

Adult Education for Peace, from Experiences of Japan

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Introduction

Peace education has been carried out mainly in school education between elementary and high school. The researches and papers on peace education have actively focused on school education. Most of the papers on peace education are concerned with school education. This tendency can be also seen in Japan. Adult education for peace is more important for all people who should take responsibilities for peace issues than peace education in school. Unless adults, parents engage in activities to create the peaceful world, how can we expect that new generation will create peaceful world? Now peace issues enter upon new phases. The importance of peace education especially among adults has increased since the Malta agreement of USA and USSR.

Education for peace is different from education on peace. Education on peace simply gives knowledge and information which do not include the preparation on what to do for peace. Education for peace is the education to grow people who create peaceful world.

This paper will describe the necessities, organizations, contents, and methods of adult education for peace while introducing the experiences of adult education for peace in Japan.

1. Necessities of Adult Education for Peace.

1-1 As described in the 'Convention on the Right of the Children', children have rights: the right to express those views, the right to freedom of thought, conscience and religion, and the right to freedom of association and assembly. But adults have full rights as a citizen, which enable them to decide national policy and to change political trends internationally. Adults with such rights have more significant roles to create peaceful world. So adult education for peace is essential and necessary for those responsibilities.

1-2 The 1994th is International Year of Family of the UN, and the educational roles of adults toward children are significant. Parents can educate children to create both conflicts and friendly relationships among nations. Furthermore, the influences of educations by parents are much greater than those in schools. Even though teachers earnestly educate for peace, their efforts may be less achieved if their parents carry out the education of the affirmation of violence. The necessities are easily understandable, if we considered about the effects of parents as such educators.

1-3 Peace education should be lifelong education in natural. Especially in today's world, a lot of new issues for peace are occurring. In 1989, Berlin's wall was destructed, and Malta agreement is established between USA and USSR. Because of this historical events, Cold War between East and West was over. Human being could escape from World War III, the danger of human extinction. But the world did not go to peace. The Gulf War and other regional conflicts have occurred. Such wars, conflicts, and reductions of peaceful aids by USA and USSR more increased the poverty, hunger, and death of people than before. By changing the policy of the UN, Peace-

Keeping Operations no longer take neutral actions toward the regional fighting forces. Because of this, the conflict resolution is still more difficult. This change is calling international public opinions of countries which are demanding democratization of the UN. Japan is criticized that her aids do not meet the fundamental needs for the people in developing countries. Again, the increase of the entry of Peace-Keeping Operations of Japanese Self Defence Force is causing the problem, which is inconsistent to Japanese constitution.

Today, the reexamination of Nuclear Non-Proliferation Treaty becomes global issue. The majority of Japanese people are longing for the total elimination of nuclear weapons. So Japanese public opinions deny the monopoly of nuclear weapons of the five countries by this treaty. But opposing to this treaty is to allow the proliferation of nuclear weapons.

On the early 1990's, demands for compensation on comfort women and other suffers by Japanese militarism had come out of foreign people. Japanese peace educators should have laid stress on the assault experiences in the 15-Year War, and carry out the education. But Japanese people must know the fact of the assault experiences in detail and decide the policy of compensation by learning the Germany's cases. In addition, the number of foreign workers in Japan has been increasing since the end of 1980's. We must give up discriminatory attitude toward them and promote the expansion of their rights.

New issues for peace can happen at any time. But as described before, entirely new subjects have appeared from one thing to another since the late 1980's. Such situations would go on later. It is not enough that peace education has been received only at an early age. So, again, middle and old age always have to study peace issues.

1-4 Finally, adult education for peace is required to develop peace education

in school. It is difficult for only school education for peace to develop in community by itself. In countries with the system of school trustees including parents, the opinions of parents play an important role on what educational activities in school should do. In Japan, there is not such system, but still parents can have influence on the school education largely. Again, Japanese Ministry of Education does not prefer peace education activities and sometimes control them. In order to get over the barrier and develop peace education in school, parents have to support it at any cost. That is why peace study by parents is important.

2. Organizations for Adult Peace Education

The organizations to promote adult peace education are variety as follow.

(1) Educational Facilities Built by Local Educational Authorities.

There are many community cultural centers (Kominkan) in cities, towns and villages in Japan. Today, its number is 17,500. Kominkan is independent of local educational authorities on educational activities but not in perfect, and 10 to 20 percent of all is estimated to have their own peace study programs. Some public libraries and museums make peace book conners and occasionally take place special exhibitions for peace.

(2) Local Government

There are about 1800 peace, anti-nuclear weapon local governments (Hikaku Jichitai) in Japan. Its number is more than half of local governments. Many of the Hikaku Jichitai take place lectures and exhibitions for peace especially in summer. Again, some of them establish peace museums and its number has been increased recently.

(3) Voluntary Organizations and Groups

There are many national and prefectural organizations and community groups for peace in Japan. These organizations and groups develop peace activities internationally as well as domestically and carry out peace education as a part of them to strengthen the activities. One of the organizations has about 30 programs. Other organizations and groups take place lectures and meetings if needed. But these organizations and groups are less cooperative and are irrationally antagonism on the other policies.

(4) University Extension Activities for Peace.

Japanese universities are not active toward the general people as those in European nations. Only Hosei University (Tokyo) and Ryukyu University (Okinawa) have developed extension activities for peace for a long period. But a great number of teachers in Japanese universities contribute to the development of adult education for peace. Researchers of history, law, politics, sociology, psychology, medical science, nuclear science and pedagogy participate in adult education for peace as lecturers and organizers.

(5) Mass Media.

There are many violence and nonsense programs on TV in Japan. But, on the other hand, there are outstanding programs for peace. The most contents of those programs inform us of the human tragedy by wars in the past and the true stories of natural destructions and poverty in developing countries. Those programs include talk shows for solutions of those problems. Many programs on those peaceful issues are on the air especially every August because of the Hiroshima, Nagasaki, and memorial day for the end of the war. Recently, even the programs on Japanese assault experiences under 15-Year War have been televised.

In general, adult education is less controlled than school education. Japanese school has obligation to use the text books authorized by the Ministry of Education, and the ministry considers that it is not agreeable to develop peace education. It is the first prominent point that adult education for peace has no such barriers.

Many of voluntary organizations and groups have an influence on the activities on international and domestic politics. So the political activities are reflected in peace education. As described in the introduction, because education for peace is to grow people who create peaceful world, such unification contributes to the purpose of the education for peace.

3. Contents of Adult Education for Peace.

The contents of adult education for peace are divided into three as follow, and the contents are same as those of peace education in school at large. In general, in Japanese school education, preparation for peace activities are not so much prosperous, but theme of 'what to do for peace' especially in voluntary organizations and groups often become important subject of the educational activities.

3-1 Education of Suffered Experiences in 15-Year War.

The studies of suffered experiences under 15-Year War like Hiroshima, Nagasaki, Okinawa battles, bombings in many cities have become main subjects of discussions. In this case, the contents include not only the studies on how much magnitude the atomic bombs exploded in Hiroshima and Nagasaki or how many people instantly died from it, but also on the mental suffering experiences among survivors of atomic bombs because of the disabilities of supporting their families. By this education, the Japanese express two attitudes: the opposition to any war, and the recognition of

elimination of nuclear bombs.

Japanese peace education focusing on Hiroshima and Nagasaki is different from that of Germany. When it comes to this topic, foreigners point out that the Japanese do not have a consciousness of sin on the aggressive war. Except conservatives, many Japanese feel guilty of the war. And Japanese peace educators intend to compensate for the sin by trying never to allow it to happen again. The majority of opinions supporting to the disarmament and the renouncement of war enacted in the Japanese constitution also include the mind of compensating for the war. Again, R.Aspey described 'Hiroshima was the result of the war', but the Japanese regarded it as the beginning of new phases. Because Japan had already decided to surrender when the atomic bombs were dropped, they did not think that the atomic bombs brought about the end of the war. Furthermore, Japanese still even thought Hiroshima and Nagasaki was the beginning of the dreadful nuclear war age, when they noticed that the bombings were the tests of the two kinds of nuclear weapons. The Japanese thought that to avoid nuclear war is Japanese responsibility.

3-2 Education of Assault Experiences.

Japanese militarism killed about 20,000,000 Asian and other nations, and had done cruel treatments toward uncountable people. Historians and novelists had already pointed out this assault facts at an early time. But it was in the early 1980's when many assault experiences are introduced into the contents of education. What we are studying assault experiences as important subjects are following themes: (1) forced labors from Korean and China, (2) the facts of comfort women, (3) massacre in Nanking and other places, and (4) experiments of living bodies by bacteriological weapon in China. Japanese conservatives continue to talk about the denials of the facts on the above even today. So to teach these things is the critical activity of

education for denial to war. Again, our education includes the themes of the assault experiences in Taiwan, Korea, and China before the 15-Year War. In January 1988, Japanese Association of Veterans against War(Fusen Heishi no Kai) was unified and began to take actions. Today, the member of this association is composed of 320 people. They have talked about their own assault experiences of war time in a variety of meetings. Those meetings are to confess the sin of the veterans in public. Their testimonies have realistically informed the listeners of the facts on what the Japanese militarism had actually done in detail. Recently, many meetings have provided the war victims invited from Korea and China for the chances to speak out their suffered experiences. These meetings give strong impressions to students.

3-3 Education of Japanese History

Japan used to be feudal country and had changed into modern country on economic structure by the Meiji Restoration(1868). But it was the beginning of new emperor system. The Japanese aggressive activities toward Korea began in 1876, and Japan became to dominate Korea from 1906. Again, Japan began to dominate Taiwan in 1895, and set on occupation forces there. 15-Year War was carried out as the extension of the aggressive policies. So Japanese people have to learn about the history on policies from 1868 and they have to know why they had supported to this policy. Again, Japanese people must know about the thoughts and activities for the opposition to the aggressive policies. The study of Japanese history is fundamental study of peace education. It is carried out by many organizations.

3-4 Study of Japanese Constitution

Japanese thoughts of peace education after the war are supported by war experiences and Japanese constitution. In the article 9, Japanese constitution says complete disarmament and renouncement of any war. The draft of

Japanese constitution was written by USA, but Japanese prime minister(Shidehara) proposed to include the article 9 in the constitution. The majority of Japanese opinions supported to this article. But Japanese conservative governments established Self-Defence Force by the demand of USA and have carried out the military expansion for 40 years. Today, the Self-Defence Force participate in Peace-Keeping Operations. Japanese peace makers considered that to keep the constitution and to promote disarmament are the conditions of making peaceful Japan. The study of Japanese constitution is, that is why, the education for resistance to conservetives.

3-5 Study of International Politics

In Japanese peace education, American policy toward Japan has been studied as a main subject for a long period. But, as described above, the international politics has changed at large, and new problems have occurred from one thing to another. There are many Japanese who try to know about such events.

The things Japanese people are strongly interested in are as follow.

(1) Japan-US Security Treaty and US Army in Japan.

US government insisted that this treaty was enacted by the strong demand of Japanese government. But a great number of Japanese opposed to this treaty when today's treaty was established in 1960. At that time, over 100,000 people were marching every day, and made known their opposing intentions to Japanese and American governments. Today, about 40,000 US armies are extensively using Japanese lands as bases, and US troops were sent to Vietnam War and Gulf War directly from there. People living around those bases are suffering from the noise pollution from the air force practices, and they are afraid of the accident of nuclear vessels. Japan-US Guidline for Defence Cooperation was established and so was Japan-US joint cooperation planning in 1978. Today, US bases in Japan have become

serious roles on the Low Intensity Conflicts in Asia. Above all, Japanese government has supported for US army, spending about 5 billion dollars every year to meet the demands of American government. This expense amounts to about 120,000 dollars for each American soldier(1993), and it is expected to be increased in future. So the problem of this treaty is one of the most important subjects in Japan.

(2) Disarmament Education

Japanese people with the complete disarmament enacted in the Japanese constitution are focusing on global disarmament. Adult education for peace in Japan has been developed by global disarmament movements since the late 1970's. Japanese people handed in about 20 million signatures in 1978 and more than 30 million signatures in 1982 for peace and elimination of nuclear weapons to Special Session for Disarmament of the UN. They felt that they must study more details about peace and disarmament through these activities. It is desirable to have decided to reduce nuclear weapons largely by the agreements of USA and USSR. But we can not satisfy the situation that the destructive power of all nuclear weapons of USA and USSR is 300,000 times of that of Hiroshima even after the reduction by this agreement. As described in the sentence of 1-3, with respect to this issue, the reexamination of Nuclear Non-Proliferation treaty is important tasks for our peace education. On the other hand, the increase of Japanese military expense is a serious subject. The expense has increased every year since the Self-Defence Force was established in 1954. Today, according to the announcement of Japanese government, the expense is 1% of Japanese GNP, but it amounts to 45 billion US dollars. But, according to the estimation of NATO's figures, it becomes 1.3 times of Japanese figures and the second highest military expense of all countries. Japanese Society of Friends, although the number of the member is small, has focusing on this issue for a long period, and carried out the campaign of refusing tax payment for

military expense.

(3) Policy of the UN and Peace-Keeping Operations

Japanese Self-Defense Force began to participate in the Peace-Keeping Operations(PKO) from 1992. In Japan, it was prohibited to send Self-Defense Force to abroad by the decision of the parliament. By this change, many Japanese people have worried about that Japan are going to participate in war in future. Furthermore, Japanese public opinions are negative attitudes toward the Japanese participation of PKO because, unlike traditionl PKO's activities, today's PKO trys to solve conflicts by the assault of forces as seen in the case of Somalia.

Recently, Japanese participation in the United Nations Security Council as the permanent member has been important issue. In the UN, Security Council has hegemony, and the hegemony has been strengthen. So, the Japanese discuss whether it is good or bad to become the member of such undemocratic organization and whether Japanese will be demanded for more financial and military contribution or not by becoming the member. Such problems are also today's subject of Adult education.

3-6 The Assistance and Nature Destruction in Developing Countries

The expense of Japanese Official Development Assistance(ODA) is top in the world, ranking with USA. But Japanese ODA has been criticized by the following reasons: (1) the proportion of loan toward developing countries is high.(2) Japanese do not respond the fundamental needs for poor people. (3) The adis to non-democratic governments bring about the suppression of human rights. (4) The aids by Japan mostly help Japanese enterprises by giving unuseful facilities and machines.

The development of Japanese economic activities in these countries have brought about the nature destructions. The nature destructions are mainly caused by pollutions by the moves of Japanese factories, wanton

deforestation by Japanese uses, and a large quantity shrimp exports to Japan.

Peace education has reported those facts in detail described above and carried out the study of investigating on how to deal with the aids.

3-7 Problems of Foreign People in Japan

In 1880's, foreign workers in Japan had dramatically increased. Japanese language education for foreign people had become active in adult education. But the mere provisions of Japanese language education contribute to only the assimilation process on those foreigners. The important things are to eliminate the discriminatory consciousness among Japanese and expand the rights of foreign people in Japan. The social welfare for foreigners by Japanese government are expected to be discouraged by the long term recession plugged in Japan. Again, some evil Japanese have done as follow: (1) to make foreign women prostitutions, (2) to unpay wages toward foreigners, (3) to bully Korean female students and cut off their cloths. It is also important theme for us to eliminate those activities and to create true friendly society.

4. Method of Adult Education for Peace

4-1 Testimony Activities of War Experience.

This is the Japanese original method on the activity by verval and documental testimony is included in. It is old who had experienced wars and they wish that same mistake will be never allow to be happened, informing young people of those war experiences. For a long period, this method has been adopted by victims of Hiroshima and Nagasaki, Fusen Heishi no Kai, and so on. In this case, people who testimony are students as well as

educators. They encourage themselves to recognize and educate themselves by testifying. They have changed themselves into peace makers through the activities testified by them. The records of their testimonies were published as a great many pamphlets. In Japan, there are activities of writing personal stories and those unique activities include not only the Hibakusha and Fusen Heishi. This is also the testimonial activities of war experience mostly because they were carried out by old.

4-2 Exhibitions for peace.

Japanese peace education of post war began from the exhibitions of photographs of Hiroshima and Nagasaki. Even today, Japanese peace groups provide war exhibitions for peace in many cities. What they exhibit include photographs, the mementos of the war, many kinds of documentations and so on. Photographs of Vietnam War, hunger situations of people in the third countries, victims in Pacific islands by nuclear tests are also included here.

Today, there are movements to build peace museums in Japan. There are already about 20 peace museums in Japan, and new peace museums are now under construction in Tokyo, Kanagawa, and Akashi. This phenomenon is the result of the development of those exhibition activities.

4-3 Movie Meetings

There are films and video tapes for peace in Japan, and its number is highest of all the world. Many Japanese have carried out the donation by taking charge of the 10 feet action, and bought films related with nuclear weapons. On the other hand, people in Okinawa have bought films made in USA, and each donated for one foot long film to make their own movies.

Movies for peace and lectures described as follow are typical methods of adult education for peace. The films and video tapes enable our feelings to gain strong impressions.

4-4 Lectures

As described before, in Japan, there are a great many professors cooperating to adult education for peace. They have organized peace groups in the community while contributing to them as lecturers. I have promoted adult education for peace in Yokosuka city where I am living in with a nuclear scientist for long time. There is a very important harbor for US navy in the city. We provided educational programs as one of activities for refusing the US base. we have organized and lectures with our colleagues.

4-5 Study through Survey

A community culture center in Okinawa (Haibaru Bunka Center) promotes the survey of the Okinawa Battle. In the survey, young adults are hearing the suffering experiences of each family. The center has published books reporting the results of the survey.

An organization in Hokkaido (Minshushi Koza) has surveyed the heavy war time of Koreans and Chinese labors for a long time. A women's group in Osaka had surveyed Japanese women's cooperation to Japanese soldiers.

The study through survey is more active than the education by exhibition, films and lectures. This survey enables us to know the facts of the historical background in detail and distinction. Furthermore, they can contribute to the many other people for peace through the reports of the result of the survey.

4-6 Drama Playing, Singing, Reciting.

Some young adults often play dramas in regional meetings, open meetings to sing songs, and to recite poetry for peace. This method is unique and should be developed because many old people participate in the education for peace while few young people do.

4-7 Peace Tour

It is very popular for students to visit Hiroshima and Nagasaki as school excursion. In the events that young adults visit Hiroshima and Nagasaki, the Hikaku Jichitai (peace, anti-nuclear weapon local governments) carry out financial support to them. Recently, Japanese people have visited even Korea and China as their study tour, and its number has increased every year. There are historical museums in those cities. We can learn about Japanese aggressive activities there. Again, we can also listen to the fact from Koreans and Chinese by visiting the historical important spots on Japanese aggressions. Very unique activities, called Peace Boat, started in 1983, and these activities are to board on ships, trips around the world, and carry out the peace study from people in the spots. This has been carried out 16 times so far and about 7,000 people participated.

Conclusion

Adult education for peace is more necessary than peace education in school. I would like to propose following points for the future development of adult education for peace.

- (1) Talking of Japanese experiences, adult education for peace has been developed with the increase of the Hikaku Jichitai. The local governments are providing adult peace education for themselves, and supporting peace education of the voluntary organizations and groups as the important part of their task for peace. So the increase of Hikaku Jichitai is essential for the development of adult peace education.
- (2) The participants of peace education are not so many among all activities of adult education. Especially young adult participants of peace education are even fewer. So I wish to propose that school teachers give the motivation

to students to study adult education for peace even after they graduate from school.

(3) People in each country have developed adult education for peace in unique manner. It is inevitable for educators and researchers to exchange the experiences and researches. The International Council for Adult Education (ICAE) has contributed to the exchange of the experiences. I recommended that the Peace Education Commission of the International Peace Research Association develops the researches of adult education for peace.

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