第 64 回国際学生会議

The 64ᵗʰ International Student Conference

事業報告書

総合テーマ

～Future Global Leaders Illuminating
the Path Towards Absolute World Peace～

未来のグローバルリーダーとして
真の世界平和への道を照らせ

ISC
International Student Conference

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序文

文責　馬淵将明

　この度、2018 年 8 月 22 日から同年 9 月 3 日までの 13 日間の期間に渡り、第 64 回国際学生会議を開催した。本報告書では、同会議の開催内容並びにその成果を、詳細に至るまで執筆させていただいた。

　国際学生会議は、1954 年に第一回が開かれて以降一度の中断を除き毎年継続的に開催されてきた学生会議であり、参加国を一切限定しない形で世界中の学生を日本に招き、二週間程度の共同生活の中で様々な形での文化交流と国際問題についての議論を行う。毎年のその活動は、主催団体である日本国際学生協会の「世界平和達成への貢献」という理念に基づいており、1954 年から現在に至るまで途切れることなく引き継がれている。

　64 回目を迎えた本年度は、『Future Global Leaders Illuminating the Path Towards Absolute World Peace（日本語表記：未来のグローバルリーダーとして真の世界平和への道を照らせ）』という総合テーマのもと、冒頭の期間に西日本各地並びに東京にて開催された。世界中各大陸の合計 23 ヶ国から 64 名の学生が集まり、13 日間に渡り寝食を共にする中で文化や価値観の差異を乗り越え濃密な交流を行った。また、全学生が 6 つのグループにわかれ、それぞれ現在世界を取り巻くホットな国際問題について徹底的な調査と活発な議論を行い、自ら設定した課題に対して解決策の提言を作成した。それぞれの提言は、2018 年 9 月 2 日に行われたファイナルフォーラム（成果発表会）にて一般向けに発表され、また書面の形で文部科学省政務官、外務省政務官にも提出された。

　実際に、価値観の相違や言語の壁がある中で本音で意見をぶつけ合い、難解な社会問題に対して答えを追求する活動は、参加した多くの学生にとって非常に大きな困難を伴うものであった。だが、その妥協なき努力の末に最終的に導き出された提言は十分に国際社会に一石を投じうるものであり、実際にファイナルフォーラムにご来場いただいた方や文部科学省や外務省の方々にも好評のお言葉をいただくことができた。これらの提言が今後の国際問題に対する取り組みの中で少しでも反映されるものとなれば幸いである。そしてさらには、これらの一連の経験が、参加学生が将来的に実社会で国際問題に立ち向かっていくにあたって大きな糧となることを願っている。

　また、本会議は、省庁、企業、財団、その他機関、さらには個人の方々に至るまで、非常に多くの方の多大なるお力添えのもと、上記のような成功を収めることができた。紙面上で大変恐縮であるが、ご協力をいただいた全ての方々にこの場を借りて感謝の意を表したい。そして、本報告書を通して弊団体の実際の活動内容に触れていただければ、より一層幸甚である。

　最後にはなるが、国際学生会議は来年度以降も継続的に開催をされる予定である。今後ともさらなる発展を遂げながら、世界平和へ少しでも寄与するべく努力する学生達の活躍の場として在り続けることを祈っている。

沿革

1934 年　第 1 回日米学生会議(国際学生会議の母体)
「世界の平和は太平洋の平和、太平洋の平和は日米間にあり、然してこの現実には若き日米学生の間においての率直な意見の交換、及び、相互理解の信頼を促進しなければならない」という提唱文の下、青山学院大学にて開催。

1941 年　日米開戦により会議は開催されず。

1947 年　第 8 回日米学生会議
戦争の反省を踏まえ、「各国の親善と正しい理解こそが国際平和達成への唯一の道である」という認識の下、日本で開催。

1954 年　第 15 回日米学生会議
アメリカで行われた会議を最後に日米学生会議は解消。

1954 年　第 1 回国際学生会議
12 カ国から 84 名の外国人の参加。28 日間にわたり、東京、関西、北海道、仙台で開催。

1962 年　第 9 回国際学生会議
団体代表者会議を新たに設置。以後の会議の充実と参加団体間の強い結束を目指す。

1968 年　学生運動の影響で、日本国際学生協会の中央委員会が分裂。

1990 年　第 37 回国際学生会議
帯広市との協力により、市民の方との国際交流の体験を共にする。

2003 年　SARS の大流行により、国際学生会議は開催されず。

2016 年　第 62 回国際学生会議開催
ファイナルフォーラムで国連食糧計画駐日代表(当時)アンダーソン氏による講演。

2018 年　第 64 回国際学生会議開催
史上最多 23 ヶ国から学生が参加。ファイナルフォーラムで国連開発計画駐日代表、近藤哲生氏、日本国際平和構築協会の長谷川祐弘氏による基調講演。また、各テーブル作成の政策提言を文部科学省、外務省に提出。

第 2 章　本年度開催概要

総合テーマ

Future Global Leaders Illuminating the Path Towards Absolute World Peace
〜未来のグローバルリーダーとして真の世界平和への道を照らせ〜

文責　馬淵将明

　現在の国際情勢は緊張の一途を辿っている。テレビや新聞、インターネットなどを通じ、誰でも容易に情報へアクセスできる時代だけに、先行きが不透明な現在の状況に不安を持っている人も少なくないだろう。

　国際学生会議は、第二次世界大戦直前に日米関係の悪化を危惧した日本の学生が渡米し直接対話の重要性を訴えたことが原点とされている。その歴史に立ち返ると、その状況は現在と酷似しているのではないだろうか。社会的な緊張の高まりの時こそ、絶対的な平和のための対話が必要である。利害関係など様々なしがらみから解放されたアクターとしての特権を有している学生同士の対話の存在感は一層高まっているのではないだろうか。

　確かに、学生は世界を知らない井の中の蛙かもしれない。学生が語ることは理想論であり机上の空論だ、と片付けられてしまえばそれまでである。しかしながら、私たち学生がこれからの未来を担っていく。これだけは覆すことのできない事実である。

　そこで第 64 回国際学生会議は、『Future Global Leaders Illuminating the Path Towards Absolute World Peace（日本語表記：未来のグローバルリーダーとして真の世界平和への道を照らせ）』という総合テーマを定めた。これからの未来をグローバルリーダーとして担っていく学生たちが、実際に世界で起きている、または今後起こるであろうと予測される国際問題に対して自分ごととして向き合い、この不安定な世の中をいかにして変革していくかについて答えを探求する。本報告書にて記録された弊団体の活動は全てこの理念に基づいている。

　第 64 回国際学生会議では、事前研究期間を含む合計 3 ヶ月に渡る学生たちの活動の中で、6 つの国際問題についての調査と議論を深め、最終的にはそれぞれで定義した問題に対する解決策の提言を作成し社会に発信した。また、世界中各大陸の合計 23 ヶ国から集まった学生たちによる二週間弱に渡る共同生活の中で、様々な形で交流を深め、バックグラウンドの違いを受容した上で自分たちの価値観も積極的に発信する力を磨き上げた。これらの活動によって生まれた成果は、将来的な世界平和達成へ向けた確かなる第一歩となり、また未来のグローバルリーダーとして国際問題に立ち向かっていくことになる学生たちにとって絶対的な糧になるものである、と確信している。

概要

英語表記名

The 64th International Student Conference (ISC64)

会期・場所

事前研修旅行　8 月 22 日(水)~8 月 25 日(土)
（名古屋・京都・大阪・神戸・岡山・九州の各都市で開催）
本会議　8 月 26 日(日)~9 月 3 日(月)
（東京・国立オリンピック記念青少年総合センターで開催）

総合テーマ

「Future Global Leaders Illuminating the Path Towards Absolute World Peace」
（未来のグローバルリーダーとして真の世界平和への道を照らせ）

テーブル共通テーマ

「What can we, as future global leaders bring to the current unstable world, in order to
contribute to the sustainable and absolute happiness of all human beings?」
（真の世界平和を実現すべく、未来を担うグローバルリーダーとして現在の不安定な世界を
いかに変革するか）

テーブルトピック

Table1:Heterosexism　異性愛中心主義

Table2:Democracy and Global Order　民主主義と世界的秩序

Table3:Designer Babies　Designer Babies の倫理的問題

Table4:21st Century Education　21 世紀の教育

Table5:The Global Rise of Religious Violence　宗教対立の世界的勃興

Table6: Refugee Crisis in the Light of Human Rights
人道危機に晒される難民

公用語

英語

活動内容

国際問題研究・ディスカッション
日本文化体験・フィールドトリップ
各種交流会・ファイナルフォーラム

参加者人数

日本人学生 33 名（うち実行委員 11 名）
外国人学生 31 名（うち実行委員 6 名）
計 64 名

参加者大学

青山学院大学、岡山大学、関西大学、北九州市立大学、慶應義塾大学、
神戸大学、神戸市外国語大学、国際教養大学、国際基督教大学、
滋賀医科大学、静岡大学、首都大学東京、創価大学、東海大学、
東京大学、東京外国語大学、名古屋市外国語大学、新潟県立大学、
福岡大学、立教大学、早稲田大学

参加国・地域

日本、インドネシア共和国、カンボジア王国、シンガポール共和国、
タイ王国、大韓民国、中華人民共和国、ネパール連邦民主共和国、
パキスタン・イスラム共和国、バングラデシュ人民共和国、
ベトナム社会主義共和国、マレーシア、南アフリカ共和国、
クロアチア共和国、ドイツ連邦共和国、ブルガリア共和国、
ポーランド共和国、ルーマニア、ロシア連邦、アメリカ合衆国、
ブラジル連邦共和国、オーストラリア連邦、ニュージーランド

主催

日本国際学生協会　The International Student Association of Japan (I.S.A.)

プログラム全体の流れ

2017 年 9 月　　　　　《第 63 回国際学生会議終了・第 64 回実行委員会発足》

2017 年 11 月　　　　　《公式サイトの刷新》

2018 年 3・4 月　　　　《各地での説明会の開催》
　　　　　　　　　　　参加者の募集に先駆け、東北・関東・中部・関西・中国の 11 箇所で説明会
　　　　　　　　　　　を実施した。またメディアへの出演や各大学の協力により実現したチラシ配
　　　　　　　　　　　布等での広報を行った。

2018 年 5 月　　　　　《選考》
　　　　　　　　　　　国内 60 名、海外 52 の国と地域から 188 名の応募があり、エッセイや面接の
　　　　　　　　　　　二段階の選考を経て、国内 21 名、海外 25 名の参加者が選抜された。多様性
　　　　　　　　　　　と包摂性のある環境を創造するため、英語能力ではなく志望動機やトピック
　　　　　　　　　　　に対する意欲などを加味し選抜した。

2018 年 5 月 26, 27 日《事前招集会》
　　　　　　　　　　　日本国内在住の参加者を対象に、招集会を合宿形式で開催した。本会議を円
　　　　　　　　　　　滑に行うことを目的として、英語及び議論の練習、また日本人参加者間の交
　　　　　　　　　　　流や興味分野の把握等も行った。

2018 年 6〜8 月　　　　《事前研究期間》
　　　　　　　　　　　各々の参加者が、本会議に備えて必要な英語力と知識を獲得し、コミュニケ
　　　　　　　　　　　ーションを促進するための事前研究期間では、各テーブルが自主的に勉強会
　　　　　　　　　　　を企画し、海外参加者ともインターネットを通じて情報共有や意見交換を行
　　　　　　　　　　　った。また、政策提言の提出に向けて、議論の方向性に関する話し合いや、
　　　　　　　　　　　事前リサーチなどを実施した。下記テーブルでは、以下の方々に事前研究段
　　　　　　　　　　　階でご協力をいただいた。
　　　　　　　　　　　テーブル 1：株式会社 JobRainbow 星賢人 CEO
　　　　　　　　　　　テーブル 4：東京大学 北村友人准教授　お話を伺った公立の先生方
　　　　　　　　　　　テーブル 5：創価大学 宮田幸一教授

2018 年 7 月 29 日　　　《三学生会議合同での交流会》
　　　　　　　　　　　日米学生会議、日中学生会議、そして国際学生会議の三団体合同交流会を、
　　　　　　　　　　　初めて開催した。各学生会議の運営と参加者の一部が 31 名集まり、食事や
　　　　　　　　　　　企画したイベントに参加した。

2018 年 8 月 20, 21 日《海外参加者来日》
　　　　　　　　実行委員は関西空港に宿泊し、来日した海外参加者を各地域（名古屋、京都、大阪、神戸、岡山、九州）の ISA 会員のホストファミリー宅へと送り出した。

2018 年 8 月 22〜25 日《事前研修旅行》
　　　　　　　　日本各地 6 都市において、現地大学生とともに文化交流や観光、各所見学等を行った。

2018 年 8 月 23 日　《政策提言に関するレクチャー》
　　　　　　　　政策提言の形式・作成方法・注意する点などについて、United Nations Major Group for Children and Youth Deputy Organising Partner の小池宏隆さんにレクチャーをしていただいた。

2018 年 8 月 26〜9 月 3 日《本会議》
　　　　　　　　国内外一堂に集まった参加者は、寝食を共にしながら議論や文化交流を行った。また、議論を進める上で、各フィールドの専門家から意見やフィードバックを受ける機会を設けた。
　　　　　　　　テーブル 1：渋谷ダイバーシティーセンター 永田竜太朗 課長
　　　　　　　　テーブル 2：駐日欧州連合代表部
　　　　　　　　テーブル 3：宇都宮共和大学 吉良貴之 専任講師
　　　　　　　　テーブル 4：参議院議員 新妻秀規 様
　　　　　　　　テーブル 5：東京大学 藤原聖子 教授
　　　　　　　　テーブル 6：UNHCR 駐日事務所

2018 年 8 月 28 日　《シンポジウム》
　　　　　　　　第 64 回国際学生会議では、シンポジウム「核の時代の国際情勢 〜人間の尊厳の観点から考える〜」を開催した。ゲストには、核兵器廃絶国際キャンペーン（ICAN）国際運営委員の川崎哲氏、東京大学総合文化研究科准教授のキハラハント愛氏、東京都原爆被害者団体協議会事務局長の三宅信雄氏をお迎した。シンポジウムの前半の部では講演を、後半の部ではお三方によるパネルディスカッションを行った。

2018 年 9 月　　　　《政策提言提出》
　　　　　　　　3 ヶ月の研究期間と本会議での分科会の成果として、6 つのトピックに対する政策提言を作成した。6 つの政策提言は、9 月 4 日に文部科学省、9 月 7 日に外務省に提出した。

プログラム詳細

事前研修旅行		
8月22日（水）	名古屋・京都・大阪・神戸・岡山・九州 各地にて開催	
8月23日（木）		
8月24日（金）		
8月25日（土）	東京にて開催	
本会議		
8月26日（土）	開会式 ウェルカムパーティー	国立オリンピック記念 青少年総合センター
8月27日（日）	分科会1 分科会2 各国紹介プレゼン大会	
8月28日（月）	分科会3 シンポジウム 分科会4	
8月29日（火）	分科会5 分科会6 各国国別紹介プレゼン	
8月30日（水）	本会議研修旅行(メインST)	東京・神奈川の各地
8月31日（木）	分科会7 分科会8 日本文化体験	国立オリンピック記念 青少年総合センター
9月1日（金）	分科会9 分科会10 分科会11	
9月2日（土）	ファイナルフォーラム フェアウェルパーティー	
9月3日（日）	閉会式 解散	

スタッフ名簿

第 64 回国際学生会議（ISC64）実行委員

実行委員長		馬淵将明	東京大学
副実行委員長		鎌田一帆	関西大学
		岡部エミリー直美	創価大学
財務		風間大地	東海大学
財務兼事前 ST 部長		宮本大輝	岡山大学
国内渉外		山本翠蓮	青山学院大学
企画		山本昂亮	早稲田大学
		三船大制	東京大学
広報		砂原佑香	立教大学
総務		土橋美燈里	国際教養大学
テーブルマネジメント		内田崇	東京大学
テーブルチーフ	Table1	Phuc Huynh	National Dong Hwa University
	Table2	Ruxandra Florea	早稲田大学
	Table3	Aaron Chang	University of California, Irvine
	Table4	Rachel Faun Kar Mun	武蔵野大学
	Table5	Boryana Saragerova	Sofia University
	Table6	Alexandra Prodan	Tongji University
映像クリエイター		渡部紘貴	北九州市立大学

各支部事前研修旅行（事前 ST）実行委員長

名古屋 ST	古後水暉	南山大学
京都 ST	高田和暉	同志社大学
阪神 ST	山本華子	関西大学
岡山 ST	渡邊華澄	ノートルダム清心女子大学
九州 ST	西木琴乃	北九州市立大学

日本国際学生協会（I.S.A.）中央役員

会長	藤原実穂	ノートルダム清心女子大学
中央事務局長	石口歩美	佛教大学
財務部長	パウエル井上潤	岡山大学
広報部長	佐藤秀	関西大学
派遣部長	洲脇聖哉	同志社大学
企画部長	田中徹平	関西大学

日本国際学生協会（I.S.A.）各支部支部長

東京支部	齋藤嘉克	芝浦工業大学
名古屋支部	古後水暉	南山大学
大阪支部	乾友紀	関西大学
京都支部	村野一巴	同志社大学
神戸支部	山田彩世	関西学院大学
岡山支部	井原崚貴	岡山大学
九州支部	長尾友里加	北九州市立大学

参加者名簿

Table1 Heterosexism		
葛西郁花	Japan	国際教養大学
斎藤菜都実	Japan	創価大学
弘中花穏	Japan	福岡大学
Do Hoang Hiep	Vietnam	静岡大学
Anisa Indira Prameswari	Indonesia	Universitas Pembangunan Nasional Veteran Jakarta
Anna Yan Yee Rumjahn	Australia	University of Sydney
Sara Fonseca Santos	Brazil	Universidade Federal Fluminense
Table2 Democracy and Global Order		
小松正実	Japan	創価大学
田口愛	Japan	国際基督教大学
古澤謙	Japan	東京外国語大学
Laopaiboonpipat Theeritsara	Thailand	創価大学
Matej Mikasinovic-Komso	Croatia	University of Zagreb
Nguyen Pham Lam Phuong	Vietnam	University College Roosevelt
Quoc Tuong Dong	Vietnam	Glion Institute of Higher Education
Robert Ken Völker	Germany	University of Cologne
Table3 Designer Babies		
河合香奈	Japan	滋賀医科大学
三好祐貴	Japan	国際基督教大学
山本千尋	Japan	首都大学東京
Dominika Ostańkowicz	Poland	University SWPS
Ho Doan Thanh Nhat	Vietnam	Pham Ngoc Thach Medical University
Kimberly Soo	New Zealand	Victoria University of Wellington
Petra Medak	Croatia	University of Zagreb
Table4 21st Century Education		
青柳識	Japan	慶應義塾大学
中関令美	Japan	慶應義塾大学
萩原さき	Japan	東京外国語大学

Damrongsoontornchai Kanlongtham	Thailand	早稲田大学
Aaysha Pathak	Nepali	Shinawatra University
Angel Permata Jauhari	Indonesia	University of Indonesia
Ziyuan Jin	China	Pima Community College

Table5 The Global Rise of Religious Violence		
角尾十和	Japan	創価大学
金山雄樹	Japan	慶應義塾大学
深田莉映	Japan	国際基督教大学
山川春奈	Japan	新潟県立大学
Elena Vulcheva	Bulgaria	Sofia University
Fahad Baloch	Pakistan	Shaheed Zulfikar Ali Bhutto Institute of Science and Technology
Georgii Baryshnikov	Russian	MGIMO University
Monika Febiola	Indonesia	University of Indonesia
Sumaiya Tanim	Bangladesh	University of Dhaka

Table6 Refugee Crisis in the Light of Human Rights		
岡山夏生	Japan	東海大学
友成咲良	Japan	神戸市外国語大学
東田理沙	Japan	神戸大学
権京香	Korea	名古屋市外国語大学
Duncan Moeketse	South African	University of South Africa (UNISA)
Jinbang Luan	China	University of Oxford
Joyce Gao Wenjing	Singapore	Nanyang Technological University
Sanramith Sam	Cambodia	Mahidol University International College

第 3 章　事前研修旅行

事前研修旅行総括

各ツアー内容

事前研修旅行報告

事前研修旅行総括

文責　宮本大輝

概要

　事前研修旅行とは、本会議が開催される直前の 8 月 22 日から 8 月 25 日の 4 日間にかけて行われる企画である。国際学生会議の母団体である日本国際学生協会（以下 I.S.A.）の支部が所在する、名古屋、京都、大阪、神戸、岡山、九州の 6 都市に分かれて開催され、各支部から有志で集まった実行委員が企画・運営する。海外参加者は参加必須となっており、国際学生会議の国内参加者および I.S.A.の会員も任意で参加することができる。

開催目的

　事前研修旅行の開催目的は 2 つある。1 つは「海外参加者に日本の文化・技術に触れてもらうこと」である。国際学生会議の参加者の中には初めて来日する者も多い。そこで、観光や体験を通して日本ならではのものを知ってもらったり、ホームステイを通して日本の生活スタイルを体感してもらうことを狙いとしている。もう 1 つは「日本人参加者が海外の人と交流する場を設けること」である。I.S.A.は国際的な相互理解を推進している学生団体であり、国際交流をすることに意欲を示している学生が多く所属している。事前研修旅行は日本の観光地を回りながら日本の歴史を伝えたり、お互いの国の文化の違いを語り合ったりすることを通して、日本の良さの再認識や異文化理解を促すきっかけとなっている。

総括

　事前研修旅行は各地域がテーマを設定し、オリジナリティ溢れる内容だった。海外参加者のみならず、国内参加者にとっても学びが得られる経験になったのは、日本が世界に誇る有名な観光地から、現地の人以外にはあまり知られていない場所まで、各地運営の工夫が凝らされたツアーだったからだと言える。また、どの地域も遠方から来日した参加者に対してできる限りのおもてなしをしようとする姿勢が見られ、彼らも大変満足した様子だった。

　わずか 3 日間という短い間だったが、参加者が密に交流することができた。4 日目からの本会議に向けて東京に行く参加者を送る際には、運営と参加者の双方が別れを惜しんでいた。特に海外参加者のホームステイを受け入れてくれたホストらは、他の参加者以上に仲を深めており、ホテルではなく、敢えて I.S.A.会員の家に泊まる意義があったことが伺えた。また、参加者はみな口を揃えて「楽しかった」と言い、その後の 9 日間の議論に士気高揚している様子だった。

　最後になったが、この事前研修旅行を開催するにあたり、運営に携わってくださった各実行委員長をはじめとする実行委員の方々、ならびに参加してくださった I.S.A.会員の方々、協力してくださったすべての方々に感謝を申し上げまして、私からの統括とさせていただく。

各ツアー内容

名古屋

　名古屋 ST は実行委員 6 名、日本人参加者 11 名、海外参加者 3 名で執り行われた。1 日目はまず、中村生涯学習センターにおいてウェルカムパーティーをし自己紹介やアイスブレイクを通してお互いを知った。その後同施設料理室において料理企画を行い、名古屋名物である小倉トースト、たませんを自分たちで作って食べた。夜は名古屋駅近くのゲストハウスに宿泊した。2 日目は犬山市にある明治時代の街並みを再現した博物館明治村を訪れた。館内では実行委員がミッションゲームを用意し、グループに分かれて散策。その後、名古屋駅に戻ってから駅周辺でグループに分かれて夕食をとった。夜は同じ施設に宿泊した。3 日目は大須観音にお参りをし、その後大須商店街で食べ歩きを行った。午後からはトヨタ産業技術記念館にて施設見学を行い、紡績や自動車製造の技術を学んだ。名古屋駅の周辺の居酒屋にてフェアウェルパーティーを行い、名古屋 ST は終了した。

　名古屋 ST はテーマを 2 つ掲げていた。一つは「名古屋以外の場所にも目を向けてもらうこと」である。愛知に初めて来た観光客は名古屋市内を回ることが多いため、敢えて他県や他国から来た人があまり行かないであろう犬山市の博物館明治村を訪れた。実際の明治時代の建造物が状態良く、数多く展示されているというのは日本でも有数なので、名古屋以外の観光地に目を向けてもらうことはできた。2 つ目は「名古屋での日本っぽさを表現すること」である。日本っぽさということであるが、明治村は言わずもがなで、日本人が見ても古来の日本を感じることができたと思われる。他にも、大須観音では、観音でお参りといういかにも日本らしい体験ができたし、トヨタ産業技術記念館でも、世界的に有名な日本の企業であるトヨタグループの成り立ちとその技術の展示を見学することができた。

京都

　京都 ST は実行委員 4 人、国内参加者 5 人、海外参加者 5 人にて行われた。1 日目は京都イオンにてみんなで昼食をとりながら自己紹介をした。その後、イオンコート内でショッピングをし、海外参加者に日本の駄菓子を紹介して食べてもらい楽しんだ。その後、京都市内から天橋立まで電車で移動した。特急車内では日本人と海外参加者の交流がより盛んになり自然と英語で会話していた。到着後は天橋立を約一時間かけてゆっくり歩きホステルに向かった。ホステルでは夕食として肉じゃがを出していただき日本食にも触れてもらった。その後みんなで花火をし、入浴後は一部屋に参加者が集まりカードゲームを楽しんだ。ロシアからの参加者が英語でゲームの説明をし、英語でゲームを楽しみ日本人にとっても有益な時間が過ごせた。2 日目はビーチに行き海水浴を楽しんだ。ゆったりと楽しむことができ、海外参加者同士で会話をしたり、各々自由な時間を過ごすことができた。その後、笠松公園に登り、天橋立を上から眺めただけでなく観光船にも乗車して、日本三景である天橋立を様々な角度から見学した。その後、バスで市内に戻り台風の接近が見込まれたため解散することとなった。3 日目は海外の方にとって最も有名な観光地の一つである伏見稲荷大社を観光した。その後、和菓子作り体験をし、嵐山を散策した。古都京都の風情を感じてもらうことができた。

3 日間を通して海外参加者に日本文化に親しんでもらうだけでなく、日本人参加者にとっても新しい文化的な体験、観光を達成することができた。また国際交流という観点においても京都ST では、日本人と海外参加者の比率が 1 対 2 であったため、様々なバックグラウンドを持つ海外参加者と密にかかわる良い機会となった。

阪神（大阪・神戸合同開催）

　阪神 ST は実行委員 4 人、国内参加者 8 人、海外参加者 5 人にて 3 日間の行程を過ごした 1 日目はあすてっぷ神戸にてウェルカムパーティーを行い、名前覚えゲーム、ジェスチャーゲームなどをして親睦を深めた。その後、神戸ハーバーランド umie MOSAIC にてミッションゲームを行った。2 日目は大阪くらしの今昔館にて大阪の歴史を学び、また着物や昔の遊びなどを体験した。そして、道頓堀に移動し大阪の中心街を散策した。3 日目は大阪府堺市にあるハーベストの丘にて、ガラスのフォトフレームに絵付け体験をしたほか、園内の動物とのふれあいや、お花畑など自然との触れ合いをした。最後に天王寺にある小学校スタイルの飲食店でフェアウェルパーティーをし、海外参加者一同初めて見る光景に興味を示している様子だった。

　「こんなところもあるんやで！大阪、神戸再発見ツアー！」というテーマを立て、有名観光地だけでなく少しマイナーな場所を訪れることで海外・国内参加者双方に新たな発見を提供できるような研修旅行を作りたいと考えた。実際に研修旅行を終え、大阪くらしの今昔館では、海外参加者に着物体験をしてもらい、国内参加者も日本の伝統的な遊びなどを体験し、全員が満足していたと思われる。また、ハーベストの丘では、フォトフレームの絵付け体験は参加者が自分で考案したデザインを描いて思い出を作り、都会的なイメージの大阪では感じづらい自然を存分に満喫してもらえた。

岡山

　岡山 ST は実行委員 9 人、国内参加者 13 人、海外参加者 3 人で構成された。まず、1 日目は岡山市内の国際交流センターでウェルカムパーティーを行い、ゲームを通してお互いが自己紹介をした。その後、バスで岡山県の北部、新見市にある満奇洞というカルスト台地の鍾乳洞を訪れた。ライトアップされた幻想的な鍾乳洞には一同目を輝かせていた。その後、国立吉備青少年自然の家に 1 泊し、寝食を共にした。2 日目は高梁市に移動し、ベンガラ染体験を行ったほか、美しいベンガラ色の屋根の家が並ぶ吹屋ふるさと村を散策しながら写真を撮って楽しんでいた。3 日目は文化体験として折り紙をしたり、日本の遊びを教えたりした。昼食は岡山名物のえびめしを食べた。その後、日本三大庭園の一つである後楽園に行き、フォトコンテストという形で参加者各々が綺麗な写真を撮ろうと競っていた。最後はフェアウェルパーティーを行い、3 日間の思い出に浸っていた。

　岡山 ST では自然を感じてもらうことや岡山の名物を知ってもらうことをコンセプトとしていた。岡山は海外参加者からするとマイナーな観光地であるかもしれない。だからこそ、この機会に知ってもらいたいという思いでツアーを考案した。その結果、自然が織りなす美しい風景や歴史的な建築物にかなり興味をもってもらえたうえに、国内参加者らも普段は当たり前で見過ごしてしまう日本特有の文化を再認識してもらうことができた。

<u>九州</u>

　九州 ST は実行委員 9 名、国内参加者 23 名、海外参加者 8 名にて開催された。

　1 日目は北九州市立大学でアイスブレイクとしてビンゴゲームをしたのち、たこ焼き、お好み焼きを国内参加者がレクチャーしながら一緒に作った。また、文化体験としてとんぼ玉づくりをした。2 日目はバスで糸島に行き、昼は海水浴、夜はバーベキューと花火をし、全員が民宿に泊まった。3 日目は学問の神様として知られる菅原道真公が祀られている大宰府天満宮を散策してから北九州市立大学に戻りフェアウェルパーティーを行った。

　「海！山！自然たっぷりの九州、来てみらん？」というテーマの通り、糸島では海水浴を楽しみ、自然に囲まれた民宿で過ごすことができた。また、日本らしい食べ物や文化に触れたことは海外参加者にとって新鮮な体験であったに違いない。
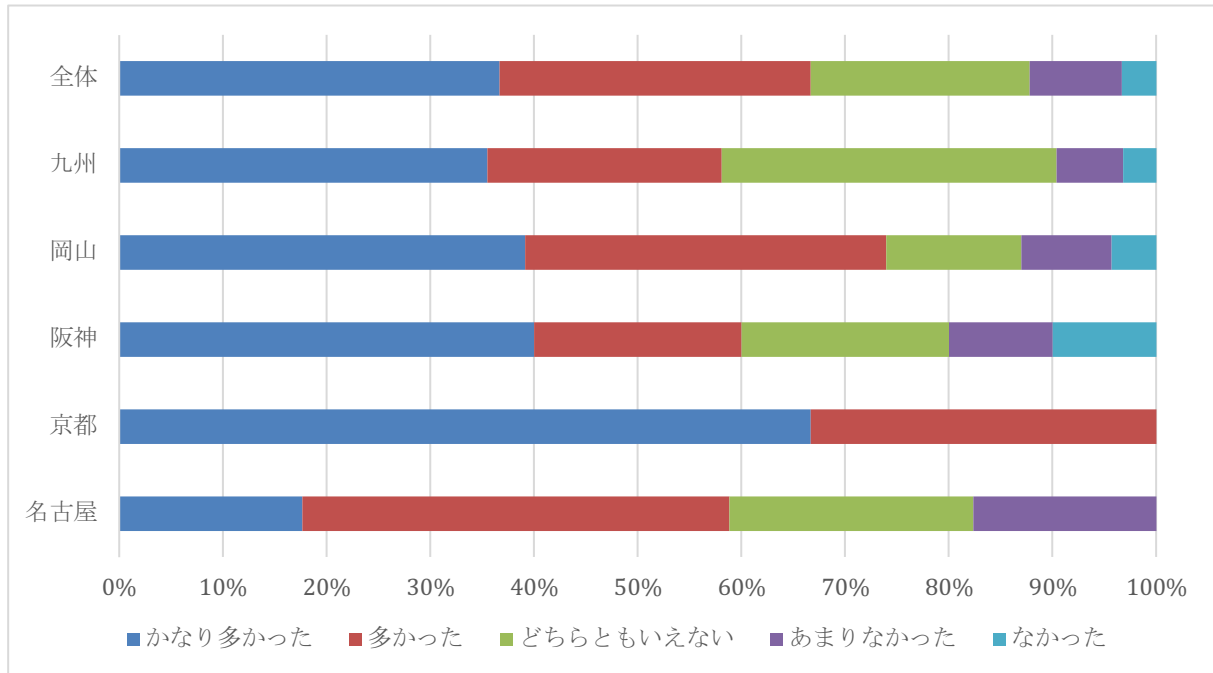
事前研修旅行報告

<u>アンケート結果</u>

　事前研修旅行終了後、参加した海外参加者、日本人参加者の双方にアンケートを実施した。

［日本人参加者向け］

問1　海外参加者と英語を使ってコミュニケーションをとる機会がありましたか。

問2　いつ・どんなコミュニケーションを交わしましたか？もしくはどうしてコミュニケーションをとれなかったのですか。

（自由回答から抜粋）

【かなり多かった・多かったと答えた人】

- 神社に行ったときに礼拝の作法を英語で伝えた。
- お互いの母国語を教え合った。
- 日本や名古屋のことに関する質問に答えた。
- 食事や観光場所についての説明や、お互いの国の文化による違いなどの会話を交わした。

【あまりなかった・なかったと答えた人】

- 自分の英語力が足りず、上手く話すことができなかった。
- 英語に訛りがあるうえに早口で聞き取りづらかった。

問3　海外参加者とのコミュニケーションを通して新たな視線を得られましたか。

たくさん得られた 38%
得られた 32%
どちらともいえない 20%
あまり得られなかった 7%
得られなかった 3%

■たくさん得られた　■得られた　■どちらともいえない　■あまり得られなかった　■得られなかった
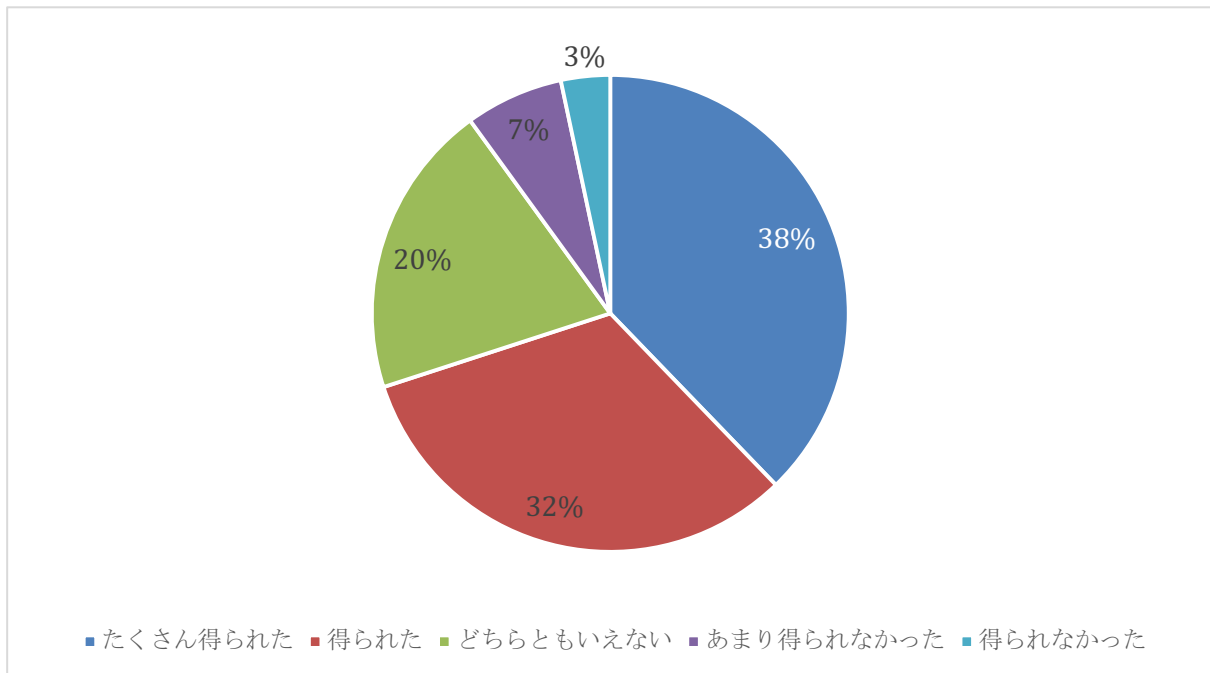
問4　具体的にどんな視点を得られましたか。

（自由回答から抜粋）

- 相手国の衣食住や日本との違いを知った。
- 日本人にとっては身の回りにある当たり前のものについて、海外参加者から説明を求められた時、すぐに説明できない場面があった。今まで海外ばかりに目を向けていたが、もっと日本について知る必要があると感じた。
- 文化的な視点を得ることができた。例えば、ご飯を食べる時に日本人は全員の分が来るまで待つ一方、一部の国の人は来たら食べるという慣習があった。しかし、例えばクロアチアでは全員が来るまで待つという私たちと同じ文化を共有していることを知り、何気ない動作でも文化の違いがはっきりと表れることに興味を持った。

問5　自国の文化や歴史を改めて知る機会になりましたか。
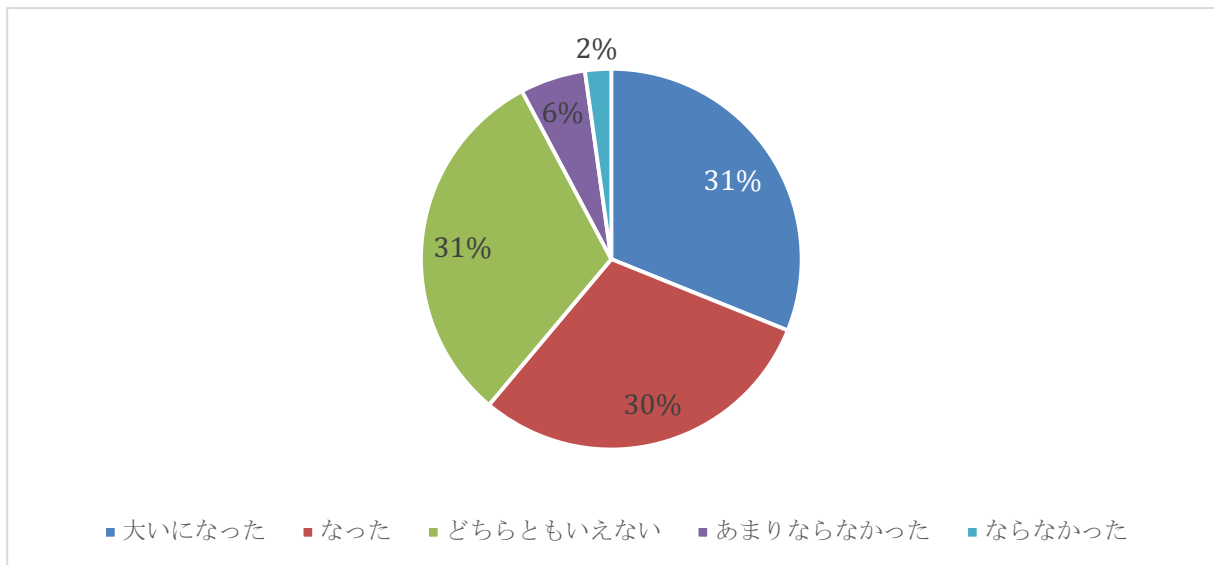
問6　具体的にどんな文化や歴史を知りましたか。

（自由回答から抜粋）
- 「いただきます」「ありがとうございます」などの礼儀を重んじる点。
- まず、自分の住む県の古くからある場所や魅力を知らなくて、知ろうともしてないことに気づけた。例えば、ベンガラ染など、聞いたこともなかったので知ることができてよかった。文化や歴史ではないが、ベンガラ染体験を教えてくださった方が、下見そして当日もとてもよくしてくだって、日本人のおもてなしの精神がそこから海外参加者さんにも伝わったのではないかと思う。田舎だからこその人の近さ、温かさを私自身感じられた。
- 明治村にいった際に、歴史的な建造物や資料を見ることで、日本史の勉強では得られなかった知識を得ることができた。
- 日本人は自分の意見をきちんとハッキリ言えないことが多いこと、上下関係など。
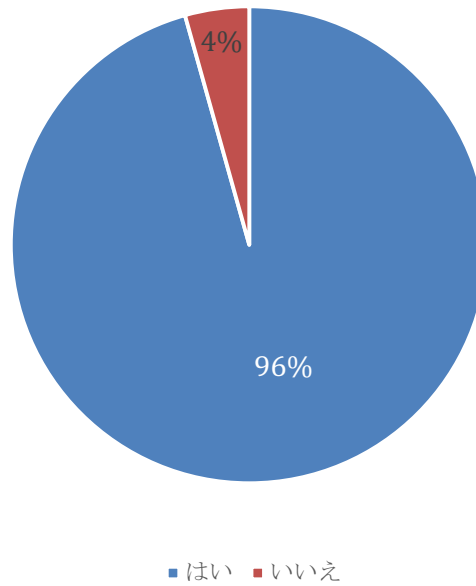- 味噌をはじめとする名古屋特有の食文化に触れられた。

問7　海外参加者に日本のどんな点を知ってほしかった、もしくは興味をもってもらいたかったですか。（複数回答可）
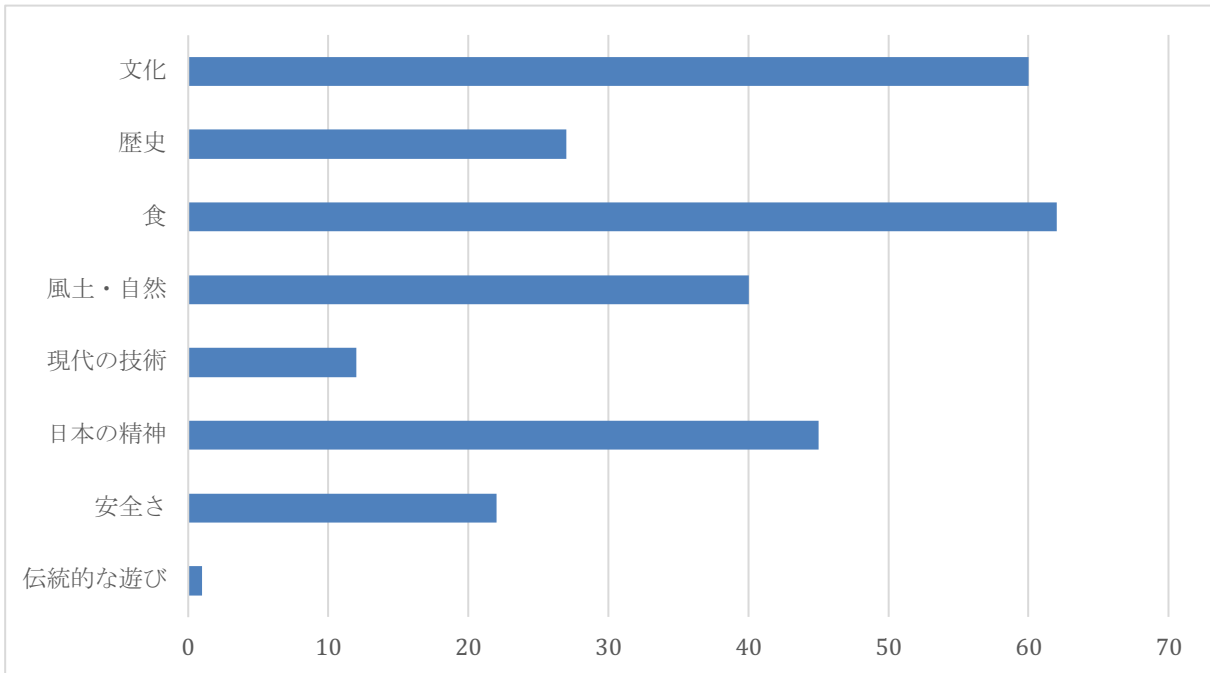
［海外参加者向け］

問1　日本に来たのは何回目ですか。
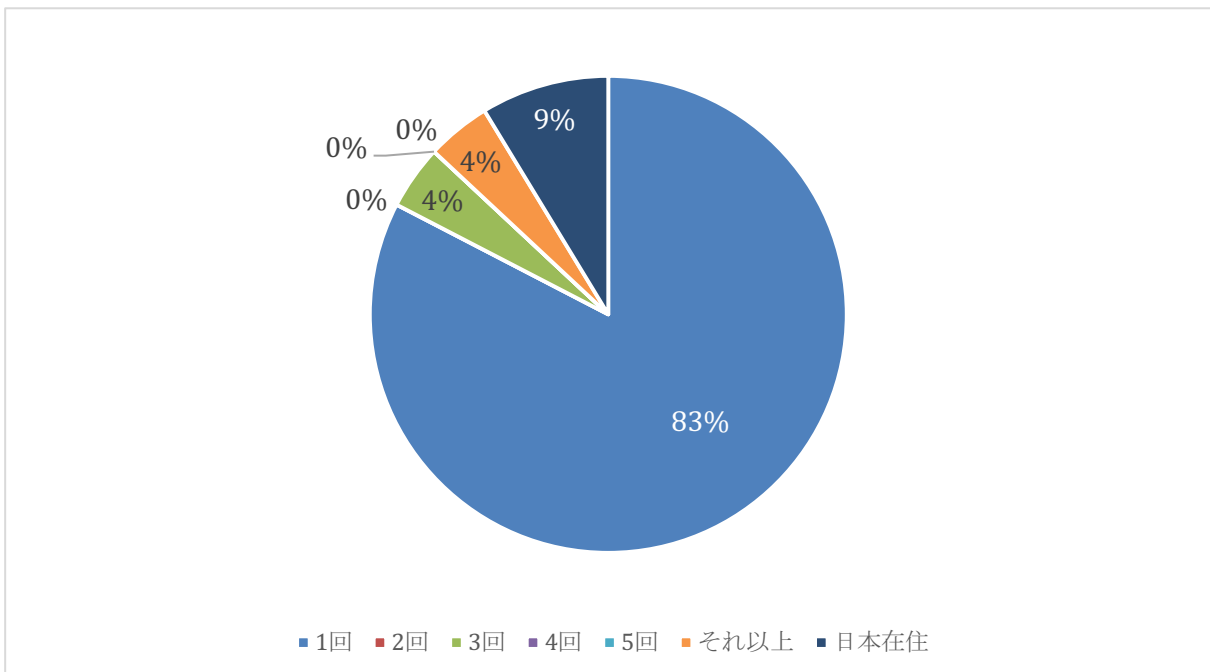
問2　もう一度日本に観光目的で来たいですか。



はい　いいえ

問3　問2でそう思うのはなぜですか。

【はいと答えた人】

- Okayama is so serene and peaceful! Now that I have friends here, so why not?
- It's a really beautiful and interesting country with so many things to see and do. It is impossible to see everything in one trip, so I would like to return again!
- Beautiful country with hospitable and kind people
- Unfortunately, I haven't got enough time to see the most legendary Kyoto's sights: Kinkaku-ji and Ryouan-ji. And I would like to visit Nara prefecture one day, too.

【いいえと答えた人】

- I usually don't go to a country twice because I want to keep the memories alive here.

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| 問4 | 来日前と事前研修旅行終了後の日本の印象はどうですか。 |

問4 来日前と事前研修旅行終了後の日本の印象はどうですか。
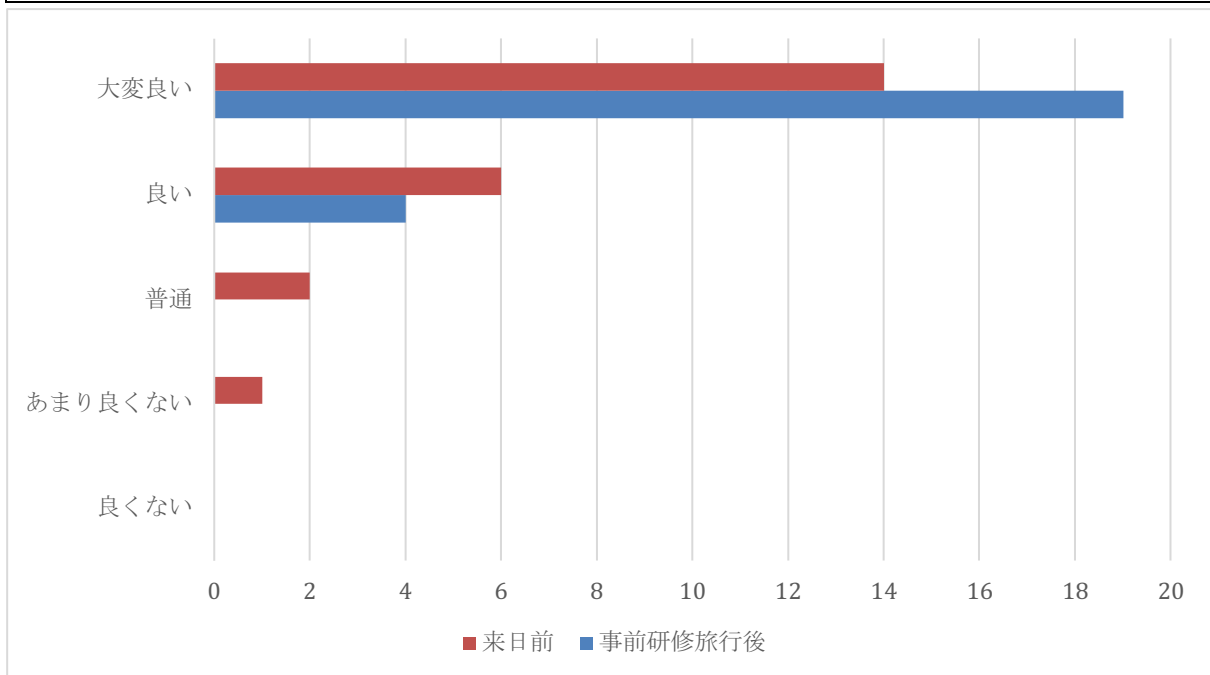
| 問5 | 印象が変わった/保たれた理由は何ですか。 |

【変わったと答えた人】

- At first, I thought it's just like any other countries but turns out it has something unique to offer, especially the transportation system that I love the most.
- I have heard Japan is quite a busy place, and people are quite busy. But now I changed my mind after meeting very warm and nice people.
- It's even better when you experience it live then on the pictures or TV.

【保たれたと答えた人】

- I met a guide in Kyushu castle, and it was so kind of him that asking me for experiencing wearing kimono and samurai clothes for free. Japanese are so nice.
- Everything I heard about Japan was proven correct, and everything I heard was positive and good.
- Maybe because I've already live in Japan, my view toward Japan doesn't changed a lot.
- Japan deserves all the good words written, amazing place with even more amazing people.

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問6　事前研修旅行の実行委員や公共施設の英語対応はどうでしたか。

かなり良かった　■良かった　■普通　■あまり良くなかった　■良くなかった
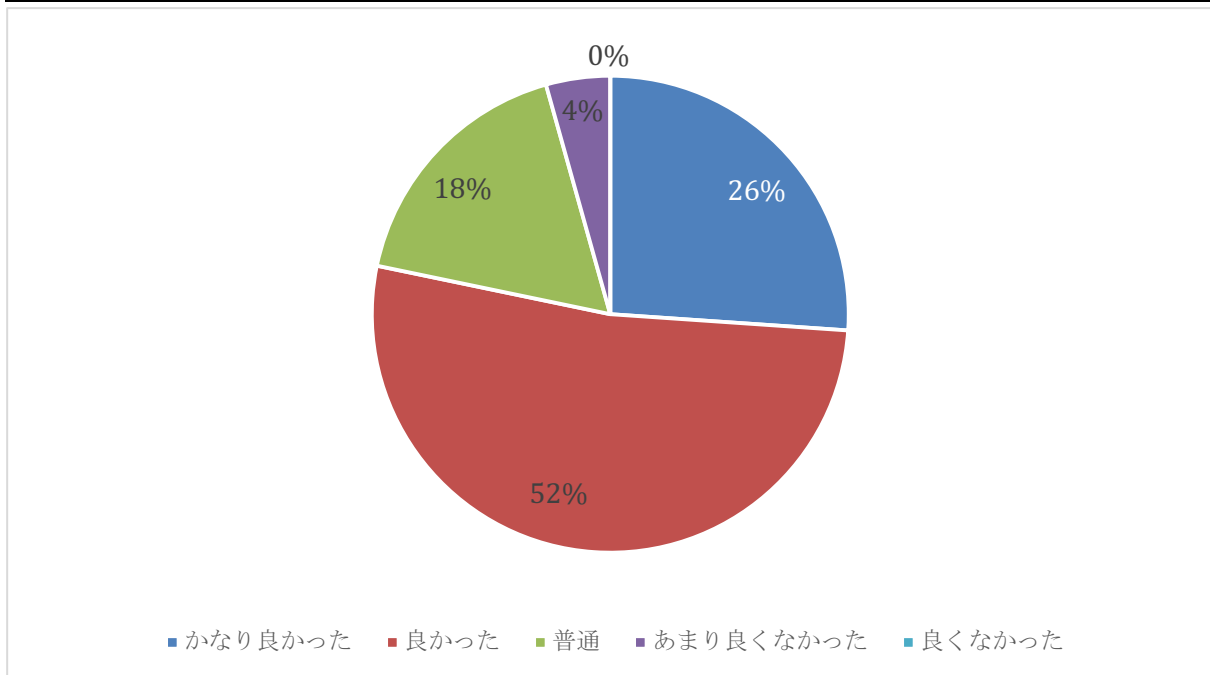
問7　（問6に関して）どういう点が良かったですか。

- People, places, food, organization, transport
- I could understand the overall theme of any conversation in English combined with gestures.

問8　（問6に関して）どういう点が足りなかったですか。

- Japanese people, apart from committee members, seem to be shy or not skilled enough to talk in English, so committee members had to be interpreters for us sometimes.
- They should speak more English because sometimes I can't join their conversation. It the same with some public sightseeing's and museums, I couldn't understand much.

問9　何が日本の魅力だと思いますか。（複数回答可）

項目	値
文化	18
歴史	9
食べ物	21
自然	14
現代の技術	13
日本の精神	18
安全さ	15
人々	1
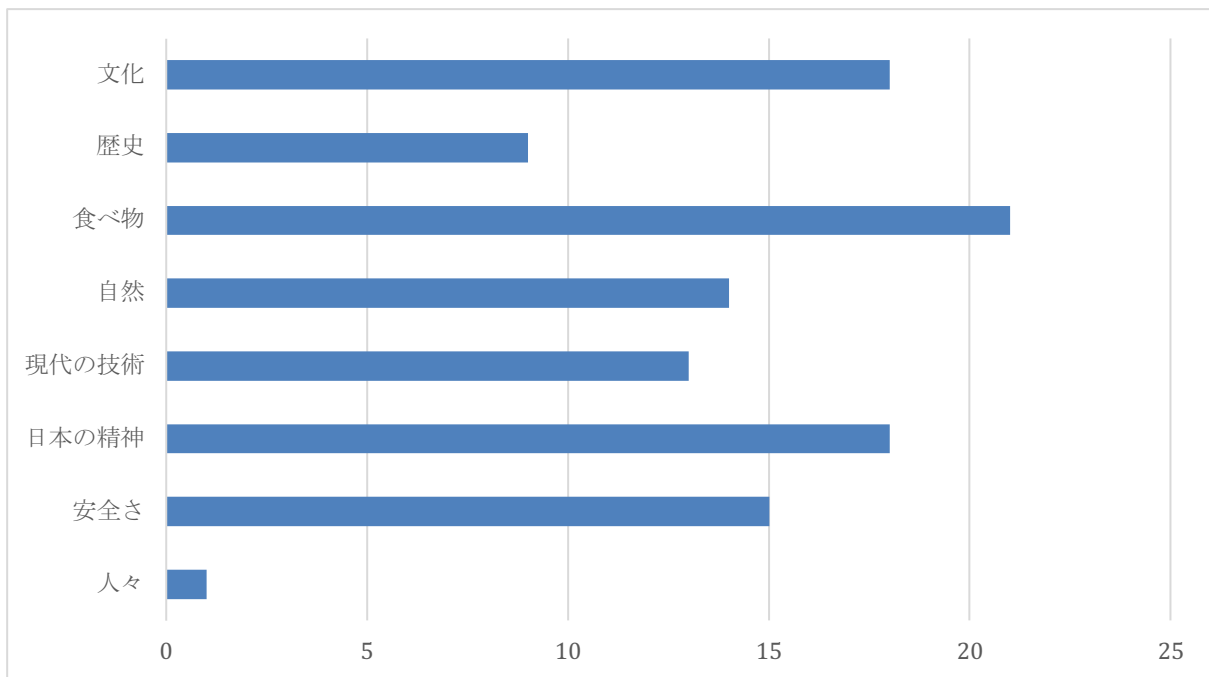
問10　「日本文化」とは何だと思いますか。

- Amazing host, sticks, lots of colors, lots of fish, good manners, punctuality
- Polite, well-mannered, always putting on a cheerful face and wants to treats others to the best of their ability.
- Calm, close to rules, protective, helpful
- Thinking of others
- Model with a mixed heritage, a mix of Chinese and European influences

問11　日本がやりすぎな点は何だと思いますか。

- Many strict rules (in a cultural way)
- Too polite
- I personally think Japanese people are very polite and kind but they can also be very individualistic
- They might be apologizing too much.

分析

　まず、日本人参加者向けのアンケートの問 1 の結果から、参加者比率では日本人のほうが多いものの、どの地域でも積極的に英語を使おうという雰囲気作りができていたことがわかる。特に、京都はその機会が多いことが見て取れるが、これは日本人と海外参加者の比率が 1 対 2 であったため必然的に皆が英語で話す環境が構築されていたからだと言える。普段、英語を使う機会のない人や、英語力に自信のない人でも海外から来た多様なバックグラウンドを持つ人々と関わる貴重な機会になったに違いない。また、コミュニケーションを通してお互いの国のことを知ったり、日本の文化の特徴について教えたりすることで新たな視点を得ることができ、異文化理解の促進につながったはずである。また、異文化理解だけでなく、海外参加者からの視点が日本人に自国のことについて再考するきっかけとなった。すなわち、事前研修旅行が異文化だけでなく自文化の理解も促したのである。問 7 から、日本人参加者は日本特有の文化や食を一番の魅力として認識しており、そのほか「おもてなし」に代表される日本の精神も知ってもらいたいと考える人が多い。

　次に、海外参加者向けのアンケートを分析すると、海外参加者のほとんどは初めて来日した人で、その多くの人は来日前から日本に対してよいイメージを持っていた。これは、近年、訪日外国人が増えており、メディアを通して日本が発信されているからであるだろう。日本に対して多少ネガティブなイメージを抱いていた人も実際に訪れてみるとそのイメージが払拭されており、結果的に全員が来日後のイメージがアップした、もしくは思っていた通り良かったと答えていた。今回は 3 日間という短い期間だったため、もっと日本の多くの場所を回ってみたいと感じた参加者も多かった。ところで、訪日外国人にとって一番の不安が言語の壁だろうが、今回訪れた 6 都市は比較的発展しており、英語対応が進んでいて海外参加者が不便に感じる機会は少なかったようだ。しかしながら、会話に関してはあまり対応しきれない場面もあったので訪日外国人にもっと楽しんでもらうためにもコミュニケーション能力は強化していかなければならない。何が日本の魅力と思うかという質問に対しては、日本人と一致しており、文化、食べ物が代表格として挙げられた。これは、アニメや J-POP などが海外にも浸透しており、また、3 年前に和食がユネスコ無形文化遺産に指定されたこともあって認知度が広まっているのだろう。日本人と海外参加者それぞれが思う魅力の相違点は安全さである。日本人でこれを挙げたものは少なかったが、海外の人から見て日本のセキュリティはレベルが高いようだ。海外参加者が考える日本文化は、謙虚さやルールを守ること、他人に対する気遣い、など姿勢や慣習が挙げられることが多かった。その一方で、そういった姿勢や慣習は行き過ぎていて逆に海外参加者にとっては息苦しくなることもあったようだ。問 11 の回答には「日本人は謝りすぎだ」と書いてあるが、これは日本人がよく言う「すみません」のことを指しており、謝罪の意味で言ったわけではないが、海外参加者に謝罪の意味でとられたからであろう。

　総評すると、日本は近年ますます観光大国として発展し続けており、日本の文化や歴史、建造物は海外の人にとってかなり物珍しいものである。英語対応という意味でまだ改善の余地はあるが、訪日客に楽しんでもらおうという「おもてなし」の精神は多くの日本人に息づいているのである。

第 4 章　本会議

全体総括

分科会総括

各テーブル報告

ファイナルフォーラム報告

シンポジウム報告

国際交流企画

全体総括

文責　岡部エミリー直美

　第 64 回国際学生会議では、『Future Global Leaders, Illuminating the Path Towards Absolute World Peace』（日本語表記：未来のグローバルリーダーとして、真の世界平和への道を照らせ）という総合テーマのもと、23 ヶ国から各国を代表する学生が東京に集った。世界中で様々な問題が起きる中で、それに対する問題意識、そしてアクションを起こしたいと真摯に思う学生が自身の限界に挑戦し、それらを乗り越え大成長を遂げた場となった。異なる文化や常識、価値観を持つ学生と本気で意見を交換することは、簡単な事ではない。しかし、意見がぶつかったとしても、真剣に対話する中で様々な考え方を学び、学生達の視野も大きく広がる機会となった。国境を越え、楽しい事や嬉しい事だけではなく、苦しみや悔しさを共に乗り越えたからこそ、国境を越えた本物の強い絆、国際交流が可能になったに違いない。以下、第 64 回 国際学生会議の各分科会と会議中に行った各イベントの説明と報告である。

　64 回目となる本年度の国際学生会議は、数々の新たな取り組みを実施した。6 つの国際問題に対して学生ならではの考えを社会に訴えるべく、3 か月の事前研究期間を経て、9 日間の本会議では全員で熱い議論を交わした。長時間議論を行った分科会活動に加え、各トピックの分野の最先端で活躍する教授や専門家からお話を伺うメンター・フィールドワーク企画を行った。実際に活躍するプロフェッショナルの方々からの意見やフィードバックを受け、それらから新たな視点を得ることができ、議論をさらに上の次元へ進めることができた。また、「核の時代の国際情勢〜人間の尊厳の観点から考える〜」をテーマとした核兵器シンポジウムも開催した。学術企画の他にも事前研修旅行をはじめ、日本文化体験、各種パーティー、朝活、各国紹介プレゼン大会など日本、そしてお互いの文化を学ぶ様々な交流の機会を準備し提供した。9 日間という短い時間の中、学生達は分科会やレクレーション、共同生活を通し、切磋琢磨し、自分たちにしか出せない答えを導き出した。そして、それらをテーブル毎 6 つの政策提言書にまとめ、9 月 2 日のファイナルフォーラム、9 月 3 日の外務省への申し入れ、9 月 7 日の文部科学省への申し入れを通し、社会に提言した。

　国際問題に立ち向かい、人々の幸福に貢献する事を目標とする未来のグローバルリーダーにとって、それぞれの将来に向けて踏み出す第一歩となる体験こそが国際学生会議であると私は思う。様々な困難を乗り越える力強さ、世界中で苦しむ人々に共感できる慈悲の心、そして問題に対して何かを訴えようとする行動力。第 64 回国際学生会議は、それらを鍛える場でありながら、これから鍛えるべき部分を発見する場であったと信じたい。そのような我々の理念に賛同し、協力して下さった方々に厚く御礼申し上げ、全体総括とさせて頂きたい。

分科会総括

文責　内田崇

　第 64 回国際学生会議では、世界各国から集まった学生たちを「未来のグローバルリーダー」と位置づけ、彼ら・彼女らが選択したトピックについて等身大の思いをぶつけ合い、学生ならではの視点から議論を成熟させていくと共に、参加者が成長する場を提供したいという思いから、「未来のグローバルリーダーとして真の世界平和への道を照らせ」という総合テーマを掲げた。その上で、本年は 6 つのテーブル[1]を設置し、幅広い分野の社会問題を扱った。詳しい内容については、以下の各テーブル報告をご覧いただきたいと思う。

　さて、第 64 回国際学生会議においては、3 つの大きな挑戦があった。第一に挙げられるのは、外国人テーブルチーフ[2]についてである。第 63 回で初めて導入された外国人テーブルチーフであるが、本年は全てのテーブルが外国人テーブルチーフによって率いられることとなった。実行委員間で、言語の壁、対面で仕事を行うことが出来ない難しさ、価値観の違いなどの困難に直面したが、国際学生会議の特徴である多様性、高度な学術性がより担保されたと感じている。

　第二には、全てのテーブルが本会議中に大学教授、政府や地方行政の関係者、ないし国際機関から直接お話を伺う機会を得ることができたという点である。参加者に行ったアンケートでは、多くの学生が、自らの知的好奇心が刺激され、非常に有意義であったと答えている。また各分野の専門家と話をすることで、最終成果物の質も向上したように思える。ここで改めて、お忙しい中貴重なお時間を頂戴し、私たちの稚拙な質問にも答えてくださった皆様に御礼を申し上げる。

　最後の挑戦は、全てのテーブルで具体的な政策提言を取りまとめ、外務省・文部科学省に提出することによって学生たちの声を社会に届けたことである。これは国際学生会議の歴史の中で初めての試みで、今まで以上に参加者およびテーブルチーフに負担がかかってしまったが、同時に議論、最終成果発表の質、そしてやりきった後の参加者の笑顔も、過去最高であったと自負している。このような貴重な機会をくださった外務省、および文部科学省に御礼を申し上げる。

　本会議中では 40 時間以上に渡り熱い議論が交わされた。それだけではなく、今回私たちが力を入れた事前研究期間、さらには本会議中の深夜にまで議論をしている参加者の姿が印象的であった。幾多の困難を乗り越え、努力を惜しまなかった全ての参加者を称賛したい。

　最後に、第 64 回国際学生会議に様々な形でご協力くださった全ての方々に心より御礼を申し上げ、私からの分科会総括とさせていただく。

　なお、各テーブルにおける政策提言は以下のリンクからアクセス可能である。英語の長文ではあるが、ご一読いただけると幸いである。
https://drive.google.com/drive/folders/1h1UBP49FldkR1l7htXlPM4IiwGnDnQ9Z?usp=sharing

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[1] 国際学生会議では、ある特定のトピックを話し合うグループのことをテーブルと呼んでいる。
[2] テーブルの議論におけるリーダーを指す。

TABLE 1

Heterosexism

Table Chief: Huynh Phuc

Business Report

Despite numerous widespread movements around the world during the past few decades, the LGBT+ community still face discrimination in a society full of heterosexist rules as the authoritative discourse.

Heterosexism is a system or culture based on a view that sees heterosexuality as the only right norm and therefore superior. This system has become the foundation of many societies, neglecting or marginalizing those who fall outside of the norm. It is important to note that although the majority of those who are affected by heterosexism identify as LGBT+, the discriminatory practices of heterosexism affects society as a whole, regardless of sexuality or gender by defining strict rules about how one can or cannot express themselves based on their biological self. We need to talk about this in our current global society because no one should be left behind. We all need a society where everyone is included. That is the reason why I chose this topic for my table. I want to challenge the deep-rooted conservative ideology of our society. I want to make a change in the life of those who are drastically vulnerable to heterosexist acts. I have heard of so many stories of people out there, who have to fight against discrimination every single day of their life. And we gathered at ISC64.

After the whole recruiting process that lasted for several months, we eventually had a total of four international students, three Japanese students and two sub-table chiefs from the committee. The members are totally diverse in their nationalities, cultures and academic backgrounds, which exactly aligned with what I had expected for the team, because diversity will bring different ideas, productive discussion and constructive arguments.

Before the conference, we entirely worked over the internet, where we conducted several sessions of discussion about different sub-topics related to LGBT+ issues. This is for every one of us to prepare ourselves with rounded knowledge about the main theme. We started with the most basic things: definitions. How should heterosexism be defined? What is sex? What is gender? What is the difference between them? Or more concisely, what is the difference between sexual orientation and gender identity? How should we address the community of non-heterosexuals in the most inclusive and considerate way? Should it be LGBT, or LGBT+, or LGBTQ, or LGBTI, or anything else, as there are several terms used by different organisations? Then we pushed it further on what is happening

right now in terms of LGBT+ rights. What is the problem that we should be focusing on? By talking, arguing and debating, we finally came up with education, as it is the core of our society. Heterosexism is an ideology that we, human beings, have been adhering to in every aspect of society. Therefore, it is a fact that we cannot eradicate this norm in just a year or two. Considering that, we came to think about our next generations. It will be significantly easier to educate young kids than changing the mindset of adults, who have already fully constructed their own values about things in life. Consequently, we started to put our concentration on the problems related to heterosexist that does still exist in the education system, especially in Japan. Using different methods of team management, having members work either individually or as a pair, we managed to finish our background research by the conference. Hence, during the nine days in Tokyo, we moved on to our solutions for the future vision that we created: to eradicate heterosexism in the Japanese elementary school system. Spending several days on aggressive discussion, intense brainstorming, questioning the alternatives, improving the potential ideas and consulting professionals, we eventually came up with a concrete proposal on how we should change the current curriculum and facilities in schools around Japan. The proposals came in both English version and Japanese version thanks to the hard work of every single member of the table.

People would usually expect some conflicts to happen when working in a diverse group of people. However, it is indeed surprising that we did not have any problems when it comes to the difference in our values and cultures. We are all from different countries with different backgrounds, but during the whole twelve intense sessions of discussion, we were cooperating in extreme harmony. Saying that does not mean that we did not discuss critically. There were several sessions where we were commenting constructively on each other's ideas, which helped bring about a very satisfactory result for the discussion of our table. We were a little bit behind the schedule for the first two days of the conference, because at some point, we were stuck in the process of brainstorming. It was much more challenging then we had expected. Nevertheless, I think it is reasonable because we needed to spend more time on making sure that the solutions we made are the most appropriate and effective ones. With experience in working in an international team, I was already acquainted to the issues that might arise, so everything was in total control. We were all on a great pace towards the final forum with everyone working intensely on his or her allocated work.

We ended the conference with our amazing proposal where we put all of our hopes inside. We were not just friends, we became so attached that the table could be called a family. We chatted for a few months; we met in an August evening; we had our common goals; we faced the same problems; we fought together; and we overcame them all. I am sure that these memories about ISC64 remain forever, and we all will feel as if it had never ended.

Summary of the Policy Proposal

EMBRACING DIVERSITY WITH EMPATHY

New-age Strategies to eradicate heterosexism in the Japanese elementary school system

Despite numerous widespread movements around the world during the past few decades, the LGBT+ community still face discrimination in a society where heteronormativity rules as the authoritative discourse.

Heterosexism is a system or culture based on a view that sees heterosexuality as the only right norm and therefore superior. This system has become the foundation of many societies, neglecting or marginalizing those who fall outside of the norm. It is important to note that although the majority of those who are affected by heterosexism identify as LGBT+, the discriminatory practices of heterosexism affects society as a whole, regardless of sexuality or gender by defining strict rules about how one can or cannot express oneself based on their biological self.

For a long time, many LGBT+ persons were and still are, worried about how their expression of gender and sexuality could affect their lives. If we can reach a level where there is respect amongst individuals independent of their identity, violence and prejudice will decrease. The most effective way to make that happen is with education. Through educating the younger generations so as to impart an open-minded approach with social issues, students will be able to critically challenge the current discourses in society, such as heteronormativity. Several actions have been taken by the government, schools, and NGOs, but none have had a profound impact on heterosexism, which is a deeply rooted ideology of the whole society, especially in Japanese culture.

Table 1 of the 64th International Student Conference is fighting for a future where schools are a place that welcomes everyone regardless of sexual orientation and gender identity. Therefore, this proposal aims to be a recommendation of simple yet effective practices that can be applied into the current curriculum, using the discretionary power that teachers have in primary education. Although some changes depend on external factors, talking about and sharing information on the subject is a powerful way to create change in the present.

The proposed changes open a path for the goal of reduce the proportion of LGBT+ students in Japan who are bullied both verbally and physically by 2030. Depression and suicide rates among LGBT+ students should therefore be reduced proportionately. When we are respectful of the differences among all of us, heterosexism will no longer exist.

Participants Essay

Anna Rumjahn

Table 1 has formulated their proposal based upon the belief that through education, we can change the world. I believe that ISC64 has provided a platform for voices of extraordinary characters who are your 'everyday man' to be heard. In a world of competitive and fast paced consumerism, it is hard to have your opinion be considered by the larger community. Hence, this proposal plays a vital role in moving forward towards and inclusive society.

My love for challenging dispositions and taking on new endeavours largely drove my intention to use education to eradicate heterosexism in Japanese elementary schools. Research into the lives of sexual minorities in Japanese society has shown me how undervalued the 'other' in society is, and their voices need to heard in an age moving towards equality. ISC64's Table 1 was perfect opportunity for us to express how we could strive for the human rights of everyone, no matter gender or sexuality. The opportunity to meet with the Head of General Affairs of Shibuya City also gave me a deep insight into how the LBGT+ community is fairing against a society of such hegemonic tendencies which are deeply rooted in their culture.

If alterations could be made to the proposal, I would also focus on how parents can be educated through seminars and interactive workshops so as to gain a wider worldview. This would be beneficial to society as they would be more accepting and capable of dealing with their own children to think critically about the hegemonic discourse that prevails in society.

I trust the capacity of the human race to constantly change and improve on numerous levels. Being a preservice teacher, I take my job with the highest regard as children are easily molded and need to be given the proper foundations from an early age. By instilling the mindset of openness, creativity, willingness, resourcefulness and understanding of themselves as well as others, they will strive to be amazing citizens. ISC64 promotes these attitudes and henceforth, why I supported this event and want to be a part of it. It was incredible to contribute towards a project with a diverse range of characters so as to create global change and take a step closer to world peace.

As a prospective teacher, the dynamic discussions and meaningful interactions with like-minded individuals will shape my pedagogy which will result in a more powerful influence on my students. We can only teach as much as we know, so, having the capability to gain more knowledge and deeper understandings of such vital social issues will augment my capacity to deliver higher quality education.

I believe in changing the world, one student at a time, however, my own attitudes and philosophies need to be extended first, and the ISC64 will definitely achieve that.

Knowing that what I have to say 'really matters' and that my contributions apply to a bigger intellectual movement makes me feel valued. I am currently in the process of undertaking Honours Research at The University of Sydney, concentrating on how gender and sexuality are socially reproduced in primary education, as well as teachers' experiences when approaching sexuality education, which heavily links to Table 1's topic of Heterosexism. By attending ISC64, I was able to openly share my current knowledge with others and through group reflections, their opinions were taken in and highly regarded. This was a once in a lifetime opportunity to interact with a diverse range of people, opening up my worldview and reaching sustainable happiness for all. ISC64 has helped me realise that my future goals are even more important, that changing lives matter, even if it is just for one person. As a future teacher, my role in the community is vital to producing the next generation of leaders and I would want them to have the openmindedness and respect for equality that contributes towards world peace. This would be done through introducing LBGT+ literature in the classroom and having those tough conversations about blended families, about non-heterosexual tendencies so as to normalise the idea of sexual minorities. The socially constructed notions of heteronormalisation only stand true if we think it's true. By being a strong role model for children, they will adopt a non-judgmental perspective on how human sexuality is. Through disrupting and undermining the authoritative discourse, I will be able to show others that the human race is capable of co-existing in world peace. We will accept every person for who they are, no matter sexual orientation or gender pronoun.

TABLE 2

Democracy and Global Order

Table Chief: Ruxandra Florea

Business Report

Democracy and Global Order is a crucial subject that needs to be addressed in the current global society. Since the democratic system concerns only the conduct of domestic politics, many people fail to see the relevance of democracy in a global context. However, in the international system, the states are the main actors. There are currently over 130 democratic countries in their world and their health and stability affects the international peace. That is why, Table 2 decided to look at Western liberal democracies, which recently have experienced democratic crisis (despite their strong liberal foundations) through the rise of populism.

In the months prior to the conference, Table 2 members have carefully looked at the causes of democratic crisis around the world and have discovered that the factors are multiple and interconnected. Thus, simply choosing to focus on one and ignoring the others was difficult. Table 2 has narrowed down their focus to Western democracies and had come up with the conclusion that populism had a big impact on the democratic state's stability and society. Before the conference, the members have selected four study cases to focus on in explaining the following points: how the recent wave of populism has developed in each country, the share of votes for populist parties in the recent elections and possible causes of the trend. Thus, Table 2's study cases were United Kingdom, Poland, United States and France.

During the main conference, Table 2 members have focus on discovering the main cause of the rise of populism by analyzing the context of each of the four chosen democracies. After concluding that the main cause of the rise of populist parties and leaders was the misperception of citizens regarding the reality in the country (mostly economic reality), the members have focused on finding ways to mitigate the misperception and have proposed three policies in order to do so.

When proposing the solutions, the members have tried to find policies which tackle different sides of the problem. The first policy tackles the political aspect and focuses on media literacy (education for citizens) and journalism with integrity. The second policy focuses on the social aspect and encourages the implementation of open spaces for opposed groups to interact and form dialogue. The third policy focuses on the economical aspect and is centered towards minimizing the income inequality in the United States.

Even though Table 2 achieved its objective throughout the main conference, the team members faced some challenges. It was difficult to maintain the same level of participation in discussion within the members of the table. Thus, a gap was formed between members who were very active in expressing their opinions and members who were shy and less active.

Generally, Japanese members were part of the second group, being shy and finding it difficult to express their opinions. In order to eliminate the difference and to make everyone comfortable to participate in the discussions, I have implemented some team building games. Through the simple games, the members were able to become friendlier to each other. Another strategy that worked was dividing the workload into small teams. We discovered that the display of the room was also important for our interactions, so sometimes during the discussion we sat in a circle to create a more comfortable environment to express opinions.
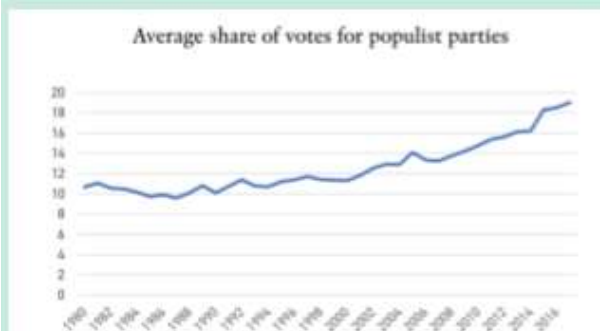
Summary of the Policy Proposal

THE RISE OF POPULISM

AND ITS THREAT TO LIBERAL DEMOCRACY

INTRODUCTION

In the context of the rapid globalization and expanding concerns of socio-economic insecurity, there has been a continuous rise of populism in Western liberal democracies. Populism often poses a threat to the core values of liberal democracies, creating instability within and between countries.

POPULISM TREND IN LIBERAL DEMOCRACY

Average share of votes for populist parties

Have We Reached Peak Populism Yet?
Popular votes in which populists & agendas were pitched against moderate candidates & causes

statista

FACTS:

The more one is exposed to the socio-cultural consequences of globalization, the more one perceives rapid socio-economic changes as harmful. Such misperceptions often lead to economic and political discontent, which, in turn, create favorable environment for populism.

POLICY PROPOSAL

ELEVATING THE STANDARD OF JOURNALISM IN NEWS AGENCY COMPANIES THROUGH JOURNALISTIC INTEGRITY

Conducting training courses within news companies on written content and journalistic integrity (annually or quarterly).

INTEGRATION OF 'SAFE SPACE' GUIDELINE INTO INSTITUTIONS

Suggested sets of ethical guidelines are encouraged to be adopted by institutions such as schools, universities, companies, etc. in order to effectively facilitate and sustain spaces free of bias, conflict, criticism, or potentially threatening actions, ideas, or conversations.

IMPROVING THE INFRASTRUCTURE

Especially for the United States, the local, state, and federal levels, together with the private companies, are to be encouraged to continue investing in infrastructure through smart investment. This will create a stable middle class environment, which will help in mitigating the established misperception of the economy.

CONCLUSION

The trend of populism is highly related to globalization. As the world is undergoing many rapid changes, this process often leads to the misperception of the economic reality. As a consequence, populists take advantage of the false image. In order to mitigate the misperception, we tackle this issue through three different approaches: improving media literacy; creating an open space for interaction between opposing groups; and providing stable grounds for the middle class through improving their infrastructure system.

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ISC
International Student Conference

Robert Ken Völker

Concerning the Conference: What are your own personal opinions about your table proposal? What would you change in the proposal and why? What kind of change do you hope your table proposal will bring to society?

To me, I am very satisfied and proud of our table's policy proposal. We did our best to develop the best proposal we could in the limited time we had and faced and solved many challenges along the way. In the end the proposal became what we wanted it to be: The essence of all our efforts, assignments and intense discussions. We tried to bring our ideas and results together in an as understandable and coherent proposal text as possible.

If there is something to change in our proposal it just would be additions and expanding the proposal to explain especially our three policy proposals more in depth. Naturally, we have done so much research and discussed intensively that we have dozens of sources and points we had to shorten or even cut out to make the proposal not too long.

It would have been nice to include more of this research and results but of course it is important to keep the right balance between the different parts of the proposal.

At first, I hope that our proposal helps to tackle the misperception within societies and to mitigate it. As we showed, the economic situation is stable if not even good in the liberal democracies across the globe and if the people would consider that point and look at the facts they would be less susceptible towards populistic claims and populism in general because populist always address the current assumingly bad (economic) situation, the failure of the elites and the need for rather radical change only they can provide.

Furthermore, I hope that news agencies realize how much they contribute to this misperception with insufficient journalism particularly in their online presence. It is truly important that those companies counter steer the developments of eroding journalistic quality caused by time and cost pressures and invest in their employees. In our age of digitalization, it becomes increasingly important to be sufficiently trained and educated in researching, handling and citing online sources and it is high time for implementing appropriate training courses.

Finally, I hope that in the U.S even the Trump administration take steps against the soaring inequality. Our suggestion of an investment in infrastructure does not only help to support the diminishing middle class but has beneficial effects for all parts of society. So, it is easy to justify it politically and just should be implemented in a brave and large scale. We could not cover this point

entirely anymore in our proposal, but our research showed that it is not even that relevant where to invest geographically and in which sectors of infrastructure exactly. Surely, regions like mid-west are poorly connected to the economic hubs and the problems there are obvious but even in the vibrant metropoles unfavored districts and sub-urban areas do exist. Also, (maybe except for the train infrastructure where huge investments were already made) basically every sector of American infrastructure is highly improvable.

Beyond the conference: How has ISC affected your future goals? What kind of change or value do you want to create in your life, and what are the specific steps in realizing them?

The 64th International Student Conference had a huge impact on me and was an unforgettable experience.

It definitely confirmed me in my future goal to work in an international environment. To work in highly diverse and multi-cultural teams at the ISC was productive, challenging and a lot of fun. Even more than before I can see myself working in such groups and could learn so much in doing so.

I want to bring an international and open mindset into my future work place and fulfill my work with integrity and respect towards everyone. The next step is to finish my Bachelor of Science in Business Administration at the University of Cologne. Afterwards I would like to do an internship, preferably an international one before starting my Master studies in Berlin, Munich or Hamburg. During my Master studies I strive to do a semester abroad again to deepen my understanding of other cultures and to perfect my English skills. Finally, I would like to start in a company that aligns with my goals, beliefs and values. After the ISC I could imagine an engagement in politics later in my career as well.

TABLE 3

Designer Babies

Table chief: Aaron Chang

Business Report

Introduction

The United States, United Kingdom, and China currently lead the world in the research for developing technology to edit human embryos. With experts predicting such technology to be a viable reality in as early as a decade, it is essential to consider the ethical considerations of designer babies to ensure responsible application. These ethical questions surrounding age-old topics, such as the balance of human rights and eugenics, are reframed by the advent of genetic engineering technology. However, discussing the ethics of designer babies and genetic engineering may matter less when considering that there is very little infrastructure dedicated to facilitating such discussions in a productive manner which will directly influence governments or the fields of science and medicine.

Before the Conference

With designer babies still far off in the future, our table had originally decided on holding an ethical discussion as there continues to be a lack of adequate information regarding the risks and costs. Prior to the conference, we established our initial set of premises after some background research. A general definition of disabilities and enhancements were given while also explaining how culture determines whether certain diseases fall under these definitions. Lastly, we approached the discussion assuming designer babies had reached a stage where biomedical technology for designer babies has been perfected. In doing so, we focus entirely on the ethical questions surrounding designer babies itself. This final premise would later be revised due to a change in directions detailed in the next section.

Much of our reading was from the report, *Human Genome Editing: Science, Ethics, and Governance*, published in 2017 by a global committee of scientists. This report details the state of research and regulations as of 2017 as well as various ethical considerations and standards they believe are essential to consider as genetic engineering continues to advance. Other readings came from articles found mainly in Scientific American and MIT Technology.

In preparation for the larger discussion at the conference, most discussions were done one-on-one. Unfortunately, no records of these discussions were kept. However, our table would be asked to shift our goals and create a policy proposal instead of simply having a discussion regarding ethics. Thus, much of our preparation would not contribute directly to our new goal.

At the Conference

After days of discussion and brainstorming, our table settled on the idea of using a virtual democracy integrated into the regulatory processes of the Japanese government. The end goal was to create an environment for productive dialogue and crosstalk within communities, countries, and nations. This roundabout policy proposal was the only viable type of approach as there was not enough information to create a reasonable proposal regarding actual regulations of genetic engineering research or designer babies.

This decision was reached after establishing a few points. Firstly, our audience was the Japanese Cabinet Office, so the proposal must make suggestions which can be acted upon by this government. Secondly, the Japanese government currently does not actively include the public in discussions regarding the regulatory process of research and application of science and medicine. We believed that this is a disservice to the people of Japan based on their democratic values. Of course, this meant our final premise would have to be revised as we were now operating within Japan's current regulatory process.

Team-based Obstacles and Challenges

Planning a meeting for large groups is a challenge. Planning a meeting for a large group across multiple time zones was literally not possible, but fortunately, small group discussions were more productive. In hindsight, I should have also created a more organized structure that allowed the whole table to see what people discussed in their smaller meetings.

At the conference, discussions were initially dominated by international members, including myself. At the time, the largest obstacle for me was that we had to go back to the drawing board and figure out how we could create a policy proposal. With no clear goal, I felt like dividing the table into smaller groups would be a waste of time. In reality, I was too focused on trying to determine our plan and neglected the majority of the members. This led to an unnecessarily rapid discussion that made it difficult for many members to join or even follow the conversation.

To remedy the situation, I began by reaching out to members individually to troubleshoot our meetings. Unfortunately, I was the biggest culprit when it came to speaking too quickly or unclearly. I

would do my best to be conscious of my habits, but I asked members to also keep me in check. In terms of group dynamics, placing members in small groups of two or three allowed them to move at their own paces. Sometimes changing members around also allowed for different dynamics and perspectives. After these small meetings, we would reconvene and summarize important points to ensure everyone was on the same page. When large discussions started to falter we would switch back to working in small groups. I would also float between groups to see how everyone was doing. This process helped move the discussion along pretty well. However, I wish I had more time to check back in with each member to ensure everyone had a clear understanding of our goal and the purpose of our policy proposal. In the end, we were working against time, but we had overcome the challenges we had faced during the first days of the conference. More than anything, it was satisfying to see how much each of us had grown during this interesting experience of ISC 64.

GENETIC ENGINEERING, DESIGNER BABIES, AND VIRTUAL DEMOCRACY

BACKGROUND

The idea of selecting the sex of your child or choosing not to give birth to a child with a disability is already a current reality that raises many ethical questions. However with the advances in genetic engineering, selecting more than just the sex of your child has become an undeniable possibility. By modifying the genetic code, a parent can design and "build a baby". In March 2018, Japan's Cabinet Office reported, "At this point, we cannot approve the clinical usage of transplanting genome edited human embryos to human or animals, on any objective". Genome editing techniques require further development in precision and effectiveness. As of now, only China, the U.S., and the U.K. have publicly pursued this improvement. In other countries, including Japan, the human dignity of human embryos seems to be a recurrent reason in little to no experimentation with human embryos using genetic engineering.

PROBLEM

Designer babies reframe many ethical questions that can be found already present in modern society. Many of these ethical discussions remain at an impasse or become topics of volatile contention. In Japan, no explicit regulations or law bar such research. However, this regulatory process for science and medical application is often held behind closed doors and guidelines or recommendations are given instead of law. This somewhat secretive process keeps public awareness to a minimum which also affects public opinion and involvement.

OUR PROPOSAL

With the potential of designer babies on the horizon, there is a growing need for modern solutions to futuristic problems. We advocate for the use of modern technology to create a better forum for democracy. A virtual democracy provides a strong scaffold for both international and intranational dialogue. In continually learning how to better foster such dialogue, we bring humanity one step closer to the asymptote of world peace.

Participants Essay

Kimberly Soo

Given the chance to reconstruct this proposal, I would consider conducting more research and gathering more resources. With this, we would be able to critically investigate the potential opportunities and downfalls associated with implementing a virtual democracy system.

I believe there is a responsibility when constructing a strong proposal to present a fair argument for both sides of a proposition, and to thoroughly investigate any ideas before submitting them for parliamentary consideration. While a persuasive proposal highlights and targets areas of opportunity or potential, it must also take into account any major flaws, limitations, disadvantages, or barriers to success. These drawbacks could relate to any phase of the development, planning, implementation or evaluation stages, hence it is important to be aware so they can be managed or eradicated.

I wish we had time to go deeper in-depth on what we were writing about, and to provide more details as to what we were presenting. In retrospect, the proposal is brief and there are many areas where more detail or supplementary research would have been able to support our argument for a virtual democracy system. In saying that, I understand that given the unusual circumstances we were in, having additional time and resources were a luxury we could not afford.

Regarding the idea of a virtual democracy system itself – I believe there is true potential behind such a venture, and that its' successful implementation could revitalize the modern-day democratic system.

Fair, equal, and accessible voting rights have long been a contentious topic throughout history. New Zealand recently celebrated the 125th anniversary of women's suffrage, being the first nation in the world to grant women the right to vote. After generations of men and women all over the world fighting so hard for so long to have their voices heard, it is especially important to me now that people make the most of an opportunity that is sometimes taken for granted – an individual's right to vote.

With this in mind, I fully support a system that encourages voter participation and allows for easier access to voting. The fact that a virtual democracy system fuses technology with politics and democracy is a beautiful amalgamation of two of my many areas of passion and interest.

The STEM section of my background encourages me to push for inclusive technologies that improve the lives of everyday citizens, and ensures that their human rights are met. I believe having improved access to participation in the democratic system falls under this category. The concept of a platform that actively educates and encourages public involvement in politics is exciting, innovative, and radical. If successful, elections could be revolutionized and history henceforth changed.

ISC has reiterated my love for travel and diplomatic relations. With globalization spreading and expanding rapidly, positive transnational bonds and relations are integral. ISC provided a platform to establish these bonds and fortify them through the process of living together and outlining mutual goals to work towards.

One thing this conference reminded me of is how difficult it is to instigate change on a governmental level. But it also reminded me of how rewarding and significant it is to have these conversations, and to work towards creating these important changes. Governments hold so much power, and thus they carry a huge responsibility to uphold the rights of their citizens and ensure their wellbeing and welfare.

In an ideal world, I would work in a sector or position where the work I produce is significant, respected, and listened to by fellow professionals in positions of power. I would love to be able to help create changes on a policy level and to be able to fight for justice on a platform that is considered important and reputable. This is all in pursuit of justice, fairness, and equality. In this scenario, I would prefer to balance publicity and esteem with maintaining anonymity and a low-profile, essentially avoiding the public spotlight.

If I were not to follow the traditional path into the public sector, I would consider establishing my own platform to elevate my voice, and the voices of others. Ideally, such a task would allow for flexibility in lifestyle and would accommodate, if not require, overseas travel.

Overall, ISC became home to an environment that fostered shared experiences and open, respectful dialogue. The friendships, connections, and networks I developed during the conference carry such intrinsic personal and professional value, and they make up a sizable portion of the benefit I gained from attending. Furthermore, the amount of personal growth and development I experienced on this journey has been invaluable and unreplicable. Through pain, frustration and physical exhaustion came progress, maturity and improvement.

TABLE 4

21st Century Education

Table Chief: Rachel Faun

<u>Business Report</u>

Humans have always wanted power. We fear it, yet we yearn for it. We would always seek for better, faster and stronger things that can empower us. According to Klaus Schwab, author of 'The Fourth Industrial Revolution', The Fourth Industrial Revolution is a fusion of the physical, digital and biological worlds, which could question what it meant to be humans.

Upon learning about this, I found myself worrying, for myself and for the generations after me. As a student compelled to be in the current education system, I saw both its merits and flaws. Indeed, the system worked incredibly well in that era it was created in. But, how about now? Is our education system preparing us for this period in time that we're living in?

The possible notion that technology could replace our jobs terrifies us. The McKinsey Global Institute reported that up to 800 million jobs would be replaced by robotic automation by 2030. The people who would most likely be affected are factory workers. In truth, we saw this coming. Ads about self-driving cars may impress us, but those who make a living as vehicle drivers see these ads as threats. I find that we cannot stop technology from taking away these jobs, but what we can do is prepare ourselves for the changes that we can foresee. With this in mind, I began questioning my existence in school. Why do we go to schools? Are schools really preparing us for the future? Will we be ready to take on the harsh realities of life when we leave the safety nets of our parents and our teachers?

I did not know the answers to these questions. But they say that a journey of a thousand miles begins with a single step. I had a vision that I wanted my table to work towards, and that is, "to see a world where quality education is accessible to people of every nation and tongue".

So, our first steps were to create 'quality education'. I also wanted the discussion to center around the primary school education system in Japan. Thus, I first did a literature review, where I gathered a list of soft skills that we would need in the 21st century. These helped provide a basis for the surveys, which allowed my table to determine the top five skills that would make up our main points for discussion. Furthermore, we found out that the stakeholders whom we should target were teachers. We also talked to an Education professor, who validated the list of skills and also gave us tremendous insights on how we could draft our proposal to the teachers.

Next, through numerous interviews with the teachers, we were able to come up with three problems that these teachers were facing. First of all, they had no time to think about teaching methods for these soft skills. Secondly, there was no set definition of soft skills in Japanese. Finally, there was no standardized soft skill assessment. These problems were validated repeatedly by various stakeholders in the education industry.

The whole duration of the conference was mainly spent on the completion of the proposals. Our table decided that we would draft a booklet of various suggestions on how to teach these soft skills, in the hopes it will help the teachers. Furthermore, we wrote a letter addressed to one of the ministers in the Ministry of Education, Culture, Sports, Science and Technology of Japan, calling for definitions and an assessment for soft skills.

However, the whole journey was not easy. There were numerous problems that we encountered, in particular, language and cultural barriers. As much as I tried to bring together good English speakers, cultural aspects and vague nuances made the discussions difficult as we would often not know if we were all on the same page or not. Furthermore, there was a gap in the age and knowledge of the participants, which made it hard to keep the discussion flowing smoothly. There was also a problem of last minute additions to the team. This caused us to be pushed back a day because we had to reopen a discussion that was already established prior to the conference, to include the opinions of the new team members. For most of these problems, we could address them by slowing down the discussion, and making sure that everyone was on the same page and that all of their opinions were heard.

In the case of our research, there were many limitations, all of which have been highlighted in the paper. For limitations that we thought could be supplemented by additional research, we have done so. However, there were some that were simply out of our capacity and control to solve them. The biggest issue we had was that, the teachers to whom we presented our 'Suggestions' booklet, rejected the idea of it. The main reason being that we had not observed how teachers actually taught in classrooms, and we simply could not have written a booklet such as this without making observations in their classrooms. Indeed, they gave us a dose of reality. Although it disappointed and discouraged us, we did not give up. Instead, we were more willing to try harder and listen to what the teachers had to say.

As the table chief of Table 4 for the 64th International Student Conference, I am proud to say that, despite many obstacles that we faced, my table members are easily the best people who could potentially solve the problems in the education system. I am hopeful and eager to see how they will change the world, one step at a time.

Table 4

21st Century Education

Work gives humanity purpose in life. Without it, many would probably question their own existence. In light of the current dynamic and disruptive environment, recent trends are redefining the skills needed to thrive in the coming days of the 21st century. Students who graduate from current educational institutions will be faced with a new expectation of skill sets. Thus, this table seeks to uncover the skills and abilities that people will need in the 21st century, as well as to submit a proposal to the key stakeholder of the education industry.

A focus is placed on elementary school systems, as the intention is to foster the 'right' skills and abilities to those who are still at a young age. In addition to that, the study was narrowed down to Japanese elementary school systems, because it is the area in which the author currently resides.

The list of soft skills and abilities that are teachable to primary school children and are needed to thrive in working life in Japan, in the 21st Century, consists of: (1) Communication with Others, (2) Critical Thinking, (3) Logical Thinking, (4) Creativity, and (5) Confidence. With regards to the importance of Emotional Quotient (EQ) compared to Intelligence Quotient (IQ), it seems as though more people argue that both is equally needed, which called for equal attention to be paid on fostering these two in schools. The key stakeholder that this table shall focus on is 'teachers', as they are the main executors of teaching methods in Japanese classrooms. A 'Suggestions' booklet was drafted for the perusal of Japanese teachers.

A letter was also submitted to the Ministry of Education, Culture, Sports, Science and Technology (MEXT), along with a copy of the 'Suggestions' booklet. The letter contained the concerns of the teachers (concluded through numerous interviews) and points that needed to and could only be addressed to MEXT.

<u>Participants Essay</u>

Shiki Aoyagi

Table.4 made "Suggestions" and "Love Letter to MEXT" as proposal. "Suggestions" aimed at Japanese public elementary school's teachers. We referred our own definition of "soft skills", especially communication skill, confidence, creativity, critical thinking and logical thinking. In addition, we referred methods of how to teach these skills. All in all, in my opinion, this proposal does not have enough positive effect for teachers. Of course, images we used were so nice that everyone can watch it clearly. However, reviewing it, some methods we suggested are a little rough and quite common for teachers. I think these ones might disappoint teachers. That will be because of our lack of experience. We are students, especially ones who have not seen the current classroom with our own eyes directly. If someone had been faculty of education and experienced a practical training, we might have understood classroom's situation more clearly. In addition, through study meeting we did at day7, we realized teachers are much busier than we expected. They said they do not have enough time to watch our suggestions. This is the most difficult situation for us to resolve, I think. Moreover, we must spend a lot of time to judge whether students acquire "Soft Skills." Teachers will be anxious about their teaching method. In this situation, getting methods how to teach them from college students is not effective, because we cannot get their trust. Our suggestions will not relieve they concerns. In order to improve these disadvantages, I would do more research. I would interview as many teachers as I can to make our suggestion more concrete. Then, share many interesting methods with many teachers. If we had been able to say "those methods are ones that amazing teachers actually do and succeed to hold interesting and exciting classes" in our suggestions, we would have appealed more. If possible, I hope our suggestion is spread to many teachers and they include their own methods which bring enjoyable classes. If so, teachers will try to use our suggestion much more and bring a teaching revolution from bottom. "Love Letter to MEXT" aimed at MEXT to ask for help. We asked them to decrease a gap between MEXT and school administrations. This gap is a degree of how "Soft Skills" are important. Through the interview with Mr. Niizuma, we knew MEXT have already known its importance. On the other hand, what they get teachers to do as "examination" cannot see their importance clearly and this situation confuses teachers how to teach these skills. Thus, we suggested that MEXT decrease the gap and allow teachers to give deeper understanding of these skills. In addition, we asked them to include a definition of "Soft Skills." This will also bring teachers deeper understand to these skills. In my opinion, this proposal is really amazing as students one. If we had been not ISC participants, we could not have submitted it to MEXT, a really strong organization. I think it is really amazing that students could do such a great thing. Of course, MEXT may have

already noticed what we asked to them. However, the fact that we were able to submit our proposal to the strong organization is an amazing contribution. I hope that MEXT reflects our proposal even a little, and that it will make an impact to the Japanese future education.

ISC64 made me realize how I am so nervous and negative and my lack of communication and English skills. It was first time for me to discuss social issues seriously with foreigners. Before the discussion, I thought I could share my opinion just as I did in the study meeting before the main conference. However, as soon as the main conference had started, I couldn't share my opinion as much as I had thought. To be honest, it was so stressful. It was so obvious that I fell behind in discussion, and this environment made me so nervous. It was so regretful that I could not argue my opinion. I had never experienced such a regretful emotion. Of course, it surprised me, but now, I appreciate to the environment. Thanks to ISC, I could realize my weakness. Now, I am so keen at studying English again and improving my communication skills. Using those skills, I would like to show how I changed in the next ISC. ISC also told me the importance of corporation. Through the main conference, I got so many helps from Table4 members and other participants. Table4 members especially helped me a lot. I cannot thank them enough for many things such as discussion, studying meeting, daily conversation and so on. Thanks to them, I was able to learn the importance of helping each other, regardless of schedules. I also realized that such a strong teamwork brought us a patience to solve difficult problems. This might be one of the important things I learned to fulfill my future dream. If I become a leader, I want to be such a generous one.

Finally, I did my best in Table4: 21century's education. Sharing much time in this table, one hope occurred to me. I want to see elementary school students who join classes with lots of fun. Through interviews with many elementary school's teachers, I felt todays classes sounds not interesting, and, in some part, as same as I experienced. Classes I experienced ware not so interesting. Most of them were time for memorizing what are written in textbook. I wish I could have learned them with many activities. Therefore, I would like to make much more interesting classes students will keep in mind them for good.

ISC64 is the best experience in my life even now. I can proud to join this program. Thank you for all members who planned this brilliant program.

TABLE 5

The Global Rise of Religious Violence

Table Chief: Boryana Saragerova

Business Report

Religious-related terrorism, violence and discrimination against religious groups by governments and rival faiths, attacks on minority faiths, sexism, racism, violation of human rights – happen on a regular daily basis because of the difference in religions. Furthermore, the cases of such violence no matter if it's verbal of physical, have increased in every major region of the world in the last decade. The Global Rise of Religious Violence is a complex contemporary topic as it tries to explains the reasons behind the hostility and terror in the mind of God. When discussing it we cannot exclude other factors such as politics, level of democracy, economic stability, ethnical and cultural specifics, etc. During the conference I went through the various aspects of the issue, found different and sufficient means to prevent religious violence and spread awareness on religious tolerance.

The participants of Table 5 were given homework in advance in order to be fully prepared for the conference Participants were divided into groups of two and each group had to analyze an event, which represents a religious violence in its core. In their analysis the group will have to examine the motivation of the perpetrators, the justification they have used in order to determine their actions as morally acceptable and in which religion does this justification lie, the act itself – when, where it happened, what are consequences of this event, how did the public respond to it and what effect did it have on the development of religious violence in general (did it provoke more atrocities or not).

Discussions during the main conference began with the topic of "what does religious violence mean to you?" and the participants pointed out the most significant aspects of the topic – bias towards religion, manipulation, lack of freedom of speech, 21st century media and its part in the events related to the phenomenon. Moreover, the members gave a definition of the term "religious violence" (every violent act in the name of religion), discussed about how religion is generally used as an excuse when it comes to violent acts, talked about religious terrorism, culture, ethnicity (which are connected to a lot of aspects), opportunity, motivation of the perpetrators, justifications, wrongful interpretations, hate crimes, minorities and abuse of law. The table members highlighted important aspects of the cases – that they weren't perpetrated for religious reasons, participants defined them as religious terrorism acts and further discussed about the role of the individual – a desperate person, who is experiencing an identity crisis. This led to talks about prevention – ideas such as psychiatric evaluation, education, restrictions on preachers, who usually misinterpret religious teachings, interfaith discussions, etc. This

led to talks about prevention – ideas such as psychiatric evaluation, education, restrictions on preachers, who usually misinterpret religious teachings, interfaith discussions, etc. The participants were leaning towards a solution about peace/religious education even at the beginning of the discussion process.

The meeting between the participants and Prof. Fujiwara (who gave a brief lecture) gave the table members a clearer vision on their policy proposal. Peace education, citizenship education, critical thinking, religious violence were among the topics that were discussed. Moreover, the professor talked about UNESCO's program on religious education, how the process of educating the teachers can be difficult, possible partners in this endeavor such as – the Southeast Association for Religious Studies, International Association for the History of Religions (IAHR), etc.

After the meeting there was a discussion about addressing the proposal to Bangladesh and Japan, however, the participants chose to address it to Bangladesh as it is one of the participant's home country and she (Sumaiya Tanim) is interested in the topic and has inside information that can be shared with the group. As for the part, where the team had to choose which causes to address social or religious causes, the debate was heated with few of the participants not agreeing to go with social causes, which would make the proposal more realistic and efficient.

The participants decided to develop a solution, which would address peace education within the framework of citizenship education and the participants continued working on it till the very end. The team was divided into two groups – speakers and writers, the speakers were those who presented the table's work during the Final Form and the writers were those who worked on the proposal.

The main issue during ISC64 was the lack of time and at some lack of transparency. Although, I wish I had driven the online discussions between the participants (before the conference) towards the solution part, the proposal, it seemed rather impossible as online discussions between teammates, who are not acquainted is almost always ineffective. The lack of time led to a lot of pressure for the participants to deliver not one but two things – a presentation for the Final forum and a written policy proposal. As a table chief I couldn't change the amount of time that we had, but I did my best to increase the productivity level of the team. Creating a healthy group environment helped the participants not to feel pressured or stressed (at least not that much). Table 5 participants were always passionate and enthusiastic to discuss religious violence, find numerous ways to prevent it, research more and more to create the most adequate policy proposal and presentation. By being your team's number one contact when problems arise and by making your teammates feel more relaxed rather than pressured.

Another problem that occurred during the last day of discussions – there was a gap between the two groups – writers and speakers (as previously mentioned the first were responsible for the creation of the written part of the proposal and the second for presenting during the Final Forum). This led to a quick recap on the work of the table during the last day.

During the main conference there were little to none communication problem with both Japanese and international participants. However, on the first day two of the Japanese participants were not as active as the rest of the group. What I did was I pointed them when discussing and asking for their opinion on the matter. This helped and they became more active and relaxed. Soon they became as active as the other participants.

PEACE EDUCATION IN BANGLADESH

ISC 64th Table5

Since the uprising of the Arab Spring in 2011, the world has seen the global rise of religious violence. Religious violence is a term that covers phenomena where religion is either the subject or the object of violent behavior. It has been a practical issue also in Bangladesh.

In Bangladesh, the social collapse in terms of economy and politics is a main factor of depression among people. In general sense, education would help to avoid people conducting religious violence even when they face depression. However, education system in Bangladesh is not effective enough to develop susceptibly of people.

Table 5 has come up with an indicator "Radicalization Index" (RI) (figure below).
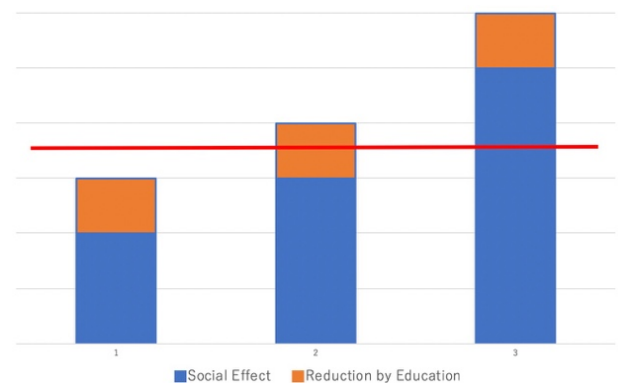
The equation of RI is as follows:

RI = Social Effect - Reduction by Education

This proposal aims to enhance a degree of awareness towards religious violence and to suggest promoting peace education in the framework of citizenship education to advance the quality of primary education in Bangladesh, aiming to reduce the occurrence of the religious violence by building critical thinking skills among children.

Participants Essay

Haruna Yamakawa

World has faced numerous problems throughout the history. There are still many issues in this 21st century. During the main conference of ISC64, all the table members had discussed about each topic and tried to find out some possible solutions for the issues. As a member of table 5, we tackled with one of the most serious world problems: The Global rise of religious violence. Looking at the world, so many people are suffering from religious violence whether its objective or subjective. Throughout 9 days, table 5 had tried to analyze the issue come up with a proposal to reduce religious violence. This paper will address what we come up as a proposal, how it can be more effective, and how this conference has affected personal future goal.

First of all, the table topic is very complex and has multidimensions rather providing a global solution, we as a table 5, focused on one country to solve this issue in long term. Religions is not only matter, but there are also social causes. Most importantly, finding out an adequate solution for each country is the key since many religions are existing in this world. Therefore, our proposal is mainly addressed Bangladesh, where are still many religious violence occurs, providing peace education within the framework of citizenship education which including many contents, such as moral study, religious study and so on. Bangladesh is the country where the religious violence happened caused by social factors. Table 5 decided to focus on people, who are highly susceptible who would easily go into violence, as a target of our proposal, hope to provide them critical thinking skill which might stop people go into extreme thoughts.

Secondly, based on the proposal, there are several things we can do to make out proposal more effective. Overall, what we come up with is logical; however, contents of the proposal are needed to change some. One is training teacher process. Even though, peace education is important, hiring qualified teacher is necessary. As it mentions above, peace education is included various contents. Peace education requires teachers to have fully understand on the important of world peace. As well as certain moral qualities: being impartial, tolerant, capable to control psychological climate in the classroom during the discussion. Therefore, teachers are needed to have natural understanding on contents, should not be biased and have their own understanding. Although, in the proposal, table 5 suggested the curriculum for training teachers, it might not be enough. In order to teacher to be qualified, providing good curriculum from undergraduate is needed. Having natural understanding on topics and moral qualities are probably long process. Teachers need to learn basic skill during the undergraduate, then experiences few years to see actual teaching at school as an internship. After pass these processes, they can be a teacher. Most importantly, since identity or mental condition for children will be changed as time goes by. So that, keep learning is very important for teachers.

Another one is research more about Bangladesh. This time, we focused on one country because proving world proposal is impossible. Giving them more adequate contents of peace education, researching more about Bangladesh, both qualitative and quantitative data, is needed. So that we can analyze the problem within the country and make more effective learning curriculum for children.

Thirdly, ISC64 had taught me many things. Most importantly, this experience allows me to think about "what can I do to solve world issues as a personal level." What I come up with is "Think globally and act locally." As it mentions above, table 5 focus on one country because world solution is impossible. This can be applied to most of the issues that world has faced. If we want to change something at global level, we first need to change it in local. Personally, as a next global leader, I want people who will be a leader after us to have a chance to think about world issue and be able to be tolerant. After this conference, as my future career, I have made my mind to be an English teacher at middle or high school, with a hope to help children to have enough English skill to communicate with world and be aware of world issues. Truly, ISC64 helped me to rethink about my personal future goal.

In conclusion, to tackle with world issues in 21st century, specifically on the Global rise of Religious Violence, table 5 proposed peace education within the framework of citizenship education. However, there are still some parts that we can change in out proposal, such as training teacher process and researching more on Bangladesh. ISC64 is definitely one of the most precious memories in my life that allows me thinking about my future from various aspects. The world still has many issues and might have more as time goes by. Even in the situation, we, as global future leaders, can make something different even if its not all, but small changes.

TABLE 6

Refugee Crisis in the Light of Human Rights

Table Chief: Alexandra Prodan

Business Report

People in developed countries usually live in a house, wear tidy clothes, have nutritious meal, go to school or work, and fall asleep on a comfortable bed. Although some of us lead a life in such a blessed environment, if we broaden our perspective and look around the globe, we realize that this is not something normal. There are numerous people who cannot access the minimum daily necessities, which we tend to take for granted. And if we thoroughly observe these groups of people, one fundamental problem arises: the lack of human rights.

In 1948, Universal Declaration of Human Rights was adopted by the United Nations. Reflecting on what had happened during the World War Ⅱ, they recognized the importance of the collective and borderless effort by the whole global citizens to protect the basic human rights, regardless of the nationality. However, even with the influential effort made by the UN, the situation did not change drastically. All the claim in the declaration did not have enough legal power to force citizen to make concrete movements nor stop any inhumane acts, and as a results, some people still faces difficulties to get their human rights protected.

The most severe example of these groups of people is refugees. Refugees mean a people who fled out from their home countries because of the persecution, or the fear of the persecution for any political, racial or religious matter. The number of refugees is now estimated to reach no less than 65 million people, and myriad stakeholders in the international society are trying to find an effective approach to reduce the number, yet very few have actually turned out to be compelling.

This is the point that Table 6 of ISC64 put their focuses on. It is obvious that the protection of refugees is interdisciplinary, and requires various stakeholders' collective movements to be successful. It's unrealistic to tackle this issue by the power of any single party. Therefore, the diversity we had in table 6 could display a huge value. We had students from 7 different countries including Japan, Korea, China, Russia, Singapore, Cambodia, and South Africa, and their academic majors varied from international relations, business, communication studies to science. Some students already had experiences in a society, as an internship or regular employee. And most importantly, all of us were students, who are given the privilege to speak out and exchange our opinions without any restrictions. We had strongly believed that it could be the most productive and suitable place to discuss and propose some solutions to this issue. All of us frankly shared our unique opinions from our own

standpoints, which lead us to come up with outputs including consideration for the impacts, feasibilities, benefits and also demerits, for all parties involved.

However, the journey to our policy proposal was not easy. Starting from the advanced conference which was held in Japan in late May, we first learned more about the basics of human rights. Most of us had little to no knowledge on obscure notion of human rights, so we tried to make it clear by looking through the history, the current existing law and treaties.

As a next step towards the discussion in the main conference, we carried out some case studies of the refugee issue in order to deepen our insights of the background of why human rights violation occurs in the society. Through this research, we also decided to specify the case which we would pursue our proposal against: the Rohingya crisis.

Rohingya crisis is a humanitarian violation in which the Myanmar government persecuted the Islamic minority as ethnic cleansing, due to political, religious, and historical reasons. The Rohingya tribe originally resided in the western area of Myanmar called Rakhine State, but now fled out to the neighboring country, Bangladesh, as refugees. However, the refugee camps soon reached its capacity due to the overflow of refugees into the camps. There is an urgent need to change this situation and help them to get access to the minimum level of life as human.

With this consciousness and awareness shared among all members, the actual conference started. For the first couple of sessions, we started with research and brainstorming. In order to make all the members equally engaged with high responsibility, we assigned all the members as session leaders, who were in charge of organizing the contents and managing the discussions for each sessions. This helped us a lot to get motivated to work toward the same goal and also overcome the conflicts sometimes arising from the difference of backgrounds.

Through the process of creating the proposal, the selection of the places to settle the refugees was the most controversial. Currently, the main destination for Rohingyas are Cox's Bazar in Bangladesh, but the relief system there still insufficient and the needs for accepting is expanding more and more. After thorough research, and actually interviewing the participants from the countries, we assessed some countries with the criteria of "capacity, capability, cultural similarity, citizen willingness, and benefits for the host", and finally singled out Indonesia as the most prospective host countries for refugees.

As for the next step, we carefully addressed the feasibility of our action and found that we needed counterparts who can provide help to Indonesia to successfully execute the policy of accepting refugees. After thinking well about the benefits which can be possibly provided, we decided to include Japan and the United States of America, the countries with biggest powers, as strategic partners for

Indonesia. These two countries are stating their keen interests on this issue and also can enjoy benefits from providing financial and material supports to this issue in place of Indonesia.

For the most of the participants, the time we spent during the main conference was challenging and sometimes stressful. It is sometimes really hard to voice out an agreeable opinion overcoming the difference among each participants' thought, and even though we came up with ideas which seems fruitful, we always faced the problem of the reality. However, we now surely know that nothing can be achieved without avoiding the challenges we face. We could never reach our final proposal if any of us had fled from the excessive stress. We actually cannot assess how much impact our proposal will have on the real society, but our experience of striving to overcome all the challenges would definitely be an precious asset for each of us. Next step for us is to fully utilize it in the society, as global leaders.

Refugee Crisis in the Light of Human Rights

Overview of the Rohingya crisis

The Rohingya Muslims are part of an ethnic minority group in the dominantly Buddhist Rakhine State located on the west of Myanmar. On 25 August 2017, Myanmar armed security forces launched a security operation in the Rakhine State against the Rohingyas, resulting in an influx of refugees to neighbouring Bangladesh.

The Rohingya crisis has garnered international concern. Several countries such as the United States have condemned the ongoing "ethnic cleansing" (Al Jazeera, 2018). Till this day, the international community has also been active in providing aid to the refugees in Cox's Bazaar, Bangladesh. However, the situation has worsened today (Time, 2018), such that there is an increasingly urgent need for countries to take up a more active role to relieve the crisis.

Proposed solutions

While repatriation is the most ideal solution, it is unlikely to happen in the near future. Hence, it is prudent to focus on encouraging countries near Myanmar to accept these refugees, help them to resettle and integrate into society. The criteria used to assess the suitability of a country are socio-cultural similarity, capacity and capability, receptive public and stable relations with Japan. Out of the 9 countries which Al Jazeera singled out (Al Jazeera, 2018), Indonesia is singled out. Hence, aid can channelled to Indonesia to support Indonesia's efforts.

This is where Japan comes in. Japan is considered as a potential country that is able to contribute further to relief efforts. This year, Japan has also donated $23 million towards resettlement efforts of Rohingya refugees in Bangladesh (Nikkei Asian Review, 2018). To protect Japan's national interests, it is prudent for Japan to rope in her long-time ally the United States to provide relief efforts to the refugees in Indonesia, while Japan supports from behind the scenes. These efforts focus on improving the refugees' physical and mental health, targeting the refugees' immediate needs. In the medium to long term, United States and Japan can invest in Indonesian companies, providing employment opportunities and livelihood for them.

Benefits for the countries involved

The United States has been actively involved in relieving the Rohingya crisis. Hence, Japan is providing the United States a chance to be further involved in Indonesia. This enables Japan to reaffirm diplomatic ties with the United States, which is cerebral to Japan's national interest. Furthermore for the United States, this is a move that kills two birds, as it increases the United States' presence in the South China Sea, enabling the United States to have greater power to keep China in check (New York Times, 2017). Meanwhile, Indonesia benefits from Japan and United States' foreign direct investments (FDI) as she experiences economic growth.

Natsuki Okayama

In our proposal, we focused on improving Rohingya refugees' living conditions in Indonesia, and we aimed to ask the Japanese government to work with the United States to give aids for the country. Considering the Japanese current attitude of accepting refugees, I think it is difficult to ask the Japanese government to accept more Rohingya refugees. That is why I mainly support our table proposal, and I believe that this is a practical proposal. However, in order to make it more practical, in my perspective, we needed to discuss more if there is a possibility that the United States is willing to work with Japan on this humans right crisis. As long as I understand, currently, the US president, Donald Trump, is repeatedly saying "America first" and also prioritizing economic aspect in foreign relations. In the fact, many countries, including Japan, did not show clear attitudes of dealing with the Rohingya crisis. Thus, I was curious about the possibility that if the United States will intervene. Although the time was limited during the student conference, I wanted to discuss more and research more about supports that the United States has interests to intervene the human right crisis and provide these evidence in our proposal. That's is why, if I could change the proposal, I would like to research more to make our policy more convincible for people who have a similar impression for the policy like me so that politicians would more believe that this policy is important and practical to deal with this Rohingya crisis.

I hope that in terms of local levels, our policy will be able to increase awareness of the Rohingya crisis among people. Each year Japan accepts a small number of refugees, and there is not much information from the media about refugees in Japan or this Rohingya crisis. By sending our policy to society, I believe that some people will look at our policy and acknowledge there is a human right crisis in Japan. Also, they may check how Japan act in this situation and how Japan treat refugees. This is an important opportunity to start thinking how each country contributes to the crisis but also how to improve human rights for people who have different backgrounds, religions, and languages because some of the causes for the Rohingya crisis is not something special but they also causes that Japan also has such as stereotypes. Also, recently Japanese government officially says that Japan will accept 500,000 economic immigrants by 2020. Thus, it is important to take a look back on the Japanese situation regarding respecting differences and legal systems which protects human rights for all. In terms of official level, I believe that we would be able to give the Japanese government pressure to take more action for this crisis. Since our proposal shows how much Japanese and international students care about this issue. Also, in our proposal, we mentioned establishing a legal foundation to accept refugees more. By showing this strong attitude from students, I think we will be able to give

politicians incentives understand more about the current situation in Myanmar and consider how Japan can intervene in this crisis.

The ISC allowed me to obtain a deep understanding of Rohingya crisis and refugee aid but also think about my future. Before I participated in this student conference, I had been thinking about how to approach problems refugees have in general. Through the student conference, I was able to learn several approaches to deal with these problems and important perspectives to do so such as approaching from a policy aspect. These notices were helpful to broaden my possible research approaches and understand what kind and how much of knowledge I need in order to achieve my goals. Thus, this student conference didn't change much about my future goals but it gave me a lot of choices to reach the goals and also motivation to achieve the goals.

As I mentioned above, through the conference, I learnt how much of the knowledge I need. At the same time, I noticed how much I do not have knowledge about my chosen field. I also noticed how having this knowledge is important when I work for refugee in my future. That is why I would like to put myself more on the academic field and research hard so that I will be able to support my idea and opinions with information which is from the academic field. After that, I believe I also will be able to apply this knowledge to current global issues and deal with them in a more practical and reliable way. Also, I learnt the importance of being open and respecting others. I learnt them through living with other students together. In this student conference, I made a lot of friends and discussed any kinds of social issues such as women's rights and LGBT. They always told their own stories and saw their open-minded attitude towards others. I usually keep in mind to be open mind, however, when I saw how they cared each word they used and how to make they respect others, I realized that how much I overestimated situations against people who are facing to difficulties. Thus, in order to be a person who is open and is able to give peace of mind to others, I would like to interact with more people and try to learn difficult situations which many people facing. I believe that is also helpful to help refugees in my future.

Table1

Table2

Table3

Table4

Table5

Table6

ファイナルフォーラム報告

文責　馬淵将明

　本会議 8 日目にあたる 2018 年 9 月 2 日、国立オリンピック記念青少年総合センター、センター棟セミナーホールにて、ファイナルフォーラムを開催した。ファイナルフォーラムは、各テーブルのディスカッションの詳細や提言の内容を一般向けに公開し、発信することを主目的に開催した。また、国際協力、国際平和構築の第一線でご活躍なさる方々をお招きした講演や観覧客と各テーブルの学生が交流できるセッションも行い、未来の国際平和に向けて若者が取り組めることを一般の方々と共に考える場とすることを目指した。

　当日は来賓客を除き、97 名の一般観覧客(高校・浪人生 8 名、大学・大学院生 56 名、社会人、主婦 33 名)にご来場いただいた。

　以下、詳細を報告する。

基調講演
今年度は、昨年度のファイナルフォーラムに引き続き、ご後援をいただいていた国連開発計画駐日代表事務所の近藤哲夫様に基調講演をお願いした。2015 年に国際連合で採択された世界的目標である SDGs について、その意義や現状についてご講演をいただいた。

各テーブル提言発表
各テーブルが設定した問題、そして本会議中に作成した提言の内容を 15 分間のプレゼンテーションにまとめ、来賓客、観覧客向けに発表した。
それぞれの提言に関して、参加学生からは提言の革新性や奥の深さ、発表の質の高さに対しての賛辞のコメントが多く見られた一方で、他のテーブルに対してその実現可能性に疑問を投げかけるコメントも散見された。

クロージングスピーチ
ご後援をいただいていた日本国際平和構築協会の長谷川祐弘様より、クロージングスピーチをお願いした。第 64 回国際学生会議の総合テーマである「未来のグローバルリーダーとして真の世界平和への道を照らせ」に沿い、未来の国際社会において指導的役割を担っていくであろう参加学生向けに、その際の心構えなどを、長谷川様の経験からご教示いただいた。

観覧客向け交流会
各テーブルごとに会場内にブースを設け、来賓客と観覧客が質問やコメントを自由にしながら、参加学生と交流できるセッションを開催した。
長谷川様には、各テーブルのブースを周っていただきそれぞれの提言に対するフィードバックをいただいた。全テーブル高評価のお言葉をいただき、各学生自信を深めている様子であった。

また、観覧客のうち高校生が積極的にブースを周り、参加学生、特に海外参加者と英語を用いて熱心に交流している様子が伺えた。調査の結果、SNS で情報収集をしていたところファイナルフォーラムを見つけ、関心を持って自主的に参加したそうである。大学生のみならず、高校生も国際問題に高い関心を持っている、と言える。

　今回のファイナルフォーラム、またはそのための準備段階を通し参加学生からは、「様々な価値観がぶつかり合う中でいかに皆が納得する結論を導くかを学べた。」「国際問題の多くは到底解決し得ないものだと思っていたが、発表を通して希望を得ることができた。」などのコメントが数多く見られた。このような気づきは、間違いなく参加学生が将来的に第一人者となって国際問題に実際に立ち向かう際に糧となるものである。その点でファイナルフォーラム、ひいては本会議自体の開催の目的は部分的にでも確かに達成されたと言えるだろう。

シンポジウム報告

文責　岡部エミリー直美

　64 回目となる本年度の国際学生会議では、初めての試みとしてシンポジウムを開催した。様々な文化・言語・常識の違いを乗り越え、一丸となり世界平和に貢献する為に世界中から集った学生たち。未来のグローバルリーダーとしての活躍が期待される彼らにとって、世界平和を考え直す原点となる体験をしてほしい。そのような思いを持つ上で、我々は日本でこのような国際会議を開催する意義について考え直した。唯一の戦争被爆国に生きる我々日本人には、世界に平和を訴え続けるという大きな使命があると確信している。この責任を実行委員が果たせるとすれば、それは原爆を生き延びた人々の声を直接聞くことができる時間が刻一刻と減る中で、海外から来た学生たちにあの日に広島・長崎で何が起こり、それがどのように人々の人生を変えたのかを伝えることであるという結論に達した。広島・長崎の原爆投下から 73 年が経った今でも、核をめぐる国際秩序は大きく動き続けている。しかし、核兵器に対する視点が多様であったとしても、人間一人ひとりの命の尊さ、各個人が持つ尊厳はいつの時代も不変であるし、被爆者の方々の証言を抜きにした議論は成立しないと考える。そこで、「核の時代の国際情勢～人間の尊厳の観点から考える」という総合テーマのもと、8 月 28 日に無事に開催するに至った。このシンポジウムは「世界平和に貢献する」という国際学生会議の趣旨に鑑み、本会議の参加者だけでなく参加費無料で一般公開された。

　本シンポジウムには、東京都原爆被害者団体協議会事務局長の三宅信雄氏、核兵器廃絶国際キャンペーン（ICAN）国際運営委員の川崎哲氏、東京大学総合文化研究科准教授のキハラハント愛氏の 3 名のゲストスピーカーをお呼びする事が出来た。3 名による基調講演では、学生は被爆者の生の声や核廃絶に向けた国際的なアプローチ、さらには核兵器の国際法的性格を中心に、様々な観点から核兵器について考える事が出来た。後半の部ではパネルディスカッションを行い、様々な質問にお三方の経験を交えつつ答えて頂いた。海外からの参加者からは、特に三宅氏の証言に対して「原爆の被害について知ってはいたが、証言を聞いたことでそれが鮮明なイメージとして思い描かれた」「胸が張り裂けそうであり、非常に興味深かった」という声が聞かれ、参加者に私たちの意図を感じ取ってもらえたのではないかと考えている。しかし同時に、「より客観的な視点が必要であると感じた」という意見も出され、この問題を扱う難しさも実感した。

　本シンポジウムは、唯一の戦争被爆国である日本で開催される、第 64 回目となる国際学生会議のテーマにも沿い、「世界平和達成への貢献」という日本国際学生協会および国際学生会議の趣旨に鑑み世界平和についてさらに深く考える、有意義な機会であった。

ファイナルフォーラム

シンポジウム

国際交流企画

日本文化体験

　8月31日(金)には、伝統文化の鑑賞のみならず直接体験してもらうことを目的とした企画が行われた。具体的にはソーラン節と琴をそれぞれ1時間程度、プロの方から直接教わるという内容であった。ハードな議論が続く日々で参加者の疲労も蓄積していた中、この企画を通して皆一様にリフレッシュできている様子が見受けられた。

　なお、終了後には上記2つ以外にどのような日本文化を体験したいかを知るためにアンケートを行った。対象はアジア・欧州・オセアニアなど14か国22人の20~30歳学生である。その結果9つの意見に分かれたが、中でも茶道が最も多く4票、それを書道が3票で追う形となった。一方であまりよく日本文化を知らないのでわからないという答えも4票あった。

　この結果から以下の2つの推論が導きだせる。1つ目は海外の人が求めているのは茶道に代表されるような知名度の高い文化体験であること。2つ目は日本文化の発信を拡充させる必要があるということである。特に知らないと答えた4人は東南アジア3人、オセアニア圏1人と地理的にも日本に近いだけに旅行客のターゲットになりやすい。そうした地域の人たちにより、認知してもらうことが求められる。

メインST

　8月30日(木)にはメインSTが行われた。これは、1週間の議論の中日にリフレッシュを目的として東京近郊を班に分かれて旅行する企画である。例年、東京(浅草・上野・原宿など)や横浜が多いが、今年は新たに小田原が旅行先として追加された。当日は幸いなことに晴天にも恵まれ、どの班も無事に旅程を遂行することができた。参加者も1日を最大限楽しんでいた。

　なお、日本文化体験と同じ学生グループを対象として終了後にアンケートを行った。項目は「旅行をする中で気づいた改善してほしい点」である。今後訪日外国人数4000万人に向けて、海外旅行者の知見を得るべくこれらの質問をした。

　その結果、気候・目的地選びの2点に関して意見が出た。1点目の気候を取り上げたのは欧州勢であった。(ブルガリア人女性、ヨーロッパに留学中のベトナム人女性と中国人男性)3人とも一様に行程は面白かったが暑さが体にこたえたと回答をした。気温を変えることは不可能であるが、特に日本の暑さにあまり慣れていない地域の旅行者に満足してもらう上でさらなる対策が街中で求められる。また、2点目の目的地に関し、中国人女性から「もっと日本人の生活が垣間見えるスーパーマーケットなどの施設に行きたかった。」と意見が出た。このことから目的地を選ぶ際には非日常の観光という視点だけでなく、日常生活という視点を意識した旅行プランを立てることで一般的には気づきにくい海外旅行者の潜在的需要に応えることができるのではないだろうか。

各国紹介プレゼン大会

　海外参加者と国内参加者の相互の文化交流を目的とした本企画は、8/27 と 8/29 の夜の分科会の後半に開催され、7 カ国からの海外参加者計 14 名と、日本人参加者 4 名がプレゼンを行なった。プレゼンの形式やテーマは設定せず、各々が自由に出身国の文化を紹介し、投票結果に応じて 1 位 2 位の発表者には日本の伝統的な品物（和紙でできたメモ帳、江戸風鈴）を景品として授与した。パワーポイントを使用したもの、クイズ形式のものや歌など様々に趣向を凝らした発表が見られた。希望者による発表だったが、ディスカッションの準備等で忙しい中海外参加者の半数以上が立候補をし、海外参加者の積極性に驚かされた。また、日本人参加者は二日目に日本の「祭り」についての発表を行い、盆踊りをレクチャーするなど会場を大いに盛り上げた。

　企画終了後に行なった海外参加者を対象としたアンケートによると、プレゼンをした理由については「自分の国についてもっと知って欲しい」・「メディアでのイメージを払拭したい」等の回答が多く見られ、海外参加者が日本文化に興味があると同時に「自国の文化を多くの人に紹介したい」という思いを抱いていることが分かった。一方、プレゼンをしなかった理由については、殆どが「ディスカッションの準備で忙しい」ということだったが、本企画終了後には「参加すれば良かった」等後悔の声も見られた。また、プレゼンの形式を指定しなかったことに関しては、過半数が「指定しなくて良かった」という回答だったが、プレゼンをしなかった理由について「何をすべきか不明瞭」と回答した参加者数名は「形式を指定して欲しかった」という意見だった。プレゼンの形式が自由であったことに関して、評価の軸が分かりにくいとの意見も見られたため、プレゼンに一貫したテーマを設け評価基準を事前に公開するなどの反省点は今後に活かしたい。

　海外参加者に自分の国について紹介してもらいたいという点を重視して本企画を開催したが、あまり参加者が立候補してくれないのではないかという当初の心配は全くの杞憂でありむしろその積極性に驚かされた。ホストする側である日本人として視点からだけでなく海外参加者の需要を知り、それに応えた企画づくりの重要性を本企画開催の過程を通じて知ることができたと思う。

朝活

　国際学生会議では、本会議中の朝に希望者を募り日本文化体験を通した参加者交流の場を設けた。本活動の目的は、起床からディスカッションまでの時間に参加者が交流しリフレッシュする機会の提供と日本文化体験だ。折り紙や書道ではなく、ラジオ体操やダルマさんが転んだなど身体を動かす日本文化のアクティビティを実施し、お腹が空きはじめた頃に皆で朝食を食べた。この活動をきっかけに他のテーブルのメンバーと会話することができた、ディスカッションに集中できたというという声もあがったため来年度以降も参加者が万全のコンディションで議論に参加できるようにこのようなリフレッシュできる機会を提供してもらいたいと思う。

日本文化体験

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第 64 回国際学生会議 事業報告書

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International Student Conference