



2019 Annual Conference

Intro 01

About Us

UK-Japan Student Conference is a student conference between Japan and the UK, newly founded in 2016, whose aim is to foster exchanges between the two countries, starting from an active interaction amongst youth.

Join Passion

Unite Knowledge

Our Mission

To build a hub for liberal academic discussion amongst youth in the UK and Japan where they can exchange ideas, broaden their vision, and establish long-lasting relationships.

Intro 02

Get Involved

UK-JP Student Conference will be a unique opportunity for highly motivated British and Japanese students with a global awareness to come together. We bring future leaders of two nations together, so that they can exchange their thoughts and create a shared vision towards a sustainable future.

4th Annual UKJP Student Conference,
Legacy of war our memory in Hiroshima.

Report



<http://uk-jp.bizjapan.org/>

EST. 2016

- Index -

Mission of the UK-Japan Student Conference	3
Legacy of War: Our Memories of Hiroshima	3
Programme Structure	5
One Day Event (Tokyo • London)	5
Event in Tokyo	5
Event in London	5
Preliminary Study Sessions	6
Seminar	6
Discussion	6
Fieldwork	6
Policy brief	6
Conference Details	8
Schedule	8
Venue	8
Guest Speakers	9
Sponsors	10
Organisers	11
Participants	11
Preliminary Study Session	12
First Preliminary Study Session	12
Second Preliminary Study Session	12
Conference Programme	13
19 August: Fieldwork	13
20 August: Lecture by Mrs Kondo	14
21 August: Lecture by Professor Jacobs	16
21 August: Event with Route H	17
22 August: Group Discussion	17
23 August: Lecture and Workshop by Professor Katayanagi	17
24 August: Sightseeing	19
25 August: Lecture by Mr Leeper	19
Policy Brief Final Project	21
Summary of Group 1	21
Summary of Group 2	22
Summary of Group 3	24
Closing Statement	24

Mission of the UK-Japan Student Conference

We aim to create a space for cross cultural examination and a forum for discussion on crucial issues facing future leaders amongst British and Japanese students. Our vision is to support students in establishing a long-lasting human network across borders that fosters an immeasurably valuable relationship between the United Kingdom and Japan through this student-based hub. The established bond, independent of any business interests, will be a life-long treasure for all the participants of this conference. The UK-Japan Student Conference will be a space for students to enter a multicultural environment unlike their own communities. We hope this conference will be a bridge providing precious encounters, having an influence on the lives of all participants.

We put emphasis on providing experiences that lead us to question our collective biases and preconceptions, and through this realise the alternate approaches towards the theme of the conference. Nurturing the ability to discuss matters in an international context, we hope for participants to bring such perspective back to their own communities. We strive to design the UK-Japan Student Conference along the process of discussion, realisation, and action.

The UK-Japan Student Conference will be a unique opportunity for highly motivated British and Japanese students with a global awareness to come together, bringing future leaders of the two nations together, so that they can exchange their thoughts and create a shared vision towards a sustainable and positive future for all. The vision that we share, the life-changing experiences we provide and the diverse perspectives amongst attendees are all of immeasurable value. We strive to channel this value back into our two countries by publishing our activities and feedback. We strongly believe and hope that the UK-Japan Student Conference would kindle passionate discussion and rich interaction between the two countries.

Legacy of War: Our Memories of Hiroshima

In the 2019 UK-Japan Student Conference, we addressed the use of nuclear power by the British and Japanese governments. This conference seeks to analyse the causes and effects of governmental use of nuclear power, and debate about policies and strategies regarding nuclear power.

The history of mankind is the history of war, and the nature of war has evolved with the development of science and technology. In World War I and World War II, the concept of threats was transformed by the advent of tanks, aircraft, and nuclear weapons.

Nine countries now hold a total of 14,575 nuclear weapons. The United Kingdom has a comprehensive nuclear defence system and a stockpile of 215 nuclear warheads. A single nuclear weapon can destroy an entire city, kill millions of people, and have long-term adverse effects on the natural environment and future population. In 2017, the Treaty on the Prohibition of Nuclear Weapons was approved by the United Nations General Assembly. However, only 70 countries have signed the treaty to date. The United States, the United Kingdom, France, Russia and Japan voted against the adoption of the treaty at the United Nations General Assembly. Since the invention of nuclear weapons, Japan is the only country in the world where nuclear weapons were actually used, causing mass destruction and killing indiscriminately. Radiation damage has plagued the people of Japan many years after the bombings. This history has had a tremendous impact on Japan and the Japanese people and is an event that will not be weathered by time.

Last year, Britain commemorated the 100th anniversary of WWI, and Japan reached the last year of Heisei (the first era without war). In this milestone year, we will look at the subject of nuclear power from various angles and discuss their use in warfare. Thirty students studying in the UK and Japan will visit Hiroshima for one week to discuss “war and peace” from various perspectives as a part of our exchange program. On this occasion, we invited war survivors, professors of peace studies and other experts in the fields, and we discussed the merits of nuclear powers to have a better understanding of the modern warfare. The conference will be based on knowledge gained from learning prior to the conference, seminars by experts who are active internationally, and learning through fieldwork in the field. Outputs will be made through discussions with Japanese and English university students and will culminate in a final project and presentation by all the students.

Programme Structure

The UK-Japan Student Conference aims to improve the critical thinking skills of university students from different countries by sharing opinions and ideas through diverse approaches. Free and open discussion is extremely important in this process. Therefore, we made an effort to create an environment where all participants actively participated in the discussions and disseminated the learning gained through seminars and workshops.

One Day Event (Tokyo • London)

Event in Tokyo

The orientation session for international exchange students took place on the 15th and 16th of April at the University of Tokyo, Komaba campus. Committees gave a presentation with our aim, overview of the programme, and the application guideline for the 2019 conference for over 200 students. On 23 April, we had another information session with BizJapan and HKIC. There held a talk session among representatives from each organisation, followed by a Q&A session.



Event in London

Academic events are held every year in accordance with the theme of each year's conference in the UK to raise awareness of the Japan-UK Student Conference. This year, Professor Alessio Patalano of King's College London talked about the importance of war heritage in postwar Japan and modern politics. Q & A session on various themes such as the flow of formation of the view of war in Japan immediately after the end of World War II, the restructuring of relationships with neighbouring countries, the struggle for Japan's militarization brought about by social constructionism. The event was advanced with About 30 university students in London listened enthusiastically, and after the lecture, there was a thorough discussion so that questions could not stop. After the lecture, a social gathering was held to introduce the history and future development of the Japan-UK Student Conference and promoted the summer conference. It was a meaningful event that led to the application to the plenary session, with high interest from students who experienced what kind of experience the plenary session can be achieved through the event.

Preliminary Study Sessions

The purpose of the preliminary study sessions is to provide a foundational level of understanding of the current situation of war, peace, and the world's nuclear weapons. In addition to providing a foundation of knowledge for the conference, the preliminary study sessions give the participating students a chance to practice the ability to think logically and the ability to compose opinions. We undertake independent research on the discussion questions that are set up in advance based on the reading list, which was given by the guest speakers.

Seminar

The purpose of the seminar is to provide input from an academic perspective. For example, when thinking about peace, it is important to first learn about the effects of nuclear damage from the atomic bombing in Hiroshima, Japan's three non-nuclear principles, and to know universally about the development of nuclear weapons. A seminar was held with the narrator, a university professor specialising in theology of war studies and peacebuilding, and the former director of the Hiroshima Peace Culture Center. The knowledge and opinions gained here were very useful as basic knowledge in other activities, and it was helpful in considering more realistic countermeasures for the current situation.

Discussion

There are often opportunities for discussion between participants or between participants and speakers throughout the meeting. In the discussion, it means to exchange information obtained from learning and to discuss to share new views. There are many free ideas that seem to be students, and it seems that it has become a means of developing one's own ideas and thinking from a new perspective.

Fieldwork

We visited the Hiroshima Peace Memorial Park. Under the guidance of volunteer guides, we toured the memorial monument for the atomic bomb victims and the thousand cranes that have been sent from Japan and overseas after the war. In the afternoon, we visited the Peace Memorial Museum in the afternoon to learn more about the impacts of one nuclear detonation to the Hiroshima city and the people. We deepened our understanding of the war and the use of nuclear weapons and peace.

Policy brief

Policy brief forms the core of the learning experiences in the final days of the conference. Policy planning is an activity that analyses policy-making and allows the participants to either produce a new policy or produce a correction or mediation to a pre-established policy. Participants worked in groups and discussed on the theme of the 2019 conference, which was nuclear powers and peace studies.

Policy brief is divided into four sections: (1) Summary of Existing Issues; (2) Recommendation of Policy; (3) Approach and Result; and (4) Implementations and Conclusion. After each group drafted a written

policy brief, presented it to other groups and received feedback. The participants were then allowed to redraft their policy briefs and make the appropriate changes before their final presentation to war and peace studies expert and peace activist, Mr Steven Leeper. The final presentation allowed each participant to challenge and analyse their learning through the presentation and draw out key issues and solutions. After each presentation, Mr Leeper gave a thoughtful response and analysis of the policy briefs.

Conference Details

Schedule

Dates: 18-26 August 2019

	18th (Sunday)	19th (Monday)	20th (Tuesday)	21st (Wednesday)	22nd (Thursday)	23rd (Friday)	24th (Saturday)	25th (Sunday)	26th (Monday)
9:00 AM				Leave venue	Leave venue	Leave venue		Leave venue	Departure
9:30 AM									
10:00 AM		Leave venue	Leave venue	Seminar by Prof Jacobs @ Orizuru	Group discussion @ Orizuru	Seminar by Prof Katayanagi @ Hiroshima Uni		Video seminar by Mr Leeper	
10:30 AM		Hiroshima Peace Memorial Park	Opening ceremony	Yomiuri					
11:00 AM			Policymaking Introduction						
11:30 AM									
12:00 PM		Open lunch	Lunch	Lunch	Lunch	Open lunch		Lunch	
12:30 PM									
1:00 PM									
1:30 PM			Seminar by Mrs Koko Kondo @ Orizuru	Route H exchange programme @Mielparque Hiroshima	preparation for icymaking - practi @ Orizuru	Workshop with Prof Katayanagi and her students @ Hiroshima Uni	Free day	policymaking with Mr Leeper	
2:00 PM									
2:30 PM									
3:00 PM									
3:30 PM									
4:00 PM	Arrival and Registration @ Lappy	Hiroshima Peace Memorial Museum + Free time	Reflection	Reflection	Reflection			Closing ceremony	
4:30 PM									
5:00 PM					Free time	Free time		Free time	
5:30 PM			Free time	Free time					
6:00 PM									
6:30 PM					BBQ @ Lappy			Farewell Dinner	
7:00 PM	Welcoming Dinner								
7:30 PM									

Venue

Orizuru Tower (Hiroshima Gender Equality Foundation Essor Hiroshima)
1-2-1 Otemachi, Naka-ku, Hiroshima City, Hiroshima Prefecture 732-0051

<http://www.orizurutower.jp>



Guest Speakers

Mrs Kyoko Kondo

She was exposed at 8 months of age. His father, a Methodist minister Kiyoshi Tanimoto, devoted to the reconstruction and relief efforts in Hiroshima right after the atomic bombing. His devotion was depicted by John Hershey's "Hiroshima" (1946), which was introduced all over the world and quickly received a great response. Mr. Kondo is currently speaking worldwide as a narrator of "Hiroshima".



Professor Robert Jacobs

Professor at Hiroshima City University Peace Research Institute. Professor Jacobs researches the international collaboration of the Hibakusha community, the effects of radiation, post-colonialism, the development of radioactive weapons in the United States and the use of information collected by the Accident Investigation Committee (ABCC).



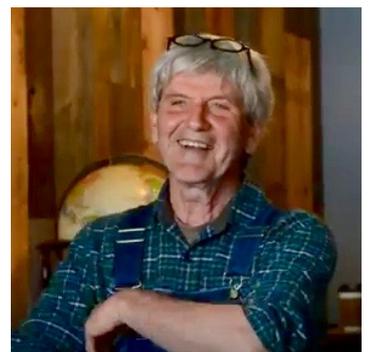
Professor Mari Katayanagi

Professor Katayanagi specialises in peacebuilding international human rights law. Before being appointed to a professorship at the Graduate School of International Development and Cooperation of Hiroshima University, she has experience as a political advisor and a researcher at the Embassy of Japan in Bosnia and Herzegovina, the Office of the High Representative in Bosnia and Herzegovina, followed by the Japan International Cooperation Agency (JICA).



Mr Steven Lloyd Leeper

Mr Leeper is well known for his long contribution to peace and abolition of nuclear weapons. In 2002, he was appointed to the representative of the Mayors for Peace United States. Having served as an executive advisor of the Hiroshima Peace Culture Foundation since 2003, he was appointed Chairman of the Foundation in 2007. Mr Leeper won the FY2008 Academia Prize in International Exchange from the Academic Society of Japan for his outstanding efforts in cultural and social research as well as international exchange.



Sponsors



Organisers

Ayaka Naota	Royal Holloway University of London
Ryosuke Amano	University of York
Lisa Ishihara	Osaka University, Grenoble Ecole de Management
Haleigh Kling	University of East Anglia, City University of London
Sayaka Ono Idris	Royal Holloway University of London
Nao Noguchi	University of Bradford
Yurie Suzuki	University of Glasgow
Wakana Asano	University of Tsukuba
Karin Matsuzaki	Kings College of London
Akihisa Naota	Hibarigaoka Gakuen

Participants

Alex Satoru Cheah	University College London
Aidan Gilbert	University of Edinburgh
An Yokota	King's College London
Daiki Ito	Tokai University
Daniel Gregory	University of Edinburgh
Kate Shimizu	Doshisha University
Kanako Hara	University of Cambridge
Kyohei Yamaoka	University of Edinburgh
Coco Shi	University College London
Laure Lincker	University College London
Madalina Benderschi	University College London
Marie Chan	University of Cardiff
Mayu Fujinami	Keio University
Mayu Ishiguro	Shirayuri University
Nicole Sze-Yi Doyle	University of Oxford
Rika Togashi	Keio University
Sari Hirano	Queen's University Belfast
Sudipta Bhattacharjee	University College London
Tomo Taniguchi	University of Tokyo
Tomoki Yamada	University of Tokyo
Xin Tong	University College London

Preliminary Study Session

Two study sessions were held for the preparation of the summer conference. We analysed the current situation of nuclear weapon problems brought about by political, economic and cultural backgrounds, and discussed what measures should be taken by society and the government. Each content is as follows.

First Preliminary Study Session

The first preliminary study was formulated based on academic articles written by Professor Robert Jacobs and discussed the strategic value of Hiroshima from the U.S. perspectives during the Second World War. We shared our understanding that the U.S. military targeted Hiroshima and Nagasaki, both military and industrial cities, to track the destruction and aftereffects of atomic bombs and to demonstrate their nuclear strength. We also discussed whether war can dehumanise people as well as the interpretation of “saving lives” during war.

Second Preliminary Study Session

In the second preliminary study session, we discussed the Nuclear Non-Proliferation Treaty, the endless nuclear development, and the problems of the increasing number of nuclear-armed countries. We discussed the difficulty of eliminating all nuclear weapons issues from the world. The biggest reason for developing nuclear weapons is not to “attack the other country with missiles”, but to share the recognition behind the desire to have nuclear power and take the lead in military power and negotiate between states. Thinking about peaceful methods and measures to stop further proliferation, not only in countries such as North Korea, Iran, and Pakistan, but also in countries that have world leadership, such as the United States and the United Kingdom. We reaffirmed that this is the theme of the UK-Japan Student Conference this year.

Conference Programme

19 August: Fieldwork

Author: Madalina Benderschi

A light morning drizzle accompanied us on our Peace Park tour. The atomic dome overlooks the landscape, a sobering memorial to the destruction suffered by the people of Hiroshima. The volunteer guide tells us many wanted to demolish the building, which stands as a constant reminder of the pain they wished to forget. The diary of a schoolgirl, Hiroko Kajiyama (who died from radiation-related leukaemia), launched a campaign that led to its preservation. She hoped the dome will remain "there to tell the world how fearsome atomic bombs are," and its memorialisation value cannot be overstated.

The entire Park is a conglomeration of grassroots initiatives: the peace flame, origami cranes, a song played by schoolchildren, all stemming from individuals moved by solidarity. We enter the museum as a group, but slowly detach from each other while passing a dark narrow couloir. The genius of the museology is evident here: the Peace Museum is meant to be a solitary experience. The only source of light comes from hibakusha drawings on the wall, interspersed with pictures of the bomb's effects. Their haunting nature is almost tangible, and the viewer is invited to contemplate both the subjective and the objective experiences of the bomb.

The museum's ability to humanise the events is remarkable; it succeeds by telling individual tragedies. It displays treasured possessions and chilling last words. It forces us to confront the fact that nuclear weapons are incompatible with human dignity. The one thing conspicuously absent was a discussion about the discrimination of hibakusha. Many were forced to keep their status hidden, as the novelty of the bomb and public ignorance about the effects of radiation created a fertile ground for fear. Ignorance stemmed from censorship: the US enforced a strict press code denying radiation effects, and physicians were prohibited from publishing their findings. Employers thought hibakusha might spread chronic illnesses in their place of work, while marriage prospects were eradicated by the suspicion that survivors' afflictions could be hereditary. The same burden is now born by those affected by the Fukushima disaster, motivating questions about the state's role in raising awareness and admitting responsibility. Many of us return to exhibits for a second or a third time, and we leave after the bell sounds and a guard politely informs us that the museum is closing.



20 August: Lecture by Mrs Kondo

Author: Nicole Doyle

The first day of the seminar began with a lecture given by Koko Kondo, an a-bomb survivor. Mrs. Kondo told her story and concluded by urging the participants to continue advocating for peace and nuclear disarmament. We were privileged to have the chance to listen to a sharing by the hibakusha, Mrs. Koko Tanimoto Kondo, whose words deeply moved every one of us participants present in the room. Though only an infant at the time the bomb was dropped, Mrs Kondo's life was nonetheless affected long after it had detonated. She was an incredibly human speaker, who alternated between lightly comical recollections of her childhood self and the moments of raw emotion she felt in the different episodes of her experience. Her voice would rise and swell with vigour, then all at once subside, a quiet yet still powerful voice that filled the room.



Mrs. Kondo began by describing her earliest memories growing up in Hiroshima. She recounted the anger that she, as a young girl, nursed deep inside for the pilots who dropped the bomb, manifest in the earnest wish to give them “a punch, or a bite, or a kick”, if ever she should meet them. Such an opportunity occurred earlier than she anticipated when she came face to face with Captain Robert Lewis, the co-pilot on board the Enola Gay, while present for an episode of the television show *This Is Your Life* focusing on her father. It was Captain Lewis' tearful recollection of his remorse after dropping the bomb as he penned the words “My God, what have we done?” into a notebook, which transformed her righteous anger and compelled her to cross the stage and take his hand in hers.

From this experience, her outlook had fundamentally changed to “if I hate, I shouldn't hate this person, I should hate the war itself, which we human beings caused.” After this incident, the bomb and her status as a survivor continued to impact her life, between intrusive medical examinations and the calling off of her first marriage, even as she tried to bury her connection to Hiroshima. Mrs. Kondo would overcome these struggles to speak for peace across the world in her capacity as a hibakusha. She drew parallels between children she encountered in places marred by war like Baghdad, who enthusiastically declared their hatred for Americans, and those in Japan during WWII. Such words of hate, she emphasised, were inherited from adults—children are not born hateful. Mrs Kondo expressed a desire for more understanding between people, for our unity as members of humanity.

Mrs Kondo concluded her sharing by showing us the clothes she had been wearing as an infant during the bombing, which her parents had kept all the while in the hope that she would eventually share her life in Hiroshima and the message of peace. Indeed, we were able to hear that message, and she committed her prayer for peace to us as representatives of the next generation. After her sharing, we were able to engage in meaningful dialogue with Mrs. Kondo and ask her questions about her life and activism, as well as her father's work and her input on other important topics related to Hiroshima.

We hope that our generation can rise to the occasion to both navigate the complicated and painful legacy of war so that future generations inherit understanding rather than hate, as well as to realise the dream of hibakusha like Mrs Kondo – for a world that doesn't live in the shadow of nuclear weapons, for no more Hiroshimas.



21 August: Lecture by Professor Jacobs

Author: Madalina Benderschi

The second lecture was given by Professor Robert Jacobs. There was a drastic difference between Professor Jacobs lecture and Mrs. Kondo's story which can be summarised as the scientific lecture on the a-bomb and the primary perspective on the a-bomb, imbued with emotion. Although these two lectures were contrasting, they reached similar conclusions. Professor Jacobs called for the immediate action of each participant to continue their call for disarmament.



Professor Jacobs of Hiroshima City University began his seminar by distilling the varied effects of different types of radiation. Gamma radiation is a wave that passes through the body and affects victims from the outside. It can be stopped to an extent by barriers such as concrete and lead. In contrast, beta and alpha radiation are particles that once internalised, are deposited within the body, continuing to emit radiation, sometimes from the rest of one's life. Victims in Hiroshima suffered primarily from the effects of gamma radiation, developing severe radiation sickness often fatal within a year. Taking a global hibakusha perspective, Professor Jacobs explained that the majority of radiation-affected people were subjected to the latter two types of radiation as a consequence of nuclear tests and fallout.

We delved into the concept of nuclear colonialism: the choice of test sites involved a careful deliberation on the lives that were considered to be expendable. Often, politically and economically marginalised indigenous people were affected, being forcibly displaced or subjected to extreme amounts of radiation. Nuclear states purposely deceived them, claiming they were not in danger. Their land contaminated, knowledge chains destroyed, and way of life dramatically altered, self-sustaining communities were forced into deprivation and dependence on the state. Global hibakusha are made invisible, with nuclear powers refusing to admit fault and pay compensation until today.

Deleterious health effects also originate from accidents, such as Chernobyl or Fukushima. There, faulty prediction models are used in a politics of anxiety management. The number of victims are estimated by imposing concentric circles on the accident site, which is only applicable to gamma radiation. This falsely lowers the number of affected people, reducing public expenditure. In actuality, wind and precipitation cause radiation to move in unexpected ways, and may seriously impact upon people at a significant distance from the plant.

Professor Robert Jacobs also shared his thoughts about effective activism, stating that humanitarian arguments are generally preaching to the converted. They create an unproductive consensus that is not conducive to change. A more constructive approach may be emphasising the enormous costs associated with nuclear weapons' production and maintenance. In a post-industrial, receding economy, can we really afford investing in nuclear weapons at the expense of human wellbeing, sustained through education, healthcare, and a robust social welfare system?

21 August: Event with Route H

In the afternoon, an exchange event was held with high school students who are planning to go on to overseas universities, including UK universities. This event was in cooperation with Route H and the Global Learning Centre, which are sponsors of this conference. After each participant's self-introduction, participants from Oxford University, Cambridge University, and University College London made presentations on behalf of UK universities. The presentations covered a wide range of university life, such as curriculum selection, club activities and extracurricular activities. In the subsequent question and answer session, high school students asked questions about how to study, how to use time effectively and how to study English.



22 August: Group Discussion

The fourth day of the conference was reserved for the policy brief presentation preparation. In the morning session at Orizuru the participants reviewed the requirements for the policy brief and were given a seminar on policy briefs and how they work and what their purpose is. The participants were put into their groups and given time to respond to the prompt of policy regarding nuclear weapons and peace on a global scale. The participants were able to choose how their policy represented this prompt, nationally or globally and along the lines of disarmament or regulation.

See section, 'Policy Brief Final Project' for policy brief project summaries.

23 August: Lecture and Workshop by Professor Katayanagi

Author: Aidan Gilbert

We were given the opportunity to visit Hiroshima University and participate in a seminar and workshop with Professor Katayanagi and her postgraduate students. With her interest in peacebuilding and peace-making, Prof. Katayanagi's seminar was extremely beneficial and important for developing our viewpoints of the way that our identities, both of a personal and a national level, are simultaneously weaved into the peace process.

In Prof. Katayanagi's opening lecture, we were given a broad but insightful look into the major human rights legislation documents as well as their relationships with major elements of peacebuilding.



Two moments that stood out in this section was the posing of two questions to the participants and the postgraduate students. Firstly, we were asked "what are some examples of human rights?"

Through group discussion, the participants all quickly settled on the major rights that stood out. However, the second question was much more personal and difficult for many to answer and sparked a diverse range of answers. The participants were asked whether they, a wide and diverse group of students, were happy with the human rights situations in their own countries? As expected, such a difficult question received a wide range of answers examining nations such as the UK, Japan, France and India from many different approaches.

Prof. Katayanagi was able to use these thoughts to aptly tie in with her examination of Japan's engagement in peacebuilding, its policies and how it has created a national identity strongly based around peace and a role as a pacifist nation. It was through this examination that we were able to think about the role that Japan's peaceful identity has influenced its policymaking. As we discovered, Japan had not only taken a passive role in the peacebuilding process but an active one, a prominent example of the Philippines mission being mentioned.



Afterwards, we were able to listen to a lecture by one of the professor's postgraduate students from Myanmar, Mr Khen Suan Khai, on his personal experiences and research into the persecution of the Chin people in the country. With earlier discussions being extremely centred around identity and the role of identities in peace and international conflict, this was a fitting addition to the workshop. Through his research into the forced assimilation and conversion of the Chin people for example, we were able to discover just how important it is to protect the identity of populations and how the nature of identity can influence policy into peace-making in both positive and negative ways.

To conclude our workshop, we split into three separate groups of both mixed participants and the professor's students. In these groups, we discussed the differences that we had learned between peacekeeping and peace-making and examined what this meant for the role of Japan in modern geopolitics. In presenting their ideas, each group was able to foster a constructive discussion about the differences that they had spotted but also on what they had observed by applying this to Japan. A key line of thinking that ran through the group discussions was on whether Japan should active or passive role in the peace process and whether Japan should alter Article 9 in its constitution. Due to the many different viewpoints shared by the participants, a diverse range of opinions and policies were presented at the end of the workshop.



24 August: Sightseeing

Participants, who befriended to each other for a short period of time, visited places of their interest and had a good time. Some went to the Miyajima Underwater Fireworks Festival in yukata, Japanese traditional clothing. The others visited the former Kure Navy Yard and Yamato Museum.

25 August: Lecture by Mr Leeper

Participant's voice: Alex Cheah

Mr. Leeper's deeply enlightening lecture had put the threat and consequences of the abuse of nuclear materials into perspective for me. I have always known that nuclear weapons cause death and destruction wherever it is detonated due to heat and radiation damage, but I had not known about the true means by which it could wipe out life on the entire planet, as approached from an ecological viewpoint. With developments in nuclear technology having advanced by leaps and bounds due to the Cold War, merely 10-15 large hydrogen bombs may be enough to cause the end of civilisation on Earth. This is because the use of such bombs would hurl 500 million tonnes of dirt into the air, which could block 10% of sunlight and cause nuclear darkness. This would lead to food being unable to be grown in most parts of the world, and cause large-scale famine and bloody wars for food in equatorial states such as Thailand, where food could possibly be grown, and in Mr. Leeper's opinion, would eventually lead to the extinction of humanity. 10-15 bombs is not a large figure, and its detonation is a very realistic threat if a nuclear war between nations currently wielding nuclear weapons occurs.

This threat is especially real in our unstable political climate, where a rise in nationalism has been observed in recent times, the global balance of power is in the process of shifting from West to East, and ideological differences had led to the political destruction of the Middle East. With the election of President Trump in the US, the UK's vote for Brexit (and PM Johnson's recent election), and PM Abe's desire to amend Article 9 of the Japanese Constitution to allow for the expansion of Japan's global

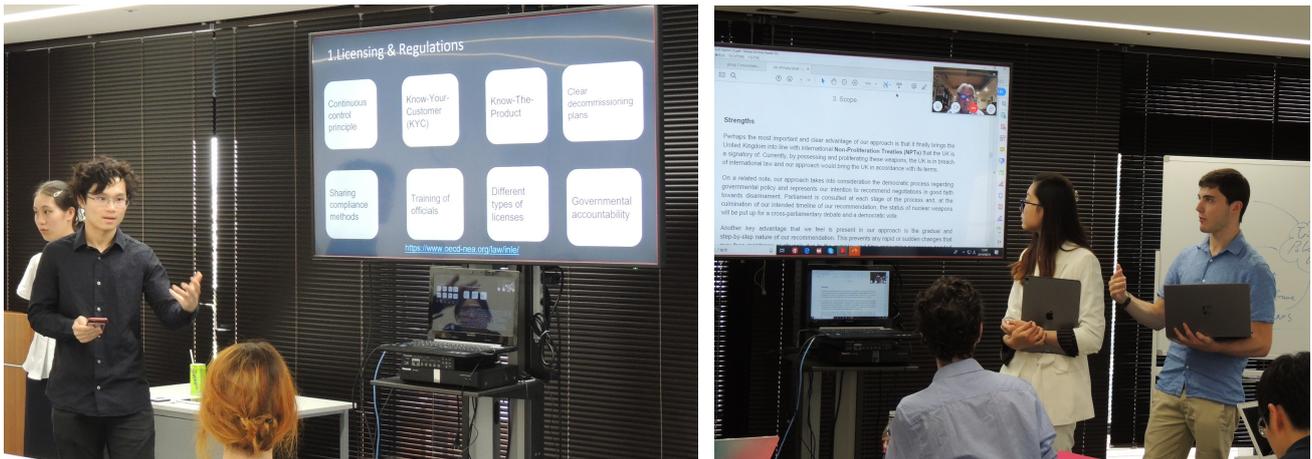
military presence, there is an evident trend of rising nationalism in the world. Nationalism forms one of the core bases of justification for nuclear weapons - to act as a strong deterrent to would-be aggressors from attacking their state, either through mutually-assured destruction for nuclear aggressors or one-sided destruction for non-nuclear aggressors. This indicates a trend of support amongst the populace for policies which would be aligned with the maintenance or development of nuclear weapons, thus contributing to such risk. Furthermore, with the rise of China as an economic and political powerhouse, the US faces a new challenge to its global supremacy - a challenge possessing nuclear weapons. Tensions have already been observed with the ongoing fierce trade war between the two countries, which already has economic repercussions on the rest of the world. Indeed, Mr. Leeper may be right to say that we are in pre-World War III - only this time, it could be the war to end all wars (and our world).

Since nuclear weapons have the potential to end the world but bring little to no benefit to humanity, Mr. Leeper calls them “doomsday machines”. He highlights how even its development has already put humanity at risk today. Mr. Leeper mentioned that just a few score years ago, there was virtually no Plutonium on the surface of the world. However, there are now at least several hundred tonnes of the substance, of which merely a few particles in every human would wipe out the entire human race. As such, he argues that nuclear energy, despite the need for alternative energy sources in light of dwindling global fuel supplies, is an irresponsible way of producing energy and is thus vehemently against it. I previously did not really think of this perspective and took the existence of nuclear energy for granted. His perspective made me rethink the viability of nuclear energy as a clean energy source, and this was compounded by questions by other participants about issues with nuclear waste disposal and treatment, through which Mr. Leeper responded, emphasising the many dangers of nuclear energy production.

Mr. Leeper thus opines that the way forward is through changing the mindset of people on the ground, and to use a bottom-up approach to eradicate nuclear weapons and nuclear energy from the world. He believes that there is no real argument for the maintenance of nuclear weapons, and the only reason why people still support it is due to the lack of education. Therefore, he encouraged us to make use of our place in the information age to spread the dangers of nuclear weapons and energy to the world, and change people’s views on them through education. Through effective campaigning, with grassroots and corporate support, we can shatter the power structures that hold up the existence of nuclear weapons in the world. This may be a tough journey - nations such as Japan may have to do more than verbally fight for the abolishment of nuclear weapons but take practical measures such as stepping out of the protection of the US’ nuclear umbrella. While this might be a difficult journey, it is a worthwhile one, and it is my hope that our generation will be able to see the end of nuclear weapons in the world.

Policy Brief Final Project

Policy brief forms the core of the learning experiences in the final days of the conference. Policy planning is an activity that analyses policy-making and allows the participants to either produce a new policy or produce a correction or mediation to a pre-established policy. Participants worked in groups and discussed on the theme of the 2019 conference, which was nuclear powers and peace studies. Followings are the summaries of each group.



Summary of Group 1

Our project seeks to devise a method of allowing nuclear energy to remain viable and safe in the long-run against a background of an increase in groups or other non-state actors employing terror tactics, especially in light of the technological advances that we foresee in the future. We have done this by giving an overview of the current state of the production process and requirements for nuclear energy, observing that there is a risk of benign nuclear energy being converted to nuclear weapons. Thus, we devised proposals to deal with these potential threats, summarised later in this brief.

Our group found that the worldwide proliferation of nuclear energy to date has naturally heightened risks associated with it and given the upward trend in reliance on nuclear energy, this will only grow with time. We also analysed the specific vulnerabilities inherent to the production chain of nuclear energy which could be exploited by terror actors, identifying nuclear facilities, nuclear material and radioactive waste material as three key targets. Areas of threats include active nuclear energy facilities being targeted by terror groups, whose destruction would unleash widespread and lasting devastation on the surrounding area, not unlike the catastrophes in Chernobyl and Fukushima. Alternatively, lost or abandoned radiation sources besides being accident-prone, may be targeted by terror groups or rogue national/subnational entities aiming to acquire technological know-how or the enriched uranium cores necessary to make nuclear weapons. Moreover, we explored the various technological advances which could amplify the threat of nuclear terrorism, for instance the development of small modular reactors which have been identified by nuclear experts as presenting a grave threat.

Beyond technological developments specific to the nuclear production process, we also considered external advancements which could be incorporated into terror tactics targeting nuclear energy facilities. Three case studies we considered representative of this threat were: (1) Unmanned Aerial Vehicles (drones), (2) Artificial Intelligence, and (3) Battery Technology. Briefly elaborating on one of these examples: drones, readily available and easily operated remotely, have in fact already been used in lower-scale incidents, and could potentially be utilised to deliver explosives or disperse radioactive material over targets, especially given their capacity to collect valuable data. Thus, our findings provided a strong basis for our recommendations which seek to ensure the nuclear energy community keeps pace with a dynamic, uncertain world and the rapid rate of technological advancement.

With regards to our proposals, we adopted a largely legal approach to regulation. Firstly, it is important to recognize that legal norms for the regulation of nuclear energy are part of a state's general legal system, and thus nuclear law must take its place within the normal legal hierarchy applicable in most states. We believe that safety must be the primary requisite for the use of nuclear energy and the applications of ionizing radiation in all States. Technical measures for safety exist in 2 forms: basic principles that are generally applicable, and technical requirements binding on specific licence holders only.

We focused our proposals on three main areas: (1) licencing and regulations, (2) transportation, transfer, and export, and (3) power plant operations.

With regards to the first point, we proposed, *inter alia*, that national legislation must allow inspectors and enforcers to maintain continuous control over and have continuous ability to carry out their inspection and enforcement activities, that companies involved in the nuclear energy production industry must practice due diligence with regards to Know-Your-Customer practices, especially in an era of growing complexities in global corporate structures. Additionally, the industry should have a system to share its novel technical regulation compliance methods between operators to increase compliance rates, as well as breaches of regulations to allow others to learn from it.

With regards to the second point, nuclear material that may be used to develop nuclear explosive devices requires enhanced measures of physical protection during international transport. Types of nuclear material should be categorised according to the potential risk it carries, as well as its portability and ease of use. The level of physical protection applied to nuclear cargo during transport should depend on the type and quantity of nuclear material, with stricter additional compliance obligations being imposed on high-risk and high quantity cargo.

Finally, with regards to the third point, power plants must meet three objectives: general nuclear safety, radiation protection, and technical safety. These 3 objectives are met by safety requirements being placed on three levels - Policy, Management, and Individual. At the Policy level, the operator must have a strong safety policy statement concerning its facilities and activities, affirming its commitment to a high level of safety, and making the contents of this statement well-known and understood by its employees. It shall also make this policy statement public. At the Management level – the management should institute practices that encourage workplace safety, in line with the policies instituted by the operator. At the individual level, individuals in the power plant should strive for excellence with regards to nuclear safety, involving efficient communication, a questioning attitude, and a rigorous and prudent approach to nuclear safety.

Summary of Group 2

Our group's aim was to examine the UK government's plan to renew Trident and we identified it as an excellent opportunity for the country to disarm itself. By doing so, we believed it would be setting a powerful example for activists and non-nuclear politicians worldwide, helping to galvanise them and provide the frameworks so that they could pursue similar disarmament in their own country.

We first focused on what we saw as the negative effects of Trident, including our belief that it was a breach of international law as well as the economic, security and political disadvantages that Trident brought to the UK. From this, we acknowledged that complete disarmament overnight was not a feasible option, but we instead advocated a "soft approach" in which the UK shifted its nuclear arms policy from what we saw as "minimum deterrence" to "virtual deterrence". In this, we envisioned that the UK would decommission its active warheads and but still maintain the capacity to re-activate them should the need arise. In planning for this, we advised upon a six-step plan:

1. End operational deployment – stop nuclear armed submarines patrolling British waters;
2. Remove keys and triggers from the submarines and transfer them on land;
3. De-activate missiles, thus making it impossible to launch them against any target;
4. Remove nuclear warheads and missiles from submarines under the supervision of inspectors, and establish seals to guard them;
5. Disable nuclear warheads and remove them from the Clyde naval base in Scotland;
6. Dismantle the warheads into component parts and send them to the US, or create the domestic capacity to dismantle them locally.

Our group gave the proposal a ten-year timeframe, in which afterwards there could be a parliamentary debate on the presence of Trident, and it was our hope that the scaling back of the deployment and visibility of Trident would ultimately convince MPs that it should be decommissioned completely and permanently.

We felt that the most important and clear advantage of our approach is that it finally brings the United Kingdom into line with international Non-Proliferation Treaties (NPTs) that the UK is a signatory of. Additionally, parliament is also consulted at each stage of the process and the cross-parliamentary debate and democratic vote would give it substantial democratic legitimacy. Another key advantage that we feel is present is the gradual and step-by-step nature of our recommendation. This prevents any rapid or sudden changes that may face resistance or struggle due to the complex and time-consuming processes needed to arrange for the disposal and winding down of nuclear capabilities. Additionally, it allows time for further consultation with politicians, campaigners and the public regarding any complaints, feedback or additions that may wish to be considered regarding the policy.

We also compared a potential UK disarmament scenario to other powers, particularly the case of South Africa, examining measures that they had taken in order to become a non-nuclear society as well as the differences and similarities in their situation. We concluded that while the UK would be a unique case in a global power giving up its nuclear weapons, there was a historical precedent that it could follow or take inspiration from. Additionally, as mentioned, the UK would be an extremely powerful and useful examples for campaigners and activists to take inspiration from worldwide.

Summary of Group 3

Our group's policy brief started off with identifying problems that were already in the non-proliferation treaty. We wanted to focus on improving current policies, as the NPT can be commended for its work on the non-proliferation of nuclear weapons. The main three problems found within the NPT were an imbalance of power, existing tension between states, as well as the unequal treatment between states. Thus, our aims and recommendations stated that the International Atomic Energy Agency should be more independent from the United Nations Security Council.

We would do this by creating an impartial, mediating committee (with a focus on peace-making strategies). The role of this committee would be to mediate issues regarding nuclear weapons, restore balance between countries and carry out sanctions where needed. The members of this committee would range from public servants, people from grassroots movements, researchers and hibakusha themselves. We felt it was important to involve hibakushas in this process, as their voices are often gone unheard in nuclear weapons affairs. Our approach was to regularly monitor countries adopting nuclear energy, as well as reviewing and monitoring committee members. We decided this was an important step to take to reduce things such as corruption, bribery and other illicit activities taking place.

Additionally, we also included annual reports to be published and made accessible to all. This should be done not only to educate the public, but also to encourage them to contribute towards the long-term goal of a world without nuclear weapons. We recognised and highlighted possible limitations to this policy brief such as bias, sanctions not working and nations simply being too powerful. We offered some solutions to these problems such as whilst biases may still remain, we would reduce this by reviewing the members regularly and by setting quotes within race, nationality, gender. Our policy brief aimed to improve the issues within the current treaty such as an imbalance of power, tension and inequality between states, whilst working towards the long-term goal of nuclear disarmament.

Closing Statement

On August 26th, we were able to successfully complete the Fourth Japan-English Student Conference. We would like to express our gratitude for our guest speakers Mrs. Koko Kondo, Professor Robert Jacobs, Professor Mari Katayanagi and Mr Steve Leeper, Benesse Corporation (Route H and Global Learning Centre) and the Organization for Identity and Cultural Development for sponsorship, the Sojitz International Foundation for subsidy, the Hiroshima Prefecture Gender Equality Foundation Esol Hiroshima for the venue, the Guest House Lappy for accommodation, along with all of our supporters who have helped us realise the conference. Finally, we would like to give special thanks to Mr Alex Satoru Cheah, Mr Aidan Gilbert, Ms Madalina Benderschi, Ms Mayu Fujinami, Ms Nicole Sze-Yi Doyle, and Ms Sudipta Bhattacharjee for contributing to this conference report.

Committee Members

UK-Japan Student Conference

