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高校生平和提言

Using Dialogue to Counter Terrorism and Create Inclusive Communities

対話を通してのテロ対策

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概要

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

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

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

Using Dialogue to Counter Terrorism and Create Inclusive Communities

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

Literature Review

Basic Recognition of Terrorism

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

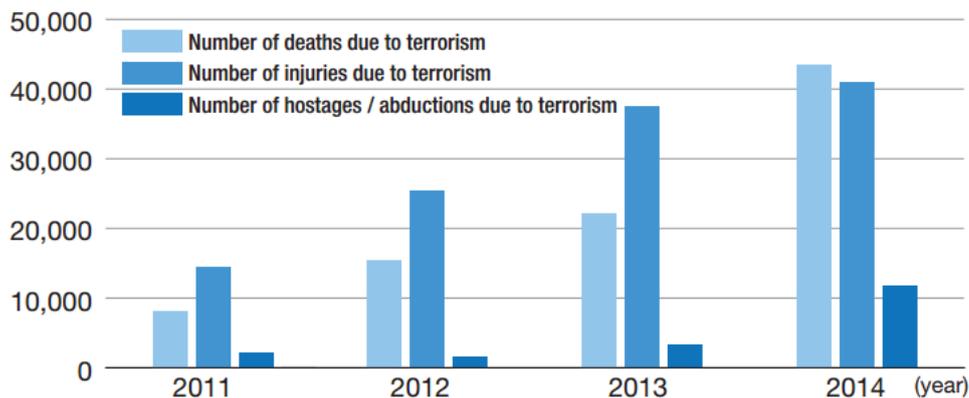
dangerous weapon); and § 1114 (relating to killing or attempted killing of officers and employees of the U.S.).

Recent History of Terrorism-World Trade Center and Pentagon Attack

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

Counter-Terrorism Institutions

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



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

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

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

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

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

Current Situation of Counter-Terrorism in Japan

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

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

Research Questions

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

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

Currently, the world uses military force to prevent the prevalence of terrorism.

However, even though the global military forces can effectively diffuse one act of terrorism

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

Methodology

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

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

Results

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

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

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

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

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

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

The fourth category of experiences was related to creating a sense of solidarity among people by understanding each other's beliefs. In one experience, a boy had anxiety about his school club. He was wondering why his club members were not united. The team decided to hold a meeting, and all club members talked about their feelings about club activities. The result of dialoguing together was that all club members were able to unite and decide one goal to go to same direction together.

Discussion

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

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

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

Proposals

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

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

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

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

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

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

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

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

Limitations

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

As for campaigns, Greet to Great dialogue campaign was held only eight days because of lack of time. To see the effects of continuous dialogue more, the campaign needs

to be held for a longer span. Also, this campaign was held in only Kansai Soka high school, and the results were lack of varieties because participants were only four students. In some days, the results could not be collected because the targets were absent.

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

Conclusion

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

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Appendix

Record of Greet to Great Dialogue Campaign in 2016

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