The 9th General Conference of Mayors for Peace

Session III
The Role of Youth

August 9 (Wed), 2017  13:45-16:15
Nakabe Hall, Nagasaki University Bunkyo Campus

Moderator:
Keiko Nakamura
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Minister for Foreign Affairs, Japan

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Sean Morris
Principal Policy Officer, Manchester, UK
Josep Mayoral
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Representatives of Hiroshima Commercial High School and Nagasaki Commercial High School, Japan

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Hiroshima Nagasaki Peace Messengers
NET-GTAS, Kyoto University of Foreign Studies
Moderator: Ms. Keiko Nakamura, Associate Professor, Research Center for Nuclear Weapons Abolition (RECNA), Nagasaki University, Japan

We are going to start Session III “The Role of Youth.” I am acting as the moderator. I am with Research Center for Nuclear Weapons Abolition (RECNA) in Nagasaki University, My name is Keiko Nakamura. Good afternoon, ladies and gentlemen.

This Session III is a new trial for Mayors for Peace. Of course in the past, in Mayors for Peace, we were giving strong support for the activities by youths in the world, but we would like to take one step further for the future. With the mayors from different cities, we hope we will be able to have a collaboration and cooperation with the young people, and make a plan, and get the fruits out of the discussion between the mayors and youths today. This is our plan. I hope we will be able to listen to very enterprising and creative ideas which can only come out from the minds of youths. Today is indeed the day for the anniversary of 72 years after A-bombing in Nagasaki. Let’s hear the voices of the young people as well as the voices of the representatives of mayors.

Let’s move on to the program. Mr. Taro Kono, Minister for Foreign Affairs is going to address to you as one of the guests. Please.

Greeting: Mr. Taro Kono, Minister for Foreign Affairs, Japan

Good afternoon, ladies and gentlemen. Mr. Matsui, President of Mayors for Peace, distinguished guests, and ladies and gentlemen. Following the suit of the former Foreign Minister, Mr. Kishida who is from Hiroshima, I have taken the position of the Minister for Foreign Affairs. This is the seventh day since I took this position. I am very much strongly determined to do my job. Thank you very much for your invitation to the 9th General Conference of Mayors for Peace.

After the Hiroshima meeting in 2013, following the previous meeting, in this very place of Nagasaki which was hit by A-bomb, participated by many people from all over the world, this meeting is now being held. I am very much grateful with your presence to all the people who are gathered here. Today, I would like to pay my strong esteem to all of you who are devoting yourselves in search for nuclear weapon abolition, and creating the lasting world peace. Thank you indeed very much.
When I was a grade school child, my father, then a young member of the House of Representatives, went to Washington and Moscow with the film of Hiroshima and Nagasaki. My father has shown this film in the two countries and came back. It was in the midst of the Cold War. Showing this film of A-bombing in the two countries was quite controversial. There were a lot of affirmative opinions as well as the negative opinions. My father came back to Japan and told me about the reactions of the people there. I still remember this clearly. Because of those experiences, for me, when I was elected for the first time as a member of the parliament, I was assigned as a member of Parliamentarians for Nuclear Non-proliferation and Disarmament (PNND), an international Parliamentarian Association for the nuclear weapons abolition, and I was assigned as the representative on behalf of Japan. Needless to say, Japan is the only A-bombed state in the world. When it comes to the atrocity of the use of nuclear weapons and preciousness of the peace, Japan should know. Japanese people should know. And people in Nagasaki and Hiroshima know better than any other people.

To have a precise recognition on the reality of A-bombing, which would create a foundation from which international community can accord with and take an action, by putting their hands together towards the great aspiration of realizing a “world without nuclear weapons.” If there was another use of A-bomb, what would happen? That has to be clearly communicated to the others. I believe this is the foundation from which international community can take action. Atrocity of Nagasaki and Hiroshima, from generation to generation and from border to border of the country has to be communicated. That is the mission given to us.

The theme of the session, I believe, is “The Role of Youth.” As the driving force for the future, it is quite important for young people to recognize the threats of nuclear weapons and enhance their awareness to understand that disarmament is indispensable for the realization of world peace. In that sense, you have gathered here today in Nagasaki on this day, at this A-bombed place, to report your day-to-day activities as well as to have exchange opinions on peace education and peace activities. This alone presents a very significant experience for the government of Japan. We would like to push forward your wishes to create a nuclear-free world. Because of this, we launched the Youth
Communicator for a World without Nuclear Weapons. We are determined to expand such measure further.

As to the means how disarmament should be progressed, unfortunately, there is a confrontation between nuclear-weapon nations and non-nuclear-weapon nations, and that confrontation is serious. We, in Japan, as the only A-bombed country in the world, are determined to steadfastly maintain the three non-nuclear principles, to act as a bridge between nuclear-weapon nations and non-nuclear-weapon nations, and to take an initiative to rebuild confidence between the two confronting parties. We also hope to create an international momentum in leading up to the success of the 2020 NPT Review Conference. For that matter, we shall continue to take positive actions to invite many world political leaders and young people to visit Hiroshima and Nagasaki.

Former Minister for Foreign Affairs, Mr. Kishida had a strong leadership. The CTBT Regional Meeting was held under his initiative. Last year, Myanmar participated in the CTBT, and the last remaining country in the Southeast Asia, Thailand, is about to join in this CTBT deal. Of course, the goal is not too near, but we have to move forward steadfastly. Russia, UK, France; nuclear-weapon nations are members of the CTBT, but there are nations that have not yet joined the CTBT. In such circumstances, for example, somewhere on the globe, if a nuclear testing is held, we have to have the mechanism through which we are able to monitor them. We are now building up such system with the cooperation of many people and countries. Japan should take an initiative to lead the way to realize the CTBT. In order to realize a nuclear-free world, not only the government but also each one of the citizens should give his thoughts from all different perspectives to the path forward. By accumulating such activities, I’m sure we will increase momentum towards nuclear disarmament. Your activities in Mayors for Peace, indeed, are for that purpose. I am wishing for the further development and prosperity of your association.

Lastly, I in marking the 9th General Conference, people have gathered not only from Japan, but also from all over the world. Once again, my thanks to you all, and I would like to state my own determination to move forward together with you to realize a nuclear-free world. With this, I would like to conclude my remarks. For the young
people, the driving force for the future, I hope you will be able to feel the wishes of Nagasaki and Hiroshima, and move forward. Thank you very much.

**Moderator**

Thank you very much, Minister for Foreign Affairs, Mr. Kono, for giving us very encouraging message, especially to young people.

Next, we are going to have presentations by Mayors for Peace city mayors, talking about their own peace activities. Each presentation will be given in seven minutes. First presentation is from the City of Manchester in UK. Mr. Sean Morris, Principal Policy Officer is going to give the presentation.

**Introduction of Peace Activities 1:**

**Mr. Sean Morris, Principal Policy Officer, Manchester, UK**

Hello, my name is Sean Morris. I’m a policy officer in Manchester City Council. I am the secretary of UK & Ireland Nuclear Free Local Authorities (NFLA), and secretary of UK & Ireland Mayors for Peace Chapter. I’ve been asked to speak to you today about Manchester’s work in promoting a nuclear-weapons-free world, and how we are trying to educate children for some of these issues. What I will briefly talk about in my seven minutes is what Manchester’s role has been in promoting a nuclear-weapons-free world in the UK and Ireland and the wider world. The work of my organization, NFLA and what we do with Mayors for Peace, our role as a Lead City of Mayors for Peace, and principally what I’m going to talk about is the development of Project G, an innovative project where we are trying to support the work of hibakusha and the work of Hiroshima and Nagasaki. I will talk about some key milestones for that project, and our peace education and our plans for the future.

Many of you at the back of the audience, weren’t born in 1980 when our organization was formed. At that time, the world was, a bit like today, it was recognized as a dangerous place. We had the United States, so we had to stop the Union, we had a Cold War, and in the UK, we had nuclear weapons being brought to bases around the country. In Manchester, we were very worried about what that may lead, that maybe an attack on our city and an attack of nuclear weapons. And our council concerned about that
decided to go and declared itself a “nuclear weapon free” zone. The first in the world to do so, and many hundreds more decided to do the same. The little plague you see on the slide, it’s on the front door of Manchester Town Hall. Even after 37 years, we are very proud to still say that we are a nuclear-weapons-free city. For that as well, it is an early form of peace education, and what we did in the early years was peace education. We developed Peace Gardens, we try to understand how nuclear weapon attack would affect our people, and we lobbied again at international level. We started two years before Mayors for Peace began. The previous mayor of Hiroshima said to me that the NFLA was bit of a template to declaration of Mayors for Peace organization, so we are very proud of that and our role in that. We joined Mayors for Peace in 1984, and we were very honored to be asked from mayor of Hiroshima to become a Vice President in 2001.

The rest of my slides are lots of pictures because I think a picture says much more than lots of words. These pictures are some of what we do with Nuclear Free Local Authorities. We have gone to every Mayors for Peace conference since we joined Mayors for Peace, and we are very keen to work with children. That was me, eight years ago in Hiroshima, on the far left, with my Chairman seeing lots of children talking about peace with them as well. On the bottom left I’ve gone to Hiroshima and Nagasaki exhibition about what happened there which we hope to send out all over the UK. We see ministers here. We’ve just seen the minister here. That was the UK Foreign Minister we met. We go to the UN with Hiroshima and Nagasaki, and that’s my Chairman meeting Ban Ki-moon of the UN as well.

And we work very much with Mayors for Peace organization. We go to all the meetings, we talk with all our fellow Vice Presidents. In 2011 we were very proud to have the mayor of Nagasaki to Manchester, and we have held the exhibition in one of our museums, and he spoke out, and that is our Lord Mayor with the mayors of Hiroshima and Nagasaki, and the previous Lord Mayor on the bottom left again, at the last conference in Hiroshima. We also go to all places Mayors for Peace goes to, we worked very close with all the cities in the executive conference. That was our Manchester Councilor speaking at the Last Post Ceremony at the Menin Gate of Ypres. And we feel that peace education is well promoting the work of what happens in Ypres every day at the same time. And on the bottom left there, you have the start of the world bike ride for
peace, and the Norwegian group we work with. You also have the Norwegian Prime
Minister there as well, and our Load Mayor in our beautiful Town Hall. A great example
for promoting sports as a part of promoting peace in the world.

We have set Mayors for Peace Chapter open, and one of things we’ve done with the
Mayors for Peace Chapter is the one with Japanese group Peace Boat. We had an event
in London, at the House of Parliament, with the Peace Boat group, where they talked
about the history and the work of Hiroshima and Nagasaki hibakusha. There you see on
the bottom, on the middle photograph, we also have some art from an art teacher whom
inherited drawings by children who were in school in 1950s in Hiroshima. That art went
to the United States, UNESCO Conference, and then got back to this teacher. He
donated that to the council, and last year, that’s the artwork that’ gone back to school in
Hiroshima where, if you see on the bottom left there or bottom right there, it’s now with
the teachers and children of that school. Just another form of peace education in its own
way as well.

What I’m going to talk about for the rest of the presentation is what we call Project G.
What you see there are seeds that we received from Hiroshima three years ago, that
came from a tree that was damaged in the bomb on August 6, but sprouted in the
following year and these seeds originate from that tree. In Manchester when we got
these seeds we thought what work to do with it. What is the good project to do? We felt
it was really important, and we brought children into the debate around this issue and
some other issues. So what we developed was a learning project where six schools in
Manchester to do some arts, to do some poetry, to learn about what happened in
Hiroshima and Nagasaki. And also about the importance of the nature, in rebuilding
land devastated by the atomic bomb.

So these are the two of the paintings, to win the entries from our project. We put them
forward and they all receive certificate, and on the 70th anniversary of the Hiroshima
and Nagasaki attacks, we held an exhibition of them at the Manchester Museum, and
the children came to that event and learned a bit more about what also happened in the
two cities. Hiroshima was very excited by our project, and we were honored that the
mayor of Hiroshima then came to Manchester, and the children involved in developing
the painting and poetry, presented their work and talked about what peace meant to them to the two mayors, and received books from Hiroshima and Nagasaki. The building they are in is the Rutherford Institute, and that was where the atoms were split in Manchester University. So that’s like the beginning of what was a nuclear age. It seemed very important tool to talk about the nuclear in very direct way and Manchester’s role in it, but it was very important for children to talk to the mayors about what they understood about what Hiroshima and Nagasaki means to them really. And it was a beautiful day and a lovely event.

We will continue the event in the future, and a few months ago, we had two hibakusha from Hiroshima. They came for a week around the UK. They met with politicians in Westminster and at Scottish Parliament, but in Manchester, we wanted them to meet the children. So they came to our Town Hall, and they talked about their experience as young children affected by the bomb, two children who were hurt by the bomb. There were lots of questions and lots of discussion with the children, and lots of debate about what they could do in their school when they returned. The children also met them in a stately home where the seeds are being grown. At the picture there, it’s the hibakusha meeting with some of the children, and seeing the seeds being grown in Manchester.

To just to finish with this as well, this year, you would probably have seen on May 22 in Manchester Arena, at Ariana Grande pop concert, there was a bomb in our city. Twenty-two people were killed, most of them were children of your age. That was a tremendous shock for our city, and really hurt our city very much. You’ll see all the flowers from that incident. Those flowers are now being dried and they will all be given to the families of those who died. But in Manchester we have a very strong spirit. We are a very proud city, we are very community-oriented city and we are an international city of many people from many parts of the world. So when this incident happened, we said, “No, this is not what our city is about. We are a city that wants to believe in a more peaceful world.” And from the very beginning of the incident, we promoted peace. On the top, right there, it’s all of our community leaders from different religious faiths, the police, politicians and young people coming together to sign a pledge, “We stand together for a more peaceful world.”
That’s a very short presentation about what we are doing in Manchester. And this is a short part of what we do in peace education. What we also do in peace education is we developed a City Centre Peace Trail, with six of European cities which look our history of our city as a city of peace. I have copies of this afterwards, anyone would like to have, I’m very happy to hand one. I only have a few, but I can give you more if you give me your business card. Thank you very much.

**Moderator**

Thank you very much. Now, the City of Granollers from Spain, Mayor Mayoral is going to give us the speech. I’m so sorry that the time is very limited. You are given just seven minutes. Thank you.

**Introduction of Peace Activities 2:**

**Mr. Josep Mayoral, Mayor of Granollers, Spain**

Good afternoon, ladies and gentlemen. First and foremost, I would like to express my sincere gratitude to be given this opportunity to speak in front of you. Also, Mayor Taue gave a wonderful speech today. It was extremely impressive and we were so moved. Thank you very much, Mayor Taue, for such a moving speech. There is one more gratitude I would like to express, that we are given this chance to have discussion with young people. Young people have many years to lead the world.

The City of Granollers is to the east of Barcelona, with the population of about 70,000. Granollers has a strong sense of responsibility for peace because of its history. We had very sad and serious tragedy in the civil war in Spain. The incident took place on May 31, 1938. Over 200 people died within just one minute, and the population at that time was only 12,000. As you can see in those photographs, the whole town was devastated. Mussolini was the Prime Minister of Italy, and looking at this destruction, actually he was one of the culprits who did this to our city. So our city was turned to ashes in just one minute. The city has shed blood and many people died, and there were many casualties at the same time. Because of tragic this atrocity, we have a sincere desire to pass on the value of peace to the future, we have a sincere desire to pass down the tragedies of what war can do, and that is something we have to really speak with our words to the next generation.
Those are the four major principles of action. Number 1 is historical memory to recover, to conserve the historical memory for four decades. Spain was ruled by an authoritarian regime and we were not able to talk about this memory, a tragic memory. Over the years, it had been more or less buried underneath the ground, as we were not able to talk about it. So we have to recover such tragic history, and as citizens of Nagasaki and Hiroshima continue to do so, we need to recollect and continue to transmit this tragic history that took place in 1938.

Many people gather at the grave and we dedicate flowers at the memorial ceremony. Also, we are considering to construct a peace memorial museum, and through the exhibition there, we need to pass on the tragedy of our city. We had to protect ourselves with air-raid shelter and we are going to make a replica of the air-raid shelter, and we still conserve the air-raid shelters. We identified areas which were heavily bombarded, and the people of the Red Cross discussed about the children, how the city was bombarded, and how people died in agony. There are storytellers who give account of what happened to many children including young people and they continue to tell their testimonies.

We also believe in other work of city diplomacy as a very important and valuable activity. The city may have a small power, but by connecting cities in diplomacy, we are able to become an influential force that can move the world. So, through networking, we are dedicated to raise the voices of cities.

Also, as one program, we have a sense of responsibility for peacemaking, and we need to place it in all activities we do. In doing so, as members of the local authorities and citizens, we are going to unite those who are responsible and execute the responsibility for peace through program such as education for peace.

The fourth point is the importance of education, which is education for peace. Needless to say, education is very important. Only through education, we can change the attitudes of citizens. There are seven activities or seven actions which are the missions we need to execute. Those seven conducts are behaviors we promote in our
education for peace. Number 1 is the education for peace for children. What happened in our city, the tragic air-raid history has to be passed on to other people and generations. And also, how the bombardment took place, and how people fled and took refuge in air-raid shelters. How they were killed. We will continue to tell these stories to the next generation.

Also, we consider generational activities very important. Like hibakusha in Hiroshima and Nagasaki, we have survivors of the air raid. Those witnesses, old women and men, from grandparents to parents to children, we need to pass on such stories and testimonies. We would like to become a city toward peace.

Next important point is the international cooperation or exchange through cultural exchange. We interact with people around the world, and through this, we would like to continue to build a network among citizens, especially youths from around the world. Every year on May 31, in school education setting, we go through activities so as not to forget the bombing. For instance, like this slide shows, we were air raided and our city was turned to ashes. With our history, we have to bear in mind the importance of peace, and we have to move on toward the future. And that is something we convey to our children. The youths, children, adults and also elderly people, all of them are engaged in the inter-generational activities to create a new culture of peace. Dramas and musical concerts, those cultural activities work as medium for us to transmit the joy to be alive. And through such activities, we educate children and young people about our thoughts and history of citizens and the city through various media, including cultural activities. This is the central part of our activities.

There are so many small activities we do. What I would like to stress is that we need to fight to win peace. And as social culture, we need to get the peace culture and we need to win our identity through struggle like that. The world peace is essential and fundamental part of our education. And a culture of peace is the central piece of all education programs. That is the essential key for constructing a peaceful world. Thank you very much.

**Moderator**
Lastly, we would like to invite the representatives of Hiroshima Commercial High School and Nagasaki Commercial High School to present. Those are the representatives of students of commercial high schools.

**Introduction of Peace Activities 3:**

**Representatives of Hiroshima Commercial High School and Nagasaki Commercial High School, Japan**

We are from Nagasaki Commercial High School and Hiroshima Commercial High School. Because we are both located in A-bombing sites, and are commercial schools established by the city, we started our exchanges in 2007, and in 2009 we became sister schools. On August 6 and 9 of every year, we visit each other and we exchanged the Bells of Peace from Nagasaki and Hiroshima to deepen our relationship. And, we have created the Hiroshima-Nagasaki Joint Peace Declaration. We would like to introduce you the activities which are carried out in each of the schools to create peace.

Starting from Hiroshima Commercial High School, we have four cases to present. This marks the 11th event of Hiroshima Commercial High School Peace Department Store. There are many schools holding such event as commercial activity, but ours held under the theme of peace, which is quite rare among those department stores, run by commercial high schools. And we are contributing to peace through our commercial activities and donating part of the proceeds to peace activities in the two cities.

Number 2 is the Peace Learning in which students act as teachers, as the next generation tellers. One of the features are, in the second year of high school, we learn about our sister school, Nagasaki Commercial High School’s history as well as what had happened in Nagasaki, and to try to understand peace from the Nagasaki perspective.

The third event is donation and contribution of Peace Bell. We decided to have the same donation project. The Hiroshima Peace Bell is rung in the Peace Memorial Ceremony on August 6. We created replicas of this bell, and donated them to our peers. We have also engraved a calligraphy of the word “hope,” which was written by Mayor Matsui. Those replicas of Peace Bell were donated, not only to Nagasaki Commercial High School, but also to the Girls Commercial High School in Ishinomaki City where people
suffered and died in tsunami and earthquake.

Number 4 is Barefoot Gen Wheat Project for peace activities which we work with the “Ichinen-hokki,” a NPO group. This started five years ago. Through this project, Hiroshima City Yanominami Elementary School students joined the Hiroshima Commercial High School Peace Department Store. We are also working with the HPS International Volunteer, a NPO group in creating peace-teaching materials and diploma papers using recycled papers of paper cranes.

Now, on behalf of Nagasaki Commercial High School, let me talk about what we’ve been doing. Two years ago, when we celebrated 130th anniversary of school establishment, the Inheritance of Tradition Ceremony was held. Since established in 1885, a film clip of the school history was created with narration, including how we overcame the atrocity of A-bombing. We have also shown the lantern towers with 130 different lanterns, representing 130 years of history. The narration of the film and the lantern towers were both performed by the students. In front of 1,500 audience, then the president of the student council made a pledge, to inherit the spirit of peace and freedom from our predecessors.

Number 2 is the Drama Club activities. This is an article from the Nagasaki Newspaper, immediately after the end of the war. It says, “Nagasaki Commercial School students and parents: the class will restart from September 20.” The class restarted only 42 days after the A-bombing. Learning this fact, the drama club interviewed former students during that time and created an original scenario of a drama called: “Starting of the Class- a Ray of Light.” The main character was tormented by guilt because he survived, and was moved to hear the restart of the class. His mother encouraged him that “As long as you’re alive, you have to live to the utmost.” This drama won a prize in the prefectural contest and was performed in front of all the students.

Number 3 is the School Festival. The gigantic shadow performance began three years ago, under the title “A Beam of Hope.” An 8 × 4 meter screen was created to show the story of a couple who survived the war. What we wanted to communicate to the audience is the passion of the students during the war. The classroom as a place of hope
for the future and happiness to be alive. We are going to perform the same drama with some changes in staging at this year’s school festival. Taking the opportunity of school events, we would like to look back at what happened in the war as well as imagine a future with hope.

Lastly, on August 9, we hold the Peace Assembly. In the assembly, we renew our spirit for peace. There is a musical performance and the “Hiroshima Nagasaki Commercial High School Joint Declaration” is read out.

Of course there is a limit to what we can do as the high school students, but as the high school students in Hiroshima and Nagasaki, we are going to continue to appeal our wishes for peace. In closing, we would like to read out our Joint Peace Declaration. First, we will learn from the experiences hibakusha who witnessed the horrors of atomic bombings and share them with others. Secondly, we will pass on our mutual experiences to the next generation. Thirdly, we will send out the message of Hiroshima and Nagasaki to abolish nuclear weapons. Thank you very much.

**Moderator**

Thank you very much. Now, we are going to have case reports by some of the groups who are going to participate in the group work that follows. First is by Nagasaki Youth Delegation.

**Case Report 1:**

**Nagasaki Youth Delegation, Japan**

Good afternoon, I am Yuri Yamada, member of Nagasaki Youth Delegation. I’m honored to be here to introduce our group and our activities. Nagasaki Youth Delegation is a part of the human resource development project initiated by the PCU-NC, which stands for Prefecture and City, University, Nagasaki, and Council. PCU-NC is composed of Nagasaki Prefecture, Nagasaki City and Nagasaki University. The project is aimed at having the youth of Nagasaki attend international conferences related to nuclear issues. The best part of this project is the opportunity to learn about current international affairs, and to get to know people who are active in the nuclear field, and learn how we transform the acquired knowledge into action. The Nagasaki
Youth Delegation was started in 2013, so this is the fifth year.

There are four major characteristics. First, the delegation is composed of distinctive members with different backgrounds. The members come from different backgrounds, and this allows us to see a problem from different perspectives and come up with new ideas. Second is being able to go to the places where the latest nuclear-related event is going on. Participating in conferences and talking to government officials and people who are famous in the nuclear field and related areas helps us deepen our understanding on relevant issues. And third is being able to obtain international perspective. By understanding different views and standpoint of countries on nuclear issues, we can build wider point of view on world affairs. And finally, above all, being able to make a plan and take actions from that. All the members have a strong desire to take actions by ourselves to eliminate and abolish nuclear weapons. So the more actions we take as members of Nagasaki Youth Delegation, the more opportunities we will be able to have.

This May, after doing lots of studies and preparations, we went to Vienna to participate in the 1st preparatory committee of the 2020 NPT Review Conference. Delegates from more than 190 countries gathered for the conference and discussed issues such as nuclear disarmament, nuclear non-proliferation, and peaceful use of nuclear energy and so on. During the conference, we were siting close to the delegates and listen to them while they made their statements. We felt very much immersed. During our stay, we also had the opportunity to exchange opinions with government officials and NGOs. We also visited international organizations. We went to a Japanese school in Vienna to give lessons about nuclear weapons. We also booked a room in the UN where we held a workshop together with students from Korean universities. These experiences made us rethink seriously our roles and involvement so that the nuclear weapons will never be used again.

Currently, as part of our activities, we are giving lectures about nuclear issues to students in and out of Nagasaki Prefecture, which we call “Peace Caravan.” By using various methods, we’ll keep aiming a world free of nuclear weapons. Thank you very much.
**Case Report 2:**

**Hiroshima Nagasaki Peace Messengers, Japan**

Good afternoon, ladies and gentlemen. We are Hiroshima Nagasaki Peace Messengers working to realize a world without nuclear weapons and peace in the world. Hiroshima Nagasaki Peace Messengers was started in the wake of Indian and Pakistan’s nuclear testing in 1998, which were not parties to NPT Treaty, and this is the 21st year. We are Imari Yasuno and Moe Sekiguchi. In August last year, we visited the UN Head Office in Geneva, Switzerland as the 19th Peace Messengers. We made speeches at the disarmament conference, and visited Disarmament Affairs Office and, we made a speech for a world free of nuclear weapons to Mary Soriman, Director of the agency. I used a photo of the corpse of the burned body during my speech, which symbolizes the A-bombing in Nagasaki, to stress the importance of peace.

We are also members of the 10,000 High School Students Signature Campaign. In Nagasaki, we have petition campaign for two hours on the street every Sunday. Peace Messengers have the role to deliver the signatures collected to the United Nations. Last year alone, we collected 125,314, and the total number of the signatures we collected has reached 1,462,912. They are now kept at the permanent part of the archive at the United Nations.

After we visited the UN, we went to various places in Japan to report our activities. And also, we had an exchange with students who came to Nagasaki and Hiroshima. Under the slogan, “our efforts are humble, but not powerless,” we will continue to spread our activities in Japan and the rest of the world. Thank you very much for your kind attention.

**Moderator**

Thank you very much. Lastly, from Kyoto University of Foreign Studies, NET-GTAS is going to make the presentation. Please.
Case Report 3:
NET-GTAS, Kyoto University of Foreign Studies, Japan

Good afternoon, ladies and gentlemen. We are from Kyoto. My name is Abiru. We belong to NET-GTAS. The formal name in English is the Network of Translators for the Globalization of the Testimonies of Atomic Bomb Survivors. In order to know the reality of A-bombing, it is a must to listen to the voices of hibakusha survivors. They left with us a lot of testimonies, but most of them were spoken in Japanese. Therefore, it is difficult for those living in foreign countries to fully understand the testimonies of hibakusha. They know the fact that A-bombings were dropped on Hiroshima and Nagasaki, but when it comes to actually knowing what had happened, only a few people know. We have to go over the language barriers. Therefore, what we are doing is try to translate the testimonies of hibakusha of Hiroshima and Nagasaki into multilingual languages and disseminate the reality of the atomic bombing. Voices of hibakusha should be communicated correctly.

We have translated, so far, 88 video clips of the testimonies: eighteen hibakusha in thirteen different languages. We live in Kyoto. Do you know where it is? It’s not just from Hiroshima and Nagasaki. We are also sending out a message and are engaged in activities in Kyoto. I believe this is also important.

We have collaboration with overseas universities, for example, in Germany, we have a collaboration with the University of Bonn. They are translating the testimonies of hibakusha in their classes and made a presentation in their university. Not only in Japan, but also in many places of the world, we are hoping that such activities will be disseminated. If the testimonies can be translated into their local language, probably you don’t need our existence, NET-GTAS, which is very good.

Mayors for Peace is different from the United Nations. They are not divided by the concept of nation. They are able to make best use of their local language, which will make it come closer more to peace. I believe this is the most advanced community. I have one proposal to make. Why don’t you join us in translating the testimony of hibakusha from Japanese to your local language? Would you like to join us? By your local language, depending on the situation, if you can disseminate and communicate the
reality of the atomic bombing, we will be able to spread peace. I believe this is the strength of Mayors for Peace. We will be able to change the world that is our strong desire. “Through translation,” may not be a very gorgeous job, but we hope we will be able to sow the peace to have the flowers in your local place. Why not join us? Thank you.

**Moderator**

Thank you very much. Now we would like to proceed to the group work and we are going to rearrange the stage, so please wait.

I’m going to explain what you are going to do during the group work. I think you will find the list of the participants for each group. There are six groups, A to F. There are university students, high school students and overseas students, and they have already been working on this project. I’m going to introduce the members of each group later on.

For Group A, from Musashino, Japan, Mayor Morimasa Murakami is going to join the discussion.
For Group B, from Vitry-sur-Seine, France, Mayor Jean-Claude Kennedy is going to join.
For Group C, from Ypres, Belgium, Mr. Filip Deheegher, Director of the Department of Peace is going to join.
For Group D, From Mexico City, Mexico, Ms. Maria Fernanda Olvera Cabrera, Director of the Institute of Youths is going to join us.
For Group E, from Fongo-Tongo, Cameroon, Mayor Nkenfack is going to join.
For Group F, from Biograd na Moru, Croatia, Ms. Jasmina Bajlo, Councilor of the City is going to join.

For the past three weeks, these young people have conducted research on the city which is represented by either the mayor or the representative, and they have already developed their draft plan. These young people may or may not be from Nagasaki. They used email, LINE or Skype and they have already communicated a lot among themselves. Also, they posted questions to the participating overseas and Japanese cities
and mayors. Based on the past three-weeks efforts, now each group is ready to present the plan to the city representative. And based on the advice coming from the representing city, they are going to finalize the plan. There will be two discussions. One is about long-term and the other is short-term. The short-term plan is an activity that should be implemented by the next Mayors for Peace General Conference. And the final proposal will be presented later, at the end of the group discussion. Is everybody ready to start?

Yesterday or two days earlier, we already met with the representatives or mayors for some group, but for other groups, it may be your first time to see the mayors. We may have different backgrounds, different languages, but still, we hope to have effective group discussions. We don’t know what is going to happen, and that’s what makes the group discussion exciting. We have 50 minutes for the group discussion, and using the screen, we are going to tell you what is happening as much as possible. I would like to offer a kind of live broadcasting of what’s happening. Last night, I was told to report ongoing discussion in the groups. I hope that the participants on the floor are going to stay with us, rather than feeling relaxed, please give your focus to ongoing discussion. Is everybody ready on the stage? Now we have 50 minutes for the discussion. You can start.

**Group Discussion**

**Moderator**

I am Nakamura, reporting what’s happening. On the screen you can see the young people engaging in the discussion. This is Group A, talking with Mayor Murakami of Musashino City. I’d like to introduce the seven young people individually. Please look at the screen and stay with me. Each group, a leader is assigned. For Group A, the leader is Shinji Shibata. Shibata is the student in the fourth year of the fishery science in Nagasaki University. He has been involved in many activities for peace and nuclear-free world. Recently, he is busy with the study, so he cannot leave the university. Group A has one difference from the other five groups. In Group A, there is an oversea student who does not speak Japanese, so among the members of Group A, they communicated in two languages, Japanese and English. So communications was more difficult for Group A, but they already had wonderful discussions. The next in Group A,
this is Risa Nomura, in the second year of Nagasaki University. She is a member of the Nagasaki Youth Delegation. She was at the first preparatory meeting of NPT Review Conference in Vienna. In March, she was also at the New York negotiation on the Treaty on the Prohibition of Nuclear Weapons. And Naoya Takahashi, student from Kyoto University of Foreign Studies. Kyoto University of Foreign Studies is a university with NET-GTAS, and he is a member of NET-GTAS. He majors in Spanish, unfortunately, he is not with a mayor speaking Spanish, but he is good at speaking Spanish. Another member, from Meiji University, is Daichi Kawashima. He is from Fukuoka, and he has been to Nagasaki for more than 10 times. In September, he is planning to go to the Caribbean countries. If there are mayors from Caribbean area, please give him some accommodation, which will make Kawashima happy. In Group A, there is a student from abroad. Ms. Tran Phuong Thao, studying at Ritsumeikan Asia Pacific University. Because of the Takeshima Island issue, there is a difficulty between Japan and Korea, and she has been studying the history between the two countries. The last member of Group A is Hanane Okubo, a student from Hiroshima Jogakuin Senior High School. Ms. Okubo attended the preparatory meeting of the NPT Review Conference as a Youth Communicator for a World without Nuclear Weapons and made a presentation.

Group B’s leader is Atsumi Fukui, studying at Nagasaki University, in the second year for the intercultural studies. He also attended the Vienna conference and the March conference, and he is very good at sports. And Hanako Mitsuoka, also a member of Nagasaki Youth Delegation, and she was at the New York conference in March. She is in the fourth year of the educational science. Peace Caravan, conducted by the Nagasaki Youth Delegation, brings them to various parts of Japan and she has been leading the caravan. Next member, Yukiko Kawase, a NET-GTAS member of Kyoto University of Foreign Studies. After three weeks, she is going to Canada as an exchange student. If there are any representatives of Canadian authorities, please talk to her. Next, Tatsumi Kamakura of Meiji University. He is a person who started and is leading a student organizations involved in international collaboration. Another member of Group B is Nana Yamaguchi, Hiroshima Jogakuin Senior High School. As Youth Communicator for a World without Nuclear Weapons, she also went to Vienna, attended the preparatory meeting. She is from Hiroshima. That was Group B.
And Group C. The representative of Ypres, Mr. Filip Deheegher, is with seven students. Leader of Group C is Tamaki Sakai, Nagasaki Junshin Catholic University, also a member of Nagasaki Youth Delegation, attended Vienna conference and also New York conference in March. There is a mayor from Canada, and this is because I said that there is a student, Kawase, who is going to go to Canada in three weeks from now, so please exchange your name cards later. It is wonderful that you find a new relationship between the people, although it’s not part of the plan. Let me continue with Group C. Tomoya Sasaki of Nagasaki University, in the fourth year of the engineering faculty, and also a former member of Nagasaki Youth Delegation. In 2014 in Vienna, there was the Third Conference on the Humanitarian Impact of the Nuclear Weapons, and he was there. I asked him how he is going to introduce himself, and he said, he loves champon, the typical noodle in this region in Nagasaki. Another member is Hazuki Shimomura of Ritsumeikan University of Kyoto. Ritsumeikan University is famous for the museum, Kyoto Museum for World Peace, and she is supporting the museum as a student staff. She is studying international laws. Another member is from Meiji University, Naoki Iwata. Recently, there was the New York conference, and Iwata was in the conference room when the historic treaty was adopted on July 7. He went to talk to the South African Ambassador, which shows that he is a very active person. And high school member, Kokoro Tanaka is from Kwassui Senior High School. This high school is well known for peace education in Nagasaki, and in peace education, she is engaged in development of a system called Nagasaki Archive, where people can look for and search for testimonies of hibakusha in Nagasaki. The last member with Group C, Hideaki Ko of Shudo Senior High School in the senior year, and he also took part in the preparatory meeting for the treaty. Group C is engaging in discussion with Ypres. I would like to show you how discussion is going on, and participants on the floor, I hope that you will be able to support the students during this discussion.

Now Group D. This is the table for Group D, supporting Mexico City. Ms. Maria Fernanda Olvera Cabrera, Director of the Institute of Youths is at this table, and she is discussing with the five student members. Yuri Yamada is the leader of this group. She is the fifth Nagasaki Youth Delegation and she is the only adult, after graduating from a university, she now works at a small inn for tourists in Nagasaki, and she receives many
foreign visitors. She introduces Nagasaki City to visitors and guests, and she also works as a go-between Nagasaki citizens and foreign tourists. And now, Haruka Asada with Ritsumeikan University. She is a student staff member of Kyoto Museum for World Peace of the university. She is a student of a faculty of literature, but she says that the subject she loves the most is accounting. Now, from Ritsumeikan Asia Pacific University, Ke Kosmas Ken. Ken goes to the Ritsumeikan Asia Pacific University in Oita Prefecture, and his current interest is Japanese politics: for instance, a crime of conspiracy or the ban on the import and export of arms. He is writing thesis on the question of whether Japan should be armed with nuclear weapons or not. And, from Kwassui Senior High School of Nagasaki, Kiyo Yamato. In 2017, she participated in the Critical Issues Forum led by Middlebury Institute of International Studies at Monterey in the Unites States. Because of this experience, she was appointed as Japanese Foreign Ministry’s Youth Communicator for a World without Nuclear Weapons. The last member of Group D is Yuya Konishi of Shudo Senior High School of Hiroshima. He is also a Youth Communicator for a World without Nuclear Weapons, and he has attended the preparatory committee. Together with Ms. Maria Fernanda Olvera Cabrera from Mexico City, they are engaged in a good discussion right now. So that’s all for Group D.

Now to Group E, and we are moving with a camera. They are working with Mayor Nkenfack of the City of Fongo-Tongo of Cameroon. Five student members, and the leader of Group E is Yuka Kitazato from Nagasaki University. She is the fifth member of Nagasaki Youth Delegation, and she is going to go to China for study soon, and among the participants in this Mayors for Peace conference, if there is anyone who can advise her about her studying abroad in China, please give her your advice. Now, other members of Group E. They gave us a wonderful presentation: from Kyoto University of Foreign Studies, representing NET-GTAS project, Takahiro Abiru. He is going to Kuwait next month for study, so if anyone is from the Middle East area, any mayors or representatives of the Middle East, please give him advice as he goes to Kuwait for a study next month. And from Meiji University in Tokyo, Shintaro Otsuki. His major is international law, but in fact, when I asked him what he studies today, he said, he studies wine because he would like to use wine as a bridge connecting Japan and the rest of the world. So, those of you who are interested in wine or winery, please get in touch with him after this meeting. Maybe half of the adults in this hall would be able to
give him advice about wine. Now, high school student members in Group E. Earlier, we received presentation of Hiroshima Nagasaki Peace Messengers. From Seiwa Joshi Gakuin High School in Nagasaki, Moe Sekiguchi. As you saw in the presentation, she has already made many speeches in international fora, she is a very good speaker as we have already seen. Another high school student member of Group E is from Eishin Senior High School, Mizuki Goto. She took part in the first preparatory committee meeting for the NPT Review Meeting in Vienna.

The draft has already been written and will presented on a white paper. In the limited time of 50 minutes, they are listening to opinions from the leaders of the local authorities and in time, they have to summarize the materials for their presentation they are going to make later. So, how effectively they can spend 50 minutes is a very big hurdle for all of the groups, but we are all looking forward to the outcome of the discussion.

Now, let’s move on the last group, Group F. The local authority assigned to Group F is Biograd na Moru of Croatia, and we have Ms. Jasminka Bajlo, official mayor’s proxy. Leader of Group F is Satoshi Nakagawa with Nagasaki University. He is a senior of the environmental studies department, and his area for research is behaviors and ecosystem of crabs. However, he is really interested in nuclear issues. He was at the negotiation meeting for the Treaty on the Prohibition of Nuclear Weapons. And let me introduce to you to the other members of Group F. From Meiji University in Tokyo, Haruna Watanabe. She is now explaining to Ms. Jasminka Bajlo. Like Iwata, at the adoption of the Treaty on the Prohibition of Nuclear Weapons, she was one of the few Japanese students who were there. Together with Iwata, students of Meiji University are in their studies, which have been using the Treaty on the Prohibition of Nuclear Weapons as a model to go through a kind of a simulator that debate for the negotiation. They are led by a teacher who is a specialist in international law, so they have a good knowledge and have a high skill on discussion. In Group F, there is a foreign student. Amanda MacDonald, University of Nagasaki Siebold Campus. She is fluent in Japanese. Also, she has no problem discussing in Japanese. She is a student from Wisconsin, United States. And, last but not least for Group F, a high school student of Eishin Senior High School of Hiroshima, a sophomore, Yuta Takahashi. He is also a Youth Communicator
for a World without Nuclear Weapons and he went to a meeting in Vienna. Together with other high school students, he made a presentation for Mayors for Peace, and he was given a big applause from the audience as he was able to deliver very impressive speech in an eloquent manner.

So those are the students and the local authorities. From Tokyo, Kyoto, Hiroshima and Nagasaki. As a matter of fact, all of them represent broader regions of Japan, considering where they were born and raised. And also, we have international students in the groups. They come from different backgrounds and also the contents of peace education they received are different. They differ in the areas of interest and they differ in age, students from colleges and high school students. Going beyond these differences, they have continued their discussion.

How much time do we have left? It seems that they have 25 minutes left. So, we are about halfway through the 50 minutes of discussion. So they have to consider the timing to stop their discussion and begin to write the draft presentation materials on the white paper, and that’s another important task for each group.

Now, regarding their preparation, let me show you some snapshots to show you where they are in their cruises of discussion. Those photographs are shown in a manner of slide show. Almost all the students assembled only yesterday in one place. Last night, till 22:00 at night, they worked hard on their discussion. They had very active discussion to refine their plans and proposals. So all of those photos eloquently show how hardworking they had been. So I hope you will continue to enjoy those photos, and at the right timing, I would like to tell you what they are discussing later.

So as you can see, they are in the midst of heated discussion at each table, and some groups have begun writing drafts on the white paper, and some had begun to summarize their discussion on a piece of sheet.

We are already into the second half of the 50 minutes, so I suppose almost all the groups began to summarize their discussion on the white paper. Let me see what kind of discussion they are having now, starting with Group A. On their whiteboard, they have
those words of summary. One is, “activities by the youth, for the youth.” And next they say, “A forum for peace.” That seems the expression I often hear from young people, that is, from college-age students. They do have interest in peace or war issues. It’s just that they feel embarrassed to discuss peace or war and are embarrassed to tell their friends their interest in such issues. They shy away from doing so because friends around them may think that they are too serious and do not seen them as an amusing person. So, we should create a place where young people can seriously discuss peace and war. It also says, “Kichijoji is the town of animation films.” It seems that they started with the characteristics of a specific city. Each city or local community have certain features and strengths, and they could utilize such characteristics to make people understand that peace issues are not something distant from their daily life, but is an issue which is really a part of their daily life. In order to do so, they would like to link animation film, or other things young people are usually interested in, with issues of peace or war. Another is a town meeting. As you know in Nagasaki, Mayor Taue organizes what is called a “champon meeting,” a town meeting where young people can be engaged in discussion. For young people, college-age students, usually they don’t have an occasion to discuss with mayors in person. Therefore, I believe this is a very good opportunity for the representatives of local authorities to have exchanges or dine together with students. It will be nice if you could create such opportunities. And also, young people can join free of charge in those events because young people do not have much money to spend. It will be nice if they can come up with events where young people are able to join without spending too much money. So much for the points of the discussion which took place in some of the groups.

Next, Group B. About the activities of Group B, one thing we should take note is, out of the six local authorities, France is the only nuclear-weapon nation. Among all the nuclear-weapon nations, local authorities or cities are different, and there are so many cities in France who are not supporting the nuclear weapons. They have different policy in local authorities. They are the powers to seek for peace. How can young people give the yell or support to those local authorities, is being discussed. Now, what are the proposals of Group B? Let’s see. This is Group B. I don’t think I see everything here. You can see a wording which says “peace movie” with French and Japanese national flags. We have to wait for the final presentation to come, but “international peace movie
contest” is the words I see. I believe this is a proposal to discuss a peace movie. And “France is a nuclear-weapon nation,” it says. What are the proposals they are able to make under such circumstances?

Let’s move on to the next group. Group F. On the whiteboard says, “Biograd as a symbol of peace.” This is what I see, and starting from step 1 to step 4, by taking these steps, how can we spread activities of peace? As step 1, it says “prior learning.” What are the learning processes they have to go through for the preparation? And step 2 is “prepare events.” And step 3 is “carrying out the events,” and step 4, it says “postcard.” Be it the short term, middle term or longer term, it’s not that it’s better to have the big event for only one time. Probably it will be very good if they can come up with a long-lasting movement which can start from one event. That seems to be one of the objectives of the students. For students, after leaving their schools, graduating from high schools and going to universities, and university students graduating from universities, it might be difficult for them to continue with their activities, but long-lasting activities are something we are emphasizing on this plan.

Now, on the stage, it seems that there are so many people gathered here, especially high school students, on the stage. It seems that they are very much interested in what’s going on in each group’s discussion. On the stage, there are a lot of high school students who have come down from the second floor because we can accommodate only the very limited number of the students. Therefore, to the students on the stage, may I ask you to come down and change with the students waiting in the queue to come up to the stage? I have one request. We only have a little longer than 10 minutes for the group work. This is the last-minute work you can do. So for the observers, please do not prevent the students in the group from working on their project. Please do not speak to the students working on the presentation unnecessarily. So, for the students and observers, would you like to change with the people waiting for coming up to the stage? Can you shuffle and change with the people who are waiting to come up to the stage? This is a request to the students who are on the stage. Once you are done with your work, please change with the students who are still waiting on the first floor to come up to the stage.
To the staff in Nagasaki City Hall, would you please bring additional white papers for them to write down? To the students working on the project, we do have more papers to come, so please use those papers.

Now Group E, Fongo-Tongo discussion. It says “web page” in pink color. At this time, on the web page, SNS usages can be also planned. I believe there were several such requests, but what’s important here is you cannot just end with the use of SNS. In what way, by whom, are we going to make the best use of SNS is something I would like the students to work on. We have also included those wishes in the plan. Not just creating a website, but what are their plans which should be incorporated in the website? Let’s wait for the presentation by Group E.

Now to the group members, you only have three minutes to go. It seems that you are in a rush. You only have three minutes. To the observers and the audience, they only have three minutes to go. We would like to smoothly move on to the presentation, immediately after the end of the group work. The students are in rush, so for the observers, may I kindly ask you to come down from the stage? Each group are working to get ready for their presentation. They only have less than three minutes. They have taken three weeks for the preparation. I wonder where they end up with at the preparatory works and what they have done before this group work. I wonder how the suggestions and recommendations will be worked by the heads of local authorities. Based on those activities, I believe there is a new collaboration between young people and local authorities. At the risk of repeating myself, it is about time to move on to the presentation. May I kindly ask you to come down from the stage? Staff members, can you make the official announcement in English also?

I wonder whether there are groups finished with the preparation. It seems they need a little more time. If you think you can go ahead and make the presentation, first come, first served. Looks like four or five people are engaged in writing down the final wording. The group who is ready to go, please raise your hand. Students who are ready to make the presentation, please come. Time’s up! You only have one or two minutes. You have to finish your last-minute work and be ready for the presentation. Each group is given five minutes, which is very short to give the outcome of the discussion. Five
minutes. It’s impossible for you to cover everything you have discussed. You can just give the essential parts of the discussion.

To the mayors of local authorities, the content of the preparation work by the students is not specifically linked with the local authority at the table who is in charge of giving recommendations or suggestions. But I’m pretty sure that the proposals which will be given by the youths are going to be utilized for your day-to-day activities. After listening to the presentations, if you wish to adopt those activities in your local authorities, please come to those students and have a talk with them. It is not restricted to the six local authorities represented here at the head table. The students are working for peace making, so please give them a warm support and words.

I’m trying to buy sometime, and it is now time to start the presentation. Are you all done? Let’s start from the one that has already finished in time. Who goes first? Who wants to go first? Group B, Group A, Group F, and the rest groups are requested to finish your preparation. So, you are requested to be seated and listen to the presentation. The first presentation will be by Group B. You only have five minutes for presentation. In the very limited time given to you, please comply with the time. Basically, the presentations will be given in Japanese. Simultaneous interpretation is available.

This is Group B. You need to introduce the city you worked with. Is everybody on the floor ready? This is the start of the presentation, and Group B, you have five minutes.

**Presentation of Activities for Peace 1: Group B**

Good afternoon. Group B worked with the City of Vitry-sur-Seine. I am not the leader, but I was the facilitator. We have two proposals to share with you. I hope you are going to enjoy, and also start working with us. First is the short-term idea, which Kawase is going to present.

The first plan is titled “La paix d’ici” or “Peace from here.” In this short-term project, we aim on to building bases for our activities. The first objective is to build a base in Vitry, and the second is to build a kind of a gateway to peace. This is a proposal we gave to the city of Vitry, but I think this idea can be applied to all the cities in the world.
This base can be given in a form of bulk container, so the physical spaces are secured. And then in that space, we plan to hold workshops, and this is going to be a one-day workshop. First, we have one hour of workshop, have lunch together, and then go see a movie together and share our impressions about the movie. After that, we will create an art to express our own feelings. Those paintings will be created by the participants and will stay in that activity base, instead of bringing them home and forgetting about it. There should be accumulated paintings. And that will be the achievement of this short-term plan. This is a one-day program. It’s quite easy to participate if it’s a one-day program. In the city of Vitry, they are going to have a physical center to give people opportunity to think about peace. The ultimate goal for this project is to make that physical space, even though it may be prefabricated by a simple building, which will give opportunity for people in the city to think about peace together.

Next is the mid-term/long-term plan. We are confident of this proposal. We propose on hosting an international peace movie competition. This an international movie competition, and Vitry will be the center place of this film competition. This will be borderless, and we can share ideas about peace. The movies will be produced by high school students or university students in Japan and in Vitry. It’s going to be a 30 second short movie, and they will be distributed via Facebook or Twitter to the worldwide audience. And then, there will be a voting by social media. Then there will be an awarding ceremony. So, the international peace movie competition can help us in promoting peace education.

As well as peace education, we first focused on what’s happened in the past. For example, what happened in Hiroshima and Nagasaki, and the reality of A-bombings. The visit to museums or listening to the testimonies of the A-bomb survivors are the kinds of activities. As for the current issue, in today’s world, the issue of nuclear weapons continues. So, the number of nuclear warheads, yields and power of the nuclear weapons, efforts toward disarmament, nuclear abolition and the Ban Treaty. We are going to have a seminar to share with participants about the basic facts. And toward the future, peace movie will be created by a group thinking about what they can express in the movie through their discussion. Thinking about what they can express about peace, we need to build successors. Vitry has been quite active on the issue of peace, but
they say that peace education is something en route, so I think what happened in Hiroshima and Nagasaki should be conveyed to the people in Vitry. So, by providing a training program for those who can tell their stories, we can convey the message of peace to people abroad.

**Moderator**

Thank you very much. Next is Group A.

**Presentation of Activities for Peace 2: Group A**

What can we do to make a change? First, we thought about creating a space where young people can gather, and think and talk about peace in a very casual, friendly manner. The space should also be a great opportunity for international exchange and mutual exchange. When we think of peace, it should be future oriented. It’s not only thinking about the past, but we are thinking about the future, a peaceful future. We think this kind of place is really useful and important.

So, what can we do to make it happen? Here are some of the more specific ideas how we can actually plan to create such a space. First, we will look for young people who have some relationship with Musashino City through public recruitment. And there are quite a few universities and colleges in this area. Therefore, students would be the most probable targets. And these university students, quite a few of them are international students. For example, ideas should be incorporated and linked with various measures implemented by the city. The city already has some sort of a committee, where the people gather and exchange opinions and views about what they can do to make the community a better place to live. And one set of perspective incorporated in this is that utilization of animation, or Japanese “anime” related. Taking up this idea, we can form some sort of a group where we can actually promote peace through art. And we want to get the largest possible participation of young people. Therefore, we should pay full respect to the ideas young people offer. Again, in relation with Musashino Art University, and young people who have gathered for the initiative can work together with those art students to make creative artworks related to peace. So in all of these initiatives, young people are the main actors, and to have a place and space where these people can gather is idealistic. So, at the moment, Musashino City already has quite a
bit of resources of all kinds, and that should be well incorporated with the resources of the young people. Thank you very much.

Moderator
Thank you very much, Group A. Now, let’s move on to Group F. When you begin, would you please indicate with whom you were working with? Are you ready? Group F, please.

Presentation of Activities for Peace 3: Group F
We are in charge of Biograd na Moru of Croatia. It’s surrounded by sea and it’s a tourist spot. This is the feature of the city, and as you can see in this picture, it is a beautiful place in the coastal area, surrounded with boats. This feature should be focused and create a day or time which symbolize peace for the event, praying for peace. We will give you the details now.

Biograd na Moru of Croatia should be created as the place for symbol of peace. Step 1 is the preparation. Step 2 is the decoration of the town. Step 3 is carrying out the events. Step 4 is sending postcards to other towns. Let’s go one by one. In step 1, high school students or junior high school students can be engaged in the events. Peace education was in our mind before we came here. But in Biograd na Moru, they are already carrying out such education, so they have already taken Step 1. Step 2 is to create the town as the symbol of peace. We are going to decorate the town to symbolize that. Decorating the town with chalk arts or balloons. On the balloons, we are going to put peace mark or peace symbol like this. Step 3 is to carry out the events. Hold exhibitions including testimonies of hibakusha, but they are holding such events already, so continuity of such events is the step 3. Secondly, a “Lantern Day” to pray for peace. This is the lighting of lantern for peace, and Biograd should be embraced with those lanterns praying for peace. Thirdly, because this is a very famous place by the sea, by using the lights of the yachts or the boats, we are going to surround this area with lights. This seems to be a very good candidate place. There are a lot of boats more here so, probably this seems to be the better place. This symbol mark originally had blue hearts, and there was a bee in the center. We arranged this to make a symbol for peace. Why is it blue? Biograd is very famous for its beautiful sea. Through those series of events, we
would like to make a day to think about peace, and to make Biograd na Moru the “symbol of peace.”

The next step going from this is that we want to have a picture taken of this heart made from the symbol of ocean, by using, for example, drone overhead, and using that image make postcards. These postcards, would have the image as well as this message over here, “Small cities make small steps, but together, can make a big difference. Eliminate nuclear weapons.” So, we will send out these postcards to other cities to spread the message of peace as well asking them to join Mayors for Peace program. That way we can not only continue with this program in Biograd, but also try to continue this in other cities and continue to spread this message.

This plan consists of various events, but that has to be done by the initiative of young people. This is the obligation of young people who is the driving force for the future. Be it Nagasaki or Biograd na Moru, probably one idea is to create a youth group or youth association jointly. One proposal we have is, to members of Mayors for Peace, would you like to create such young people’s association to have the connection? This is an idea from the ban treaty, which was just adopted, and was realized because of the initiatives and appeals by hibakusha and citizens of the A-bomb cities. Such solidarity and cooperation, among citizens groups will need to be spread among local authorities. Thank you very much.

**Moderator**
Thank you very much, Group F. Next, Group E, Fongo-Tongo, please.

**Presentation of Activities for Peace 4: Group E**
I would like to make a presentation about Fongo-Tongo. First of all, when we first learned about Fongo-Tongo, it was a surprise. First, it’s a city in Cameroon, and because we didn’t know anything about the city or the country, we tried to search it through websites. We started without knowing much about the city. So one suggestion is that we would want it to make a web page focusing on photos. Young people loves to take photos, and we would like to build a platform for photos, that is common between Nagasaki City and Fongo-Tongo. And then we can collect many photos as possible.
The second one is the short-term exchange program. It’s a two to three weeks exchange program between young people of Fongo-Tongo and Nagasaki. This is based on the peace education. For example, young people of Nagasaki go to Fongo-Tongo for the peace caravan. By going to Fongo-Tongo, they can learn about history and environment about the city. On the other hand, when students from Fongo-Tongo come to Nagasaki, they get to learn and meet people who have experienced A-bomb, and learn their firsthand experience. They can do a homestay, and they can learn about the culture.

The third one is a new language course we put in. It is kind of connected to the second one, so if more students become interested in Japan, for example, Fongo-Tongo has a university, and we thought maybe they should offer a Japanese course. Not only establishing a Japanese course, but also, as a part of the education in Nagasaki University, we can establish some course that introduces culture and language of Fongo-Tongo. And of course this is also related, and another one is translating the testimonies of the A-bomb survivors. In order to translate, you really have to understand how they felt, so I think this itself is peace education.

There is one minute left, and this is the last one. If we presented all the activities, it may be difficult to get feedback, so in order to offer an opportunity to learn about peace education, this is stimulated by the stepping stone placed in Germany. In one part of the street, some section is removed and a golden colored footprint is inlaid. When they find the golden footprint, people will stop. The footprint will have information about a year and also a name of a city, but they don’t know what it means. By using the iPhone AR app, they can get information about the wars or conflicts, for example, “1945 August 9, Nagasaki.” You can get the audio, photo, and written information about the atomic bombing, which will provide an opportunity to know about the history of wars of each cities.

The purpose of doing this is that our one step forward leads to the establishment of peace. And it is very important for each person to deepen their understanding of peace, and we would like to spread that to other people. That is all. Thank you.
Moderator
Thank you very much. Now, Group D, please get ready.

Presentation of Activities for Peace 5: Group D
Thank you very much. In our Group D, “Semana de la juventud por la paz 2017”, is an event for this year, and I would like to tell you what kind of events are going to be held or should be held. On a short-term basis, we considered to have a Day of Peace, but as a matter of fact, in Mexico they have a Peace Week, so we decided to look for long-term and mid-term plans. This event is going to run for six days in November this year, and the purpose of this event is to feel the value of peace and consider a pathway for a better future. The venue is Zócalo Square in Mexico City. Zócalo Square is indeed a very important place for Mexicans, and it’s an extremely vast square, one of the largest squares in the world. The contents are, international issues, stories told by hibakusha, and we would like to use videos and documentary films to make it easy for people to understand. Mexico suffered invasion by the Spanish. They have gone through difficult history, and we invite experts to speak about this history, and invite hibakusha to tell their experience. And also, Syrian refugees is also an issue, which should be discussed in the event. In Mexico, there are hibakusha who live in Mexico, so we would like to invite them to speak of their experiences on that occasion.

The second one is the use of animation films and manga related to love, human rights, war and peace, and selling those copies of such books, and we also hope that we are able to screen those animation films. And a workshop for children and parents. Producing some goods for them to play together, for example, Shimbun janken game goods, could be done in a way of combining Mexican and Japanese culture, and let the Mexican parents and children make paper cranes. In Mexico City, domestic violence seems to be a big issue. Some parents are being abusive of their children. Family is the smallest unit of society, and that should be the starting point for building peace, and that’s what we consider extremely important.

Next is a production of an animation and picture books appealing the value of peace. Also, “A foreign country you discovered” could be used as a theme for a video-making contest, and the grand prize winner should be given opportunity to go to that country for
a cross-cultural experience. By so doing, people at large are able to expand their understanding of different cultures, and standing on a wider perspective that may be able to consider peace. Mexico has a lot of colorful and cute goods for daily life, so we would like to use these goods ornamented with Mexican colors for sale. And opportunity for dialogue between citizens and the mayor, that was our plan, but the mayor is a very open-minded person, so I hope that he will just continue to keep this practice. And a public open competition for a logo, but I heard that they already have a logo, so maybe they can produce another one, a cute logo mark. A Spanish song concerning peace could be composed.

In November, the event I mentioned earlier, it’s a very big festival with musical concert inviting many musicians, like Fuji Rock Festival in Japan. Additional things may be difficult for this year, but maybe for the next year. Also PR using various media, and from November 6 to 12, this big event is going to take place in Mexico, so I encourage you to visit Mexico during that time. Thank you very much.

**Moderator**
Thank you very much Group D. So the last one is Group C. So, last but not least, Group C is to be the last presenter of this session. If you are ready, please start the presentation.

**Presentation of Activities for Peace 6: Group C**
Good afternoon, we are from Group C. Group C will make a proposal to Ypres in Belgium. Ypres City is the first city which suffered an attack by chemical weapons of mass destruction. Nagasaki is the city which suffered from an atomic bombing, and therefore, we tried to combine the characteristics of these two cities.

So, we have a short-term proposal as well as a long-term proposal. Short-term proposal is a peace festival, and long-term proposal is a peace speech contest. I’m going to explain about the exchange program. This is rather complicated, so please focus on it. There are two parts, and one of them is a speech contest. After the contest, three winners of the contest will be given the right to be on an exchange program. The speech contest, as has been mentioned, Ypres City is the first city that was attacked with chemical weapons of mass destruction, and therefore university students of Ypres will do the
hearings of the survivors of the wars. Also the students of Nagasaki will do the hearing of hibakusha. Making the best use of these hearings, they will come up with the script for the speech contest. They will learn from the survivors, and will come up with their own thoughts and disseminate their thoughts to other people. So, students in Ypres will come to Nagasaki on August 9, or around that time, and Nagasaki students will go to Ypres on November 11, which is the date that the chemical weapons were first used on the City of Ypres. In the receiving cities, the students will make a textbook based on their history and give a lecture to the counterpart university students. When they come back to their own countries, then they will disseminate their experiences to other people widely.

Now I’d like to explain what happens after you are on the exchange program. There will be three students from both cities, each would be on the exchange program, and then they bring back their textbooks that the receiving city’s students made, and by using these textbooks, they are going to give lectures or presentations in their own cities. They will have to present what they learned through this exchange program. Maybe press conference can be also used, as well as website and school magazines are other channels for disseminating these information. Not only to school classmates, but also widely to the citizens of the city, disseminate the information and their experiences.

Now I’m going to talk about the short-term proposal, which is a peace festival. In Ypres City, in a three-year cycle, they have various festivals. One of them is a peace festival that is to be held once in every three years. We thought we can bring in some elements that can attract young people, together with the peace festival and Ypres.

As just has been mentioned, there will be three winners of the speech contest. And we will display art pieces, one of them is the Fat Man created using PET bottles or other waste, and we will display this art at the festival. The second one is, by using poppy flowers, we will create some object to decorate around the festival venue. Poppy flowers are the symbol of Ypres City.

I’m going to explain about the short movie. To be frank with you, as we talked with the representative of Ypres, this is the one that we really need to think over. The content is
that, both Ypres and Nagasaki, cats are very famous. Therefore, we created a cat as a character on the short movie so that they will see various tragic histories through the eyes of a cat. But the representative of Ypres said that the important thing is to talk what happened to the people, rather than animals. Therefore, rather than using a cat, we tried to come up with something that can communicate directly to the hearts of the people.

Now I’m going to give this a wrap up. Through the discussion with the representative from Ypres, there are some plans that cannot be realized such as the short movie. However, we had very heated discussions and members of the team is different in terms of age, but we could deepen our discussion and come up with this summary. Ypres suffered from chemical weapons and Nagasaki suffered from atomic bombing, so as cities that suffered from wars, we would like to come up with some kind of a plan that we can communicate and exchange between these cities and contribute to peace in the world. Thank you very much.

Moderator
Thank you very much. These were the presentations by each group. This is a good opportunity. Although we don’t have much time, I think we can have only one question from the participants. If there is a question, I think we have time for one question, but we would like to use this precious opportunity, there are many citizens and mayors from other Japanese cities or the mayors from abroad. We have time to receive one question. If not, we would like to conclude the session.

Students and young people could share with you only a part of the ideas they have prepared, and they were given a very short period of time for the presentation. Tomorrow, we are going to exhibit the ideas written on those papers so that you can have more time to go through them. The ideas and projects presented here need support from mayors and citizens in various cities for the realization, so if any one of you is interested in some of these ideas, please contact these young people. I think this was a very challenging session for Mayors for Peace, young people and mayors collaborated, and we had a wonderful reaction among people. Here we have the mayor of Nagasaki. I don’t know whether the mayor of Nagasaki feels like doing it again, or not so much, but creating something new is a source of joy. Activity toward peace is a very serious issue,
but young people are filled with energy in creating something new. Let us share this joy of creating something new. I hope that many cities will agree with me. Thank you very much. Please give a big hand to the youths and representatives of the cities. Those on the stage, could you please stand and say thank you, “arigato,” to the participants?

**Youths**
Arigato-gozaimasu.

**Moderator**
Thank you very much. Could you stay on the stage? So this concludes session III. Thank you very much for your kind cooperation. Next session is going to start at 16:30 as is planned. I would like to thank you for your kind support to me and let us continue to support these young people. Thank you.