言が、難民となった人々の、人間の尊厳を保障するための一助となることを願います。

Suggesting Concrete Actions to Provide Basic Human Rights to Syrian Refugees

Eiji Toda, Kazuna Nakaya, Mika Matsuyama, and Kana Osaki

Kansai Soka Senior High School

March 16, 2016

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

Suggesting Concrete Actions to Provide Basic Human Rights to Syrian Refugees

Refugees are persons who have fled their home country and who meet the criteria for refugee status under the 1951 Refugee Convention or other applicable law, whether or not their status has been recognized by any official body (UNHCR). Refugee problems have a long history. One of the oldest refugee problems is the flee of the Jewish, which dates back 1880 years ago, when Jews were persecuted by the Palestine. Refugees in general are persecuted by other groups of people, escaping from conflicts or oppression, or environmental disasters. Those refugees are often deprived of basic human rights, and they are forced to live under the low quality in many factors like shelters, food security, and safety of daily lives. Syrian refugee crisis is said to be the most serious crisis of the 21st century that has violated human rights, forcing over 4 million individuals to flee Syria. Refugees are escaping mostly to neighboring countries around Syria, such as Turkey, Lebanon and Jordan. The problems are the lack of the access to basic human rights, such as, proper health care, educational opportunities, and well employment environment. The purpose of this study is to hammer out the practical way to help refugees live their lives with basic human rights immediately and sustainably under the enough financial bases. This proposal provides detailed literature review, three questions, the significance of study, findings, discussion, proposals, and limitations of the study.

Literature Review

Today, the Syrian refugee crisis is influencing the world as the religious, political, and humanitarian issue. The danger of conflict and terrorism is continuously producing hatred among people and forcing massive amount of individuals in Syria to flee their own country. This crisis is so huge and complicated that Sarah Uthen, a manager of public relations, remarked that the crisis was beyond the expectation (personal communication, 2015). To understand this crisis more, we researched the context of Syrian refugee crisis. In addition,

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

we researched how Japan and some countries committed to Syrian refugees and how United Nations High Commissioner for Refugees (UNHCR) was helping refugees in general to find what logistics were effectively done and what were obstacles for guaranteeing refugees' basic human rights. Furthermore, we did research about situations of Health (especially Water, Sanitation, and Hygiene), Education, and Employment of Syrian refugees.

Syrian Refugee Crisis

Syrian Crisis is the worst humanitarian crisis of our time. The crisis started in the beginning of 2011, influenced by "Arab Spring," a series of anti-government uprisings in various countries in North Africa and the Middle East, beginning in Tunisia in December 2010. (Oxford dictionaries) Then, the anti-government demonstration gradually escalated. Syria, Lebanon, Jordan and Turkey are the main fields where Syrian Crisis is happening. Total number of Syrian refugees exceeds 4 million now. 632,762 registered Syrian refugees are in Jordan, 1,075,637 refugees in Lebanon, and 2,181,293 refugees in Turkey (UNHCR, 2015). The origin is the civil demands of democratization. Conflicts of religion and the element of Proxy War have added to the crisis. Actually, three conflicts, Civil War (Syrian government vs Rebels), Sectarian War (Shia vs Sunni), Proxy War (mainly the U.S. vs Russia), have complicated the Syrian Crisis. Syrian government is backed by Russia, Iran, and Hezbollah; Rebels is backed by U.S.-Led Coalition, Turkey, and Gulf States. As for religious conflict, Shia, including Alawites (Assad), Iran, Hezbollah, and Sunni, including Rebels are backed by Gulf States and Sunni of ISIS are fighting against each other. In addition, in the Proxy War, the U.S. and Gulf States are fighting against Russia, Iran and Hezbollah (The Atlantic, 2015).

Countries Accepting Many Refugees and Refugee Crisis

In 2015, more than a million migrants and refugees crossed into Europe (BBC, 2015). As for Syrians, about 138,000 Syrian refugees applied for the first time for asylum in the EU

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

(Eurostat, 2015). Among many EU countries, Germany has received the highest number of new asylum applications, with more than 315,000 by the end of October 2015 (BBC, 2015). Chancellor of Germany, Angela Merkel said, "It's our damned duty to help refugees" (Independent, 2015). Germany is willing to accept refugees because after World War II, Germans themselves were refugees and because of the bitter lesson of the Holocaust that Nazis did (Bershidsky, L, 2015). In the case of Canada, the Canadian government accepted 25,000 refugees by February 2016 (Times, 2016).

Japan and Refugee Crisis

Japan has not been welcoming refugees to settle in Japan. Although 7,586 people applied to refugee status, Japan accepted only 27 refugees in 2015. It means more than 99% of requests were rejected (Japan Today, 2016). The number of accepted refugees is six out of 3,260 in 2013 and 11 out of 5,000 in 2014 (UNHCR, 2014, 2015). The number has been rising from 2013, but the rate of accepting refugees has been declining. As for donations, however, Japan contributed USD 252,939,102 in 2013 and had been placed the second largest donor until 2013 (UNHCR, 2014). Amount of money was decreased, but Japan was the fourth largest donor to UNHCR in 2014, donating USD 181,612,466 in 2014 (UNHCR, 2015). In September 2015, Prime Minister Shinzo Abe said "I would say that before accepting immigrants or refugees, we need to have more activities by women, elderly people and we must raise our birth rate. There are many things that we should do before accepting immigrants." (The Guardians, 2015)

UN and Refugee Crisis

UN's roles in refugees' crisis. UN is working to protect human rights. Especially, UNHCR strives to guarantee refugees' basic human rights, based on the Convention Relating to the Status of Refugees which is an international treaty signed in 1951. UNHCR protects refugees and helps their lives. UNHCR offers the emergency support to refugees such as food,

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

water and shelter (UNHCR, 2016). Also, UNHCR helps them to return to their home country and give them constantly support like job training. UN has an organization, UNAMA (United Nations Assistance Mission in Afghanistan). On the protection of civilians, UNAMA Human Rights undertakes range of activities aimed at minimizing the impact of the armed conflict on civilians. For example, UNAMA has been performing protection of civilians in the armed conflict, monitoring and reporting on grave child rights, violations in the armed conflict, elimination of violence against women and promotion of gender equality, human rights aspects of peace and reconciliation, prevention of torture in detention and arbitrary detention.

UN's support in Syria in three areas: health, education, and employment. UN supports Syrian refugees in many aspects such as food security and shelters. We mainly focus on these three factors, Health, Education and Employment. As for Health support, UN provides much-needed health care for Syrian refugees. As for Educational support, UN gives Syrian refugees educational opportunities. As for employment support, UN provides vocational trainings and employment opportunities for Syrian refugees. Also, UN helps them launch their jobs for their independence. In all three areas, the funding status has been remaining low. Actually, funding requirements in general for helping Syrian refugees were \$4,319,944,558, in 2015, but the received funding was 2,640,195,272, which is only 61% of required amount (UNHCR, 2016).

The Situation of Major Three Basic Human Rights in Syria

Health. Water, sanitation, and Hygiene (WASH) are critical to prevent outbreak of diseases, ensure access to basic life-saving measures and prevent potential conflict over limited water resources. In Syria, more than 9 million refugees need reliable supplies of clean water and sanitation facilities (Japanese Red Cross Society, 2014). WASH partners have rehabilitated wells, drilled boreholes, laid pipe networks and trucked water to remote locations while conducting hygiene awareness trainings.

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

Education. Children without any proper education during the crisis would be what is called "Lost Generation. Currently, between 2 million and 3 million Syrian refugee children are not attending school and 5,000-14,000 schools are damaged, destroyed, or occupied since 2011 inside Syria (World Vision, 2015). In Turkey, 433,000 (65%), in Lebanon, 204,000 (53%), and in Jordan, 43,000 (17%) Syrian refugee children are out of school (UNHCR, 2015). In Turkey, the educational situation seems good because the enrollment rate inside refugee camps was nearly 90%. However, most refugees live outside camps, where only 25% of school-age children were enrolled in school (Human Rights Watch, 2015). The obstacles to improve enrollment rate are poor transportation, security concerns, language barrier, social integration, overcrowding, economic hardships, a lack of information about educational policy (UNHCR, 2015). The risks due to the lack of education are early marriage, military recruitment, and financial sustainability. In Syria, \$100 million from UN agencies and international donors made free lessons possible. It nearly doubled the number of refugees educated, aiming to reach 200,000 Syrian children and 166,000 Lebanese children (Voice of America, 2015).

Employment. Before the Syrian crisis started, unemployment rate of Syrian refugees in Lebanon was 17%, but now this rate has increased to 57% (ILO, 2015). Influx of Syrian refugees exacerbated the already difficult living condition of Lebanon, increased competition of job, and made both people in Lebanon and from Syria less likely to get jobs. The lack of education is also causing the difficulty for young refugees to get jobs. In Jordan, refugees are not permitted to work in the country, so only 10% of employed Syrians have obtained formal work permits, and practically all Syrian refugees working outside of camps do not have work permits and are as such employed in the informal economy and outside the bounds of Jordanian labor law. This situation is causing the expansion of informal employment sector,

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

which is characterized by low and declining wages, longer working days, and poor working conditions and regulations, including lack of proper work contracts (ILO, 2015).

Overview

Afghan refugee crisis occurred because of rebel against the government, and so did the case in Syria. Also, just as Islamic extremists' power and other countries' force complicated and elongated the situation, now ISIS and other big countries are complicating the situation. Not to make the miserable situation last in Syria, we need to come to conciliation peacefully. As for health, lack of water is making refugees more vulnerable. Regarding Education, huge numbers of children are unable to attend school under the insecure environment, which is casting a shadow on the future of their native countries. Unemployment and lack of money is making Syrian and refugees difficult to get shelters and food. Through our research, we found that one of the fundamental obstacle for UN and other NGOs to ensure the basic human rights of Syrian refugees is the shortage of money.

Research Questions

1. How could Japan be encouraged to accept more refugees to come in?
2. How can UN organizations (especially UNHCR) collect money sustainably to implement their plans for 3 factors?
3. How could more educational opportunities be created for Syrian refugees?

Significance of Study

The research suggests how Japan can help the refugees coming in the country and illustrates the financial process to provide refugees with basic human rights, which is the access to Health, Education, and Employment. Especially, we, as high school students, have focused on Education. This study will help Syrian refugees by expanding their opportunities to get the right to be protected in Japan. This study will also help UN organizations and other NGOs by offering well organized financial system to implement their plans to help refugees.

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

In addition, the well prevailed educational opportunities will not only give children hope and the place where children live happily but also help refugees get jobs well and reinforce the reconstruction of Syria.

Methodology

To get advice and new perspectives on our research, we went to California for fieldwork and interviewed some university professors and university students and high school students. We introduced our research about Syrian refugee crisis and as the data collection, we interviewed following people: University of California Los Angeles (UCLA) students, one peace activist, who moved to the U.S. from Lebanon as 6-year-old boy, Soka University of America (SUA) professor Michael Weiner (expert of Human Rights), Ambassador Chowdhury, two SUA students who had been researching the immigration issues in the U.S., Waldorf high school students, and University of Southern California (USC) professor of Environment and Urban Economics department, Dr. Matthew Khan. We also distributed questionnaires (Appendix A) to 851 students at a private Japanese high school to assess the awareness of Japanese high school students regarding refugees.

Findings

Research Question 1

In the field work at California, we talked about the acceptance of refugees with the students in UCLA. They said we should know more about Syria itself and the Syrians because ignorance causes fear against refugees and makes it difficult to accept Syrian refugees (personal communication, 2016). Regarding the knowledge about refugees, Professor Michael Weiner said that the small changes will make big changes. For example, if you tell your knowledge about refugees to one friend, then the friend will tell that to another friend. If this chain reaction continues, many people will be aware of refugees and possibly take actions for them. We have to change what Japanese people feel for Syria and the Syrian

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

to encourage them to accept refugees. At SUA, we also showed our presentation about Syrian refugee crisis to Professor Michael Weiner, and in the presentation we quoted what Japanese Prime Minister Shinzo Abe said about the acceptance of refugees into Japan. Professor Weiner was suspicious about Mr. Abe's excuse, saying Japanese issues were irrelevant to refugee issues; even if those issues were to be addressed, it would not likely that Japanese government becomes open to refugees. Therefore, we should watch carefully what Japanese government is doing to tackle those domestic problems.

As for employment, many of Japanese people think that refugees would take Japanese people's jobs. However, refugees will not cause the intensive job competition. Rather, employment of refugees would be beneficial for Japan because there are a lot of jobs that Japanese would not like to do, such as farming and taking care of elderly people. This sounds like exploitation, but it would be a win-win situation because refugees would face the danger of death otherwise. Actually, in the United States, many of those who are working at nursing home are immigrants. Refugees can take care of elderly people in Japan and thus accepting refugees will solve the lack of human resource in Japan. Also, related to that, he said younger people are more open to refugees. As for the fear of crime and terrorism, he argued we must challenge the arguments that refugees are harmful and dangerous. In fact, most of the refugees are children, women and elderly people (Michael Weiner, Assistant Dean of Faculty in SUA, 2016).

In addition, we discussed our topic, Syrian refugee crisis with the 11th and 12th grade students in Waldorf School of Orange County. One of the students said that education was important to raise awareness of refugee problems. They also said that the Americans often gather information through mainly TV news, but those medians are often biased (personal communication, 2016).

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

Research Question 2

We also talked about how the UN can collect money sustainably. First, we learned that funding could be matter of choice. For example, if people wanted to recycle something to protect environment, people would need time and energy to go to recycle shop. These are their costs. They want to get benefits when they cost something. From this example, we can see that people can choose whether to donate or not, depending the benefits and costs (Matthew Kahn, Professor of Environment and Urban Economics department at USC).

Therefore, we should think how we can show benefits of contributing money. We should think how UN can let people want to contribute by funds with benefits. Furthermore, we learned that UN and NGOs show people miserable pictures to raise the number of funds. By doing so, they appeal people to contribute to refugees who are suffering (Ambassador Chowdhury, Former Deputy Managing Director of UN, 2016).

Research Question 3

We talked about how more educational opportunities could be created for Syrian refugees. If Japan or other countries employ refugees, they can get money and let their children go to school. Actually in the U.S., those who are working at nursing home are not Americans. Many immigrants are employed in the U.S. It means that refugees can care elderly people in Japan as well. By doing so, Japan can solve the lack of human resource which is concerned about (Michael Weiner, Assistant Dean of Faculty in Soka University of America, 2016). Furthermore, Ambassador Chowdhury said that the budget for military should be used for helping refugees. Now many countries spend a lot of money to keep military budget. If each country uses them for education for refugees, more refugees' children can get more opportunities to receive educations (Ambassador Chowdhury, Former Deputy Managing Director of UN, 2016).

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

Questionnaire

Regarding the questionnaires (Appendix A) that we distributed to 851 respondents, we got following data. 69.9% of respondents were interested in refugee problems, 6.5% were not interested, and 22.7% neutral. Although many of respondents answered they had interest in refugees, only 20.9% of respondents knew how many Syrian refugees Japan had accepted, and 77.3% did not. While 66.7% of respondents believed Japan should accept more refugees, 27.7% of them answered Japan should not accept refugees.

Then, what would they feel if refugees moved to their neighborhood? 32.4% of respondents answered they would strongly like to help refugees, and 40.3% would like to help a little, which means 72.6% of the respondents were willing to help refugees. However, 14% of them answered they would be distressed, 9.9% would feel nothing, and 2.2% answered other feelings, such as concern of cultural differences and fear against refugees. While many respondents were willing to help refugees, only 20.9% of them answered they have contributed by funding or sending materials, 70.5% would like to but they had never donated money before, and 7.7% even did not want to. Then, if they could do one thing for refugees, what could it be for them as high school students? 20.1% of respondents answered funding, 16.7% answered learning about, knowing, and understanding refugees, 9.4% answered sending materials, 6.5% answered abandoning prejudice, 2.5% answered they would studying to be capable enough to solve refugees issue, 17.3% answered other things such as joining some campaigns, stopping wasting, and 27.5% answered they have no idea.

Discussion

We discussed what would be the cost and the benefit to stop using military budget, based on the implication by Ambassador Chowdhury that the military budget can be used for helping refugees. Russia and America are respectively supporting the different opposing sides in terms of military affairs, as this conflict has the aspect as a proxy war, which makes the

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

conflict longer, produces refugees more, and cost money for both attacking and helping after all. We researched further to compare the benefit of bombing with that of not bombing when the cost is the same. According to The Times of India issued in 2015, the U.S. President Obama requested a total of \$5.3 billion for the Pentagon to finance Operation Inherent Resolve, which was launched in August with a series of airstrikes against militants in Iraq and Syria. According to the article, Deputy Secretary of State for Management Heather Higginbottom remarked the money would "the money would strengthen regional partners... provide humanitarian assistance and strengthen Syria's moderate opposition," and the funds would also boost "collaboration with coalition partners to degrade and ultimately destroy ISIL. "On the other hand, one article says that the military budget \$5.3 billion could instead increase non-military aid to Iraq and Syria by 26 times. The money could pay for substantially growing agricultural, health, and economic investment; benefiting 56,000 families with microfinance and similar loans; providing 600,000 citizens with 1 day of education about their legal rights; training for 65,000 local peace-keeping and correctional officials; and funding civic education for 440,000 voters and 1,000 election officials (National Priority Project, 2015).

Refugee's needs and Japanese government's needs might meet if Japan accepts refugees and hires them for jobs that lack human resource. In Japan, there is lack of human resource in jobs such as agriculture, fishery, and nursing care is serious. At the same time, many refugees apply to refugee status in Japan to seek place to live and jobs. Employment of refugees in Japan might solve issues in Japan and meet needs of refugees.

In the questionnaire, over 90% of respondents answered that they want to contribute to helping refugees. However, only 20.9% have done such kinds of activities for refugees before in reality. A few people have done actual supports for refugees, but majority are

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

willing to help refugees as a high school student. From this result, we thought the opportunities to help refugees might have to be more increased and easily accessible.

In the questionnaire, about 70% students answered that they are interested in refugee problems. However, we found that about 77% students did not know how many refugees Japan had been accepting. It means that they are not aware of refugee problems in reality. When students just watch news or newspapers about refugees, they misunderstand that they are interested in it. From findings part, we learned that we should know more about Syria itself and the Syrians because ignorance causes fear against refugees and makes it difficult to accept Syrian refugees. To accept more refugees, it is necessary to have more opportunities to learn about refugee problems.

Proposals

Each government that is using its budget for bombing Syria should stop interfering in the conflict with military power. Rather, the budget must be used for providing refugees with as much as food, medical care, educational opportunities, and shelters. To promote this, we have to convince governments by showing the benefit is going to be bigger than the costs when they quit bombing and spend more money for helping refugees. This idea is based on the lectures by Ambassador Chowdhury and Professor Matthew Kahan.

Japanese government should accept more refugees and employ them so that the government could solve its domestic problems such as lack of human resource in important but unpopular jobs. In addition, more employment of refugees would expand the educational opportunities for refugees because they would be able to earn money for tuition. This idea is based on the discussion with Michael Weiner, professor at SUA.

Kansai Soka high school should improve Global Research and Inquire Time (GRIT) program, which is the class for students in the field of Peace, Development, Environment, and Human Rights. We should know more about refugees deeply because ignorance could be

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

obstacles not only to accept refugees but also reject them. In addition, each person who knows and deep awareness of the refugee crisis should expand the knowledge to his or her acquaintances to change people's awareness. This idea is based on the results of questionnaire about refugees for Kansai Soka high school students, and the advice from SUA professor, Michael Weiner.

NGOs and UN organizations should make easier ways for high school students to contribute to refugees because many respondents of the questionnaire wanted to help refugees, but they have not done any actual supports for refugees such as funding. If we could promote people like them to take action more, NGOs and UN organizations could have much progress on their projects to provide basic human rights to refugees. Also, these organizations should make more opportunities to help refugees, in which high school students participate more easily. At the same time, young people who have global-issues-oriented education like GRIT must take advantage of the opportunities more.

Limitations

Questionnaires were distributed to only one high school. Therefore, the sample size is small. Due to time constraints we could not gather reasons of why many students have not been able to lend support to refugees, in terms of money, food, and places to live in, for example. We do not have concrete ideas of where refugees would live or how refugees would reach the opportunities for employment smoothly in Japan. We are not sure the risk of completely stopping bombing Syria.

Conclusion

This paper research is to suggest four concrete actions to provide basic human rights to Syrian refugees. We shared the literature review, in which we found that the budget of UN was not enough, and Japan is hardly accepting refugees. Through further research during California fieldwork and questionnaire in one private Japanese high school, we

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

learned that the budget for bombing Syria is higher than that for helping refugees, and Japanese high school students do not know much about the refugee crisis. Based on those findings, we discussed what would be the benefit of both bombing and not bombing with the same cost. Also, we thought that more educational opportunities can be created for refugees if Syrian refugees are accepted by Japan, procure employment, and earn money. With all these and some other findings and discussions, we reached 4 action plans. First, each government should stop bombing Syria and instead use money to help refugees. Second, Japanese government should accept more refugees and give them jobs that many young people do not want to do, for example farming and caretakers for elderly people. Third, UN and NGOs should make it easier to contribute to refugees for people who have the will to offer help. Lastly, education to learn about global issues for youth should be improved. We hope these suggested actions would be helpful to improve the situation of Syrian refugees, and this study is open for the further research and development.

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

References

- Bershidsky, L. (2015, September 9). Why Germany welcomes Refugees. *Bloomberg View*. Retrieved from <http://www.bloombergvew.com/articles/2015-09-09/why-germany-welcomes-refugees>
- Eurostat. (2015). Asylum quarterly report. Retrieved from <http://ec.europa.eu/eurostat/statisticsexplained/mobile/index.php#Page?title=Asylum%20quarterly%20report&lg=en>
- Gilsinan, K. (2015, November 15). The confused person's guide to the Syrian civil war. *The Atlantic*. Retrieved from <http://www.theatlantic.com/international/archive/2015/10/syrian-civil-war-guide-isis/410746/>
- Human Rights Watch. (2015). Turkey: 400,000 Syrian Children Not in School. Retrieved from <https://www.hrw.org/news/2015/11/08/turkey-400000-syrian-children-not-school>
- Iyengar, R. (2016, February 29). Canada Has Officially Met Its Target of Resettling 25,000 Syrian Refugees. *Time*. Retrieved from <http://time.com/4242467/canada-refugee-target/>
- Japanese Red Cross Society. (2014, April 2). Humanitarian Crisis in Syria -Support the people who have faced spring for the third time. Retrieved from http://www.jrc.or.jp/photo/140402_001850.html
- McCurry, J. (2015, September 30). Japan says it must look after its own before allowing in Syrian refugees. *The Guardian*. Retrieved from <http://www.theguardian.com/world/2015/sep/30/japan-says-it-must-look-after-its-own-before-allowing-syrian-refugees-in>

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

Mercy Corps. (2016, February 5). Quick facts: What you need to know about the Syria crisis.

Retrieved from <https://www.mercycorps.org/articles/iraq-jordan-lebanon-syria-turkey/quick-facts-what-you-need-know-about-syria-crisis>

Migrant crisis: Migration to Europe explained in seven charts. (2015, March 4). BBC.

Retrieved from <http://www.bbc.com/news/world-europe-34131911>

National Priority Project. (2015) President Obama Asked for \$5.3 Billion to Fight ISIS. Will

it Work?. Retrieved 6 March 2016, from <https://www.nationalpriorities.org/blog/2015/03/05/president-obama-asked-53-billion-fight-isis-will-it-work/>

Owens, J. (2015, September 23). Syrian refugees get new chance at education in Lebanon.

Voice of America. Retrieved 15 January 2016, from <http://m.voanews.com/a/syrian-refugees-get-new-chance-at-education-in-lebanon/2974>

Paterson, T. (2015, October 8). Angela Merkel: 'It's our damned duty to help refugees. (2015).

Independent. Retrieved 27 January 2016, from <http://www.independent.co.uk/news/world/europe/angela-merkel-its-our-damned-duty-to-help-refugees-a6686631.html>

Refugee Assistance Headquarters. (2002, March from 1 to 5). Actions of Japanese NGOs in

Afghanistan. Retrieved 15 January 2016, from <http://www.rhq.gr.jp/japanese/hotnews/data/31.htm>

Rifai, D. (2015, November 9). Most Syrian refugee children not in school in Turkey.

Aljazeera. Retrieved 15 January 2016, from <http://www.aljazeera.com/news/2015/11/syrian-refugees-school-turkey-151109101947670.html>

Stave, S. & Hillesund, S. (2015). ILO. *Impact of the Syrian refugees on the Jordanian labor*

market. Retrieved from http://www.ilo.org/wcmsp5/groups/public/---arabstates/---ro-beirut/documents/publication/wcms_364162.pdf

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

UNAMA. (2016). Protection and promotion of human rights in Afghanistan is a priority work area for UNAMA. Retrieved from <https://unama.unmissions.org/human-rights>

UNHCR. (2015). *3RP Regional Refugee & Resilience Plan 2016-2017*. (2015). *Syria Regional Refugee Response*. (2015). *3RP Regional Progress Report* (2015). Total number of Syrian refugees exceeds four million for first time. Retrieved from <http://www.3rpsyriacrisis.org/wp-content/uploads/2015/12/3RP-Regional-Overview-2016-2017.pdf>.

UNICEF. (2015, March). *Access to Education for Syrian refugee children and youth in Jordan host communities*. Retrieved from http://reliefweb.int/sites/reliefweb.int/files/resources/REACH_JENA_HC_March2015_.pdf

US asks for \$8.8 billion to fund fight against ISIS. (2015, February 3). *The Times of India*. Retrieved from <http://timesofindia.indiatimes.com/world/us/US-asks-for-8-8-billion-to-fund-fight-against-ISIS/articleshow/46102504.cms>

What you need to know: Crisis in Syria, refugees, and the impact on children. (2016, March 9). Retrieved from <http://www.worldvision.org/news-stories-videos/syria-war-refugee-crisis>

ACTIONS FOR SYRIAN REFUGEES' HUMAN RIGHTS

Appendix A

難民に関するアンケート

男 ・ 女 年

こんにちは、ラーニングクラスターの Human Rights Group です。私たちは、難民問題、特にシリア難民について学んでいます。学園生が難民問題に対してどのような意識を持っているのかを調査するためのアンケートへのご協力をお願いいたします。最も当てはまる番号を一つ選んで丸をつけてください。

なお、お答えいただいた内容はラーニングクラスターの活動にのみ利用させていただきます。

(1) 世界の難民問題について、興味・関心はありますか。

1. はい 2. いいえ 3. どちらでもない

(2) 日本がどれくらい難民を受け入れているか知っていますか。

1. はい 2. いいえ

(3) 日本は難民を受け入れるべきだと思いますか？

1. はい 2. いいえ

(4) もし、あなたの近所に難民の人が移り住んできたらどう思いますか。

- 1. 彼らの力になりたいと強く思う
- 2. 彼らの力になりたいと少し思う
- 3. 何も思わない
- 4. 戸惑う
- 5. その他 ()

(5) 高校生として、難民のために募金や物資の支援をしたいと思いますか？

- 1. そう思うし、実際に募金や物資の支援をしたことがある
- 2. そう思うけど、実際にしたことはない
- 3. いいえ

(6) もしあなたが難民のために何かできるとしたら、それは何だと思いますか？

ご協力大変にありがとうございました。

2016 年 2 月

Bullying in an Education for Society 社会のための教育における場のいじめ

開発グループ

41期 岸 菜々海 辻川 太一

42期 松本 沙也香 好井 杏梨

私たちは、創立者池田先生が2001年の教育提言において提唱されていた「教育のための社会構築」という考えを軸に、いじめの原因と現在の教育に対する政策や取り組みについて調べる中で、いじめは戦後日本の教育の変化や子どもの行動の傾向、教育環境の変化など様々な原因によって起こっていることが分かりました。また、SNSの普及などによりいじめの形態が複雑化しています。そして、政府や地域はホームスクール制度やスクールカウンセラーの導入により、いじめの被害者が学ぶ権利を奪われないような対策を講じています。そして、以上の研究を通して、私たちは提言を完成させるために以下の探求問題を考えました。

1. いじめの被害者だけではなく、いじめの加害者や傍観者をも救う方法とは何か。
2. 子どもが学ぶ喜びを自覚できる環境を作るためには、どのように地域や政府、学校との協力関係を築いていくべきか

私たちは二月にカリフォルニア大学ロサンゼルス校、南カリフォルニア大学の学生、デポール大学のジェイソン・グウラ教授、元国連事務次長のチョウドリ博士など計20人にインタビューを行いました。海外フィールドワークで様々な分野の教授にいじめ問題の根本的な原因を聞く中で、見えてきたのは、いじめは人間が本来持っている傾向によるものであるということです。子どもに限らず人間は、苦しんでいる人を見て自分と比べることで優越感を得るという傾向があり、その傾向がいじめの一つの原因となっています。また、海外フィールドワークにおいていじめのない学校であるウォードルフ高校とアメリカ創価大学の学生たちと交流していく中で、いじめを起こさない風潮を作っている要因が見えてきました。一つ目は少人数制のクラスです。どちらも平均より人数が少なく、学生間の交流を増やし、お互いの事を正しく深く知ることはいじめのない学校づくりができていました。二つ目は教師と生徒の関係の強さです。お互いが教育の質向上に真剣で、密接な連携が取れていました。

事前リサーチとカリフォルニアでの研修で学んだことを踏まえ、私たちは三つのことを提案したいと思います。一つ目は「教育のための社会の日」を設けるというものです。地域の人々、政府、両親等が一つの学校に集まって、いじめについて深く考え、子どもたちが置かれている状況を知ること、学校以外の団体や組織も教育環境づくりに参加できます。二つ目は「ヒーリング活動」です。被害者だけでなく、加害者や傍観者も含めて、三つの立場の人が模擬的にいろいろな立場を経験するロールプレイにより、相手の立場になって物事を考えるという解決策です。この活動を通して、クラスの中にいじめを許さないという風潮をつくることができます。三つ目は「個性の日」を設けることです。特に日本では個性がいじめの原因となる場合があるので、どんなに小さな個性でも話し合い、価値づけることで個性を持つことは当たり前のことだという印象を生徒に与える機会を作ります。

なお、私達のこの調査はカリフォルニアで行ったので、国の教育のシステムや背景が違う日本には全て同様に導入できる訳ではありません。さらに直接的に日本の生徒や親、先生などにインタビューを行っていないので、統計的な考慮は行っていません。

「教育のための社会構築」を目指すにあたって、今、いじめ問題をはじめとするさまざまな教育に関する問題が深刻化している中、私たち一人一人が社会の一員として責任感を持ち、協力して子どもたちが本当の学ぶ喜びを自覚できるような教育環境づくりをしていくことが急務だと思います。

Bullying in an Education for Society

Nanami Kishi, Sayaka Matsumoto, Taichi, Tsujikawa, and Anri Yoshii

Kansai Soka Senior High School

March 16, 2016

BULLYING

Bullying in an Education for Society

Isn't it natural that students go to school during childhood? Nowadays, in Japan, 23.3 percent of Japanese students are unwilling to go to junior high school. One of the reasons for this is bullying. Some may think that bullying is only a problem for victims. However, looking at it holistically, there are bullies, victims, and bystanders that are affected and suffer. First and foremost, bullying is a serious problem that we must address. Until a few years ago, bullying was considered natural among children in Japan. Recently, however, the news that bullying causes more suicides not only in Japan, but also in the world is being reported. In two peace proposals that were submitted to the United Nations in Japanese by Soka School Founder, Daisaku Ikeda (2000, 2001). In his 2001 peace proposal, he urged for a change in the educational paradigm from an "Education for Society" to a "Society for Education." Ikeda (2001) discussed the term "Society for Education." "Education must be for children's happiness, the goal of which is to have children gain the ability to advance their way forward in any direction. That is to say, it is an education that creates value. Education cannot be conducted only in schools. The cooperation among schools, families, communities, and governments is necessary for children's happiness. Society for education is the place where this kind of thinking spreads throughout society. On the other hand, Ikeda (2001) calls our current educational paradigm as "Education for Society." That is, "...education for society is the idea that education is for the benefit of society, ignoring children's humanity. In the past, education was used to raise children who would devote themselves to the country militaristically. Although militarism doesn't exist in the current climate of Japan, that way of thinking still permeates society, focusing on how Japan can catch up with western economic powers. In this paradigm, education is seen as a tool to reach that goal." This paper will try to illustrate how bullying is more pervasive in an "Education for Society" framework, but could actually be reduced in a "Society for Education" paradigm.

BULLYING

Literature Review

Historical Perspective

First of all, in this section, the focus is on bullying from a historical viewpoint.

Japanese education dramatically changed during war time, because the Japanese government tried to copy how Western countries had developed. Thus, the Japanese government had begun to operate cramming systems of education from 1958 to develop the academic level of the Japanese, aiming particularly at economic development. Because of this change, during 1960s and 1970s, many companies and universities required high level academic abilities. Thus, heated competition to study had begun among young people. Nozaki (2006) called this transition “Juken-sensou (Exam War).” On the other hand, dropout students, who were not able to study well, had begun to appear more frequently, because of the heavily intense and high level curriculum. These students tended to break the law, so the number of juvenile crimes increased. Tokyo Metropolitan Police Department (2010) reported that the number of criminal children in 1954 was 80,000, but that in 1984, it increased to 200,000. According to this study, the cramming system of education had a big influence on juvenile crime.

Moreover, as a result of this transition to a cramming paradigm, some teachers were depressed and suffered from class disruption. In order to resolve these heated problems, in 1980, the Japanese government started a new system called “yutori-kyouiku.” This is a more moderately paced curriculum. However, this system became one of the causes of the serious social problem of bullying. In 1986, one junior high school student committed suicide because of bullying by teachers and students. From this incident, many bullying problems had emerged at Japanese educational institutions. Saitou (2007) showed one example of a junior high school student who was bullied terribly. One million yen was extorted from him, and finally he committed suicide. In spite of these incidents, the Japanese educational system had completely transformed into “yutori-kyouiku” in 2003. Because of this transition,

BULLYING

according to a study by the Ministry of Internal Affairs and Communications (2014), the number of incidents from bullying increased. From the history of Japanese education, it can be seen that students have been influenced by these educational changes. Because of the Japanese government initiative, students could not study freely in an environment where bullying persists.

Student's School Life

Second, this study explores how bullying happens in students' school life. Bullying can be seen as a spontaneous reaction in the course of the growth of children. In the past, there was bullying in school as well. However, that form of bullying differs from contemporary bullying. In the past, there were students who protected the bullied students. There were also seniors who persuaded bullies to stop the bullying. On the contrary, contemporary bullying tends to be complex and exclusive. These days, there are few students who protect bullied students from bullies. One of the reasons for this complexity is the prevalence of Social Network Services (2011). Use of these services makes the form of bullying worse, allowing students to do sinister bullying within a closed world. This trend is called "transparent bullying," which makes it hard for teachers and the parents to notice bullying. In contemporary bullying, anyone can be either an assailant or a victim, or both. About 90% of the students between the fourth grade of elementary school and the third grade of junior high school have experienced to be both an assailant and a victim of bullying. Only 10 % of the students have never experienced either of them. In fact, however, a survey by the Japanese Ministry of Internal Affairs and Communications (2001) has shown that among elementary school and junior high school students, more than half of them have done nothing even when they encountered a bullying situation. Also, other research (2004) has asked high school students, "What kind of person do you get along with?" Among the several characteristics listed, the option least chosen by them was a "person who can study well." Although many

BULLYING

schools, homes and lesson places can be a potential place where bullying may happen, it is in schools where bullying is most prevalent. This can be seen in the fact that in April and September, which is the beginning of new school terms in Japan, the number of suicides across the country rises (2015). This study will try to show the factors how bullying is related to schools the most. From these facts, this paper will focus on two main causes of bullying. One of the causes is the mental challenges faced by students. When a person's mind becomes unstable, he or she unconsciously tries to keep a stable mind by escaping his or her problems. This is called a defense mechanism which can relieve people from frustration, conflict, and anxiety. This defense mechanism compensates for a sense of inferiority with a sense of superiority which causes bullying. Bullies try to feel a sense of superiority through bullying as they think it is impossible to be given it through other activities.

Financial Perspective

The other cause is related to financial expenditures for education in Japan. Among the OECD countries, the ratio of Japanese educational spending to GDP is ranked 24th among 28 countries (2012). This figure is relatively low in developed countries. These days, due to financial difficulty, in 2016, Japanese officials announced that more 3470 school personnel will be reduced from the previous year.

Alternative Options

In response to this bullying problem, other options have appeared besides learning in a traditional school. Two of these are Free Schools, and Home schooling. In Japan, Free Schools are run by the private sector, but they have not been officially recognized by the Japanese government. Still, they are being discussed among the political parties. Free Schools is a term used in Japan to describe a non-profit group or independent school that specializes in the care and education of children who refuse to go to school. Secondly, there are programs called "home schools" that target students who cannot go to school for a variety of

BULLYING

reasons: disability, bullying, truancy, etc., which enable students to learn. Homeschooling, also known as home education, is the education of children inside the home, as opposed to a formal setting of public or private schools. Home education is usually conducted by a parent or tutor. Through such alternative options, school and local governments can decrease the number of bullying incidents while they consider public opinion. In places where bullying happens frequently, there seems to be a lack of effort to solve this problem.

Efforts to Combat Bullying: Society for Education

In Yamagata prefecture, there are some projects that address bullying problems. The youth development conference of Kahoku town, invited a semi professor as an instructor to research Internet bullying and its danger. Also, Yamagata has a campaign that created a slogan to combat bullying on the prefectural level. Especially, the Shonai region has conducted its campaign in different way; it has had the students discuss the issue with their parents and their families. As these show, there are some regions addressing bullying proactively with cooperation among schools, communities, families, and local government, that is to say, in a “Society for Education” paradigm.

Due to the financial difficulty in Japan, the Japanese government cannot afford to increase the number of teachers. In response to this cutback, special staff, including school counselors, school social workers and local people are cooperating and working together to combat bullying. This is called a “school team.” (Shimomura, 2014) By introducing this project, teachers can get deal with bullying problem. According to survey (2004) of the Minister of Education, Culture, Sports, Social and Technology in Japan, the number of incidents of bullying decreased in schools where a school counselor was introduced with connections to society, than in places that didn’t introduce such a system.

Research Questions

BULLYING

This research paper will endeavor to investigate the following questions. 1) How can we save not only victims but also bullies and bystanders? In today's social systems, victims can get enough healing and counseling, but bullies and bystanders cannot get them. In order to stop bullying fundamentally, healing them is necessary. 2) How can we utilize cooperation to build environment for children's happiness of learning? Recent bullying is getting complicated more and more, so we should have various solutions with great cooperation.

Significance of Study

This proposed research will illustrate how the students surrounding environment affects school bullying in Japan. This study will benefit Japanese officials, schools, teachers, and students. These findings will prompt Japanese officials to review their measurements and perspective, and give more consideration toward student's education. For the schools and teachers, it will help them to realize their role to save students from bullying. Also, for the students, this study will demonstrate new policies to address the problem of bullying which will enable students to learn freely without distraction. Through this research, it is hoped that a more flexible system of support adapted to the students' situations in each school will promote a bully-free environment. However, what must not be changed is the right to learn.

Methodology

Our methodology consisted of informal interviews that were carried out in Los Angeles, California, USA from January 31st to February 6th. In total, 20 people were interviewed by our research team. The first group included 8 undergraduate students from University of California at Los Angeles which lasted three hours. Among the eight, seven were female and one male. The second included two undergraduate students at the University of Southern California for one hour. One was female and the other male. The third group included 11th and 12th grade high school students from the Waldorf School in Los Angeles for two hours. The fourth included a discussion with Professor Jason Goulah from the faculty of DePaul

BULLYING

University for one hour. In addition, he is an SUA Associate Professor of Bilingual-Bicultural Education and World Language Programs. Furthermore, he is the Director of the Institute for Daisaku Ikeda Studies in Education. Lastly, we had a discussion with Ambassador A.K. Chowdhury, former UN Under-Secretary General and High Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States.

Findings

At Soka University of America (SUA), we had a discussion with Dr. Jason Goulah who is an associate professor at DePaul University about the topic of bullying. In our discussion, he started talking about the nature of humans. According to him, humans have a natural inclination to want to see other's suffer. He believes that this nature comes from the student's lack of confidence in themselves. Also, Dr. Goulah stated that teachers have to be a role model in terms of how to behave for the students. Teachers have a responsibility to demonstrate to the students how to live and spend their time at school.

In this proposal, we have mentioned that there are four groups that should cooperate in a Society for Education: schools, communities, families and governments. In terms of "schools," there should be professionals, in other words, "teachers" engaged in supporting and teaching the students. Dr. Goulah said that teachers have a significant role to create a bully-free environment. He felt that in order for teachers to be good role models, they need to know about the students in detail. For example, teachers could become aware of the popular trends of their students--such as songs, TV shows, movies and so forth. This would be one way teachers could become closer to their students.

In another discussion we had on the topic of bullying, Dr. Chowdhury, former Under Secretary to the United Nations suggested that we try to provide opportunities where people from schools, families, communities and various levels of government could come together,

BULLYING

such as holding a conference at school with all these parties involved. He supported the idea of a Society for Education.

Home schooling is seen as one way to tackle the problem of bullying. In a discussion with SUA university students, they felt that homeschooling was not so common in America. They felt that if someone had been homeschooled, that student had some kind of problem. In addition, in order for parents to acquire homeschool teaching certification so that they could teach their children at home, the parents would have to take many examinations. This turns out to be a time-consuming process which is a disadvantage for home schooling.

In another discussion we had with students, this time from a private Waldorf school in southern California, the students said there was no bullying at their school even though many of them had witnessed bullying in public schools. They also said that the relationship among the teachers and parents was strong in their school. They felt that this could be one reason why there was no bullying. They shared with us some information concerning anti-bullying activities in America. For example, they told us that there are some movements where anti-bullying t-shirts or wristbands are sold that encourage people to be aware of the issue of bullying.

We told the Waldorf students of our school's motto, "Do not build one's happiness upon other's suffering." Based on this, we shared how our school doesn't have a problem with bullying. The Waldorf students said that having such a great principle and continually maintaining it in our hearts was very important.

Discussion

Unfortunately, it seems that humans may have a natural inclination to want to see other people suffer. Therefore, it is necessary that not only teachers but also family members and other people in the student's environment should make an effort to take care of students constantly in order to prevent students' natural desire to bully. Although there are alternatives

BULLYING

to traditional schools, like homeschooling, that may help stop bullying, fundamentally, we must address the problem at the roots. Traditional schools must be the place to where children can learn peacefully. Basically, rather than escaping the problem, people should not depend on homeschooling. It may not be an effective solution toward resolving the problem of bullying in Japan. There may be two possible explanations for this: people's attitude toward those who go to homeschool is not positive. There is also the troublesome process to gain permission to go to homeschool.

Teachers have a significant role to affect students' behavior toward bullying. In daily life, teachers have to be a role model for students, because students follow teacher's behavior whether bullying occurs or not. From this perspective, teachers have to take a lead in creating an atmosphere where bullying is never permitted. Close relationships between students and teachers makes it easier to notice even the tiny change of students' behaviors. These changes could be the first sign of bullying. A comprehensive approach toward bullying such as a conference where schools, families, communities, and various levels of government cooperate to keep an eyes open to students' situation so that they do not attempt to bully.

Suggestions

By developing the aforementioned ideas, we would like to make these concrete suggestions. Firstly, one point is to create cooperation among all the key players: students, families, communities, schools and governments at various levels. Secondly, attention should focus on not only victims, but also on the bullies and bystanders. We would like to suggest three proposals to combat bullying. Firstly, we would like to promote a Society for Education Day. On such a day, many kinds of people such as students, teachers, family members, neighbors, and the Ministry of Education could gather at one school to think deeply about bullying and to be informed about the current bullying situation that exists at schools. In

BULLYING

addition, we could hear about educational initiatives being taken to stop bullying. Moreover, through such an activity, we can strengthen the connection among all the parties involved.

On this Society for Education Day, students could sell t-shirts with words against bullying. The Ministry of Education would have an opportunity to give lectures to both students and teachers about joy of learning. Also, parents and neighbors could explore an exhibition about bullying that students make. As a result, everyone will be able to cooperate together to eliminate bullying from schools and focus on the student's happiness of learning. This event has two positive aspects. One is that students can become more aware that bullying is an evil action in their environment. Also, adults can develop more understanding, empathy and become more active in solving the problem of bullying. In our second proposal, we would like to promote the idea of having a “Unique Day” at school.

In Japan, students tend to attack someone's uniqueness because they may misunderstand that uniqueness is strange. This may be promoted by Japanese culture. However, we feel that this may be one of the causes of bullying. On this Unique Day, teachers can prepare opportunities for students to express their uniqueness freely and encourage students to recognize that uniqueness is valuable. We are sure that this activity would be very effective because we can reduce one of the possible causes of bullying. In our last proposal, we would like to promote a healing activity. Holistic healing activities should not only care about the victims but also bullies and bystanders. We see such an example in the American Indian society called, “Circle Justice.” We realized that punishment does change the heart of the bullies. Moreover, the victims are not healed emotionally either. They may maintain anger and resentment. Punishment might cause even more darkness in student's hearts. In this activity, the bullies, the victims and bystanders get together in a protective environment that includes parents, school staff and all those affected. This is not an easy task, and must be prepared well. The purpose of this activity is to help the person who bullies

BULLYING

realize his or her cruel action by himself or herself. This also heals all people concerned, helping the victim forgive. Lastly, the most important element to reduce or stop bullying is that everyone has a determination 1) to never do bullying, 2) to spread this determination wherever he or she is, and 3) to keep trying hard to create an atmosphere where bullying cannot exist. If everyone can change their minds, bullying will gradually be eliminated definitely.

Limitations

In this section, the limitations of our study will be discussed. Interviews concerning the topic of bullying were carried out in California, USA. However, not all this information may be relevant or applicable to the Japanese context. Furthermore, surveys of students, parents or teachers in Japan were not conducted, nor have any interviews been carried out in Japan. Therefore, there has been no statistical analysis and generalizations cannot be made.

Conclusion

Dr. Ikeda mentioned in his educational proposal (2001) that what is important in an educational environment is to make a paradigm shift from an Education for Society to a Society for Education where students can study with the joy of learning. Based on his educational philosophy, we decided to contribute to actualize a Society for Education by seeking ways to stop bullying. As we have showed in the Literature Review, we discovered many activities and campaigns that attempt to reduce bullying. We also discussed the causes of bullying. To answer our original research questions, we conducted interviews with two professors and with some high school students in the U.S. Through that research, we could see that cooperation among families, communities, schools and governments are necessary to stop bullying. In addition, we should take various approaches toward the elimination of bullying, because this issue involves both at psychological dimension and an instinctive dimension that people congenitally have. Moreover, we realized that we should focus on not

BULLYING

only the healing of the victims, but also the healing of the bullies and bystanders. In Japan, group bullying is common at schools and in other areas of society too. In an unhealthy way, bystanders and bullies unite unconsciously to bully victims. Based on this, we made concrete suggestions to encourage cooperation among the key players, and to encourage awareness of the role of the bystanders too. We suggested that the key players should gather together in what we would like to call a “Society for Education Day.” Secondly, we recommended holistic healing activities for all those involved: the victims, bullies and bystanders. We are sure that these suggestions will help us actualize a Society for Education. On this path, we would like everyone to keep in mind three key words: responsibility, cooperation and joyful learning. Everyone should take responsibility for education, because it is the soil for creating a civilized and humane society. Finally, it is everyone’s duty to create an ideal educational environment where each precious student can realize the joy of learning.

BULLYING

References

- Education in Japan Community Blog. (n.d.) *The independent, democratic, free schools in Japan and the history of the free school movement*. Retrieved from <https://educationinjapan.wordpress.com/thei-scoop-on-schools/the-independent-democratic-free-schools-in-japan-and-the-history-of-the-free-school-movement/>
- Hayakawa, N. (2014). *What is the school team?* Retrieved from <http://www.nhk.or.jp/school-blog/500/203666.html>
- Ikeda, D. (2001). *教育提言. [Education Proposal]*.
- Ikeda, D. (2015). *わが教育者に贈る [To My Educators]*.
- Japan Youth Research Institute. (2004). *High school Students' Lives and Recognition*. Retrieved from <http://www1.odn.ne.jp/youth-study/reserch/index.html>
- Kyoiku Shiryo Publication. (1996). *Recommendation of the Home education*. Retrieved from <https://ja.m.wikipedia.org/wiki/ホームスクーリング>
- Ministry of Internal Affairs and Communications. (2014). https://www.estat.go.jp/SG1/estat/GL08020103.do?_toGL08020103_&tcID=000001055353&cycleCode=0&requestSender=estat
- Minister of Internal Affairs and Communications. (1998). *Bullying, School Refusal, Violence at School*. Retrieved from <http://berd.benesse.jp/berd/data/dataclip/clip0003/index2.html>
- Ministry of Education, Culture, Sports, Science and Technology-Japan. (2015). Council of a Bullying Prevention Policy. Retrieved from http://www.mext.go.jp/b_menu/shingi/chousa/shotou/116/gijiroku/1364711.htm
- Minister of Education, Culture, Sports, Social and Technology-Japan. (2004). *Compares the school where introduce the school counselor*. Retrieved from http://www.mext.go.jp/a_menu/shotou/seitoshidou/kyouiku/houkoku/07082308/002.htm

BULLYING

- Ogi, N. (2013). *Bullying in the past and present*. Retrieved from <http://www.cocolotus.com/item/2092>
- Ogi, N. (2013). *Characteristics of those who bully and those who are bullied*. Retrieved from <http://www.cocolotus.com/item/2098>
- Omika, N. (2012). *The true reason of existing bullying*. Retrieved from <http://allabout.co.jp/gm/gc/400336/>
- Ono, K., & Ishii, J. (2015). *Free school and compulsory education*. Asahi Newspaper.
- Saito, T. (2007). *Bullying and Governmental Registration*. Retrieved from <http://ejiten.javea.or.jp/content.php?c=TWpJME1ETTA%3D>
- Suzuki, K., Sakamoto, A. (2011). *The relationship between use of Internet and bullying*. Retrieved from <http://www.soumu.go.jp/johotsusintokei/whitepaper/ja/h23/html/nc221310.html>
- Takahama, Y., & Narabe, K. (2015). *Reduction of 3470 school personnel in 2016*. Retrieved from <http://www.asahi.com/sp/articles/ASHDL7W83HDLULFA052.html>
- Tanaka, F. (n.d.). *Bullying is the adult's matter*. Retrieved from <http://www.jinken-osaka.jp/essay/vol42.html>
- Tokyo Metropolitan Police Department. (2010). Retrieved from <http://www.keishicho.metro.tokyo.jp/toukei/hikou/hikou26.pd>
- Tokyo Shure Publication. (2016). *Children can grow up enough at home*.
- Tokyo Shure Publication. (2008). *Why don't you start the Home Education?*
- Watanabe, A. (2015). *To actualize the school team*. Retrieved from <http://benesse.jp/news/kyouiku/trend/20150802120040.html>
- Yamagata prefectural government. (2014). *Let's combat bullying and misdemeanors*. Retrieved from <http://www.pref.yamagata.jp/ou/kosodatesuishin/010003/publicfolder200904227187233850/jyouhousi/mimamorume30/mimamorume30-2>

BULLYING

Yoshiki, N. (2006). *The Historical Transition of the Courses of Study and People's Attitudes toward Education*. Retrieved from <http://www.kokugakuin.jp/tosho/kiyo/23kan/pdf/nozaki.pdf>