

## 2016 Global Citizenship Programs at Hiroshima University August 4-13, 2016

Focusing on the theme *Indigenous Rights in the Global Context*, the 2016 Student Seminar and Master's Summer School for Global Citizenship and Peace, hosted by Hiroshima University, brought together 80 undergraduate and graduate students and 12 teaching staff from INU member institutions. The 11<sup>th</sup> annual Student Seminar and 8<sup>th</sup> annual Master's Summer School offered a series of keynote addresses, workshops, collaborative small group work in preparation for the UN General Assembly role-play, and the unique opportunity to participate in the Peace Memorial Ceremony on August 6 and the cultural program in Hiroshima City.



The cultural program started with a visit to the Peace Memorial Museum, a sobering exhibit of belongings left by the victims, photos, and other materials that convey the horror of the atomic bomb dropped on Hiroshima August 6, 1945. The Peace Memorial Ceremony, the testimony of a *hibakusha* (an atomic bomb survivor), and the lantern ceremony offered participants an opportunity to reflect about the destructive power of nuclear weapons and to aspire to work for world peace. The two days in Hiroshima City prepared participants to engage deeply with the academic content in the following days.

The academic program included keynote lectures, workshops, and preparation for the simulation of the UN General Assembly. The two keynote addresses focused on indigenous rights of Amerindians in Brazil and Ainu in Japan. Workshops, led by INU teaching staff, offered four case studies of global challenges facing indigenous peoples: 1) land and economic rights of indigenous peoples of Indonesia, 2) global movements for the indigenous peoples' rights and effects of nuclear testing and waste on indigenous peoples in Australia, 3) protection of environment and indigenous peoples' rights in the context of South America, and 4) experiences of indigenous peoples in South Africa. Additionally, Student Seminar participants engaged in acquiring ethical reasoning skills using a fictional scenario of a pandemic that affected indigenous



peoples, among several other global populations. Students noted that skills acquired in this session were particularly relevant in preparation for and during the UN General Assembly role-play, while engaging in policy decision making. On the final day of both programs students engaged in the UN General Assembly role-play focused on the 2007 *United Nations Declaration on the Rights of Indigenous Peoples*. Throughout the course of this simulation participants had an opportunity to hone their leadership, diplomacy, communication, and public speaking skills.

During the diploma ceremony, as a sign of appreciation and friendship, students and teaching staff from UNPAR gave to Hiroshima University a gift of *angklung*, a traditional instrument from Indonesia made of bamboo tubes. On the last day of the program, and during the farewell reception, participants played songs on the *angklung* cooperatively. That was fun!



During the eight-day program participants' views of themselves, others, and the world changed. A few examples of students' reflections about their experiences and learning follow.



*While holding some deep-seated opinions on global political matters, I also learned that I am incredibly open to new ideas and perspectives. The INU Programme provides the perfect platform for this.*

*—Participant in 2016 INU Master's Summer School*



*I learned that not every issue has a right answer and that you have to put your personal feelings aside in order to look at a different perspective.*

*—Participant in 2016 INU Master's Summer School*



*It's not good to be a judgmental person. This world is not just black and white. I've learned how to understand others in a way that we should have a deep inquiry and to have a careful view when it comes to engagement with the others. Just because someone's opinion it is different from yours, that doesn't mean a bad thing.*

*—Participant in 2016 INU Master's Summer School*



*The fact of spending the first two days [in Hiroshima City] with people we did not know and realize that we can all share ideas and find someone who can be similar in personality to each one of us. This gives us the opportunity to get closer to people we never thought before we could establish communication with.*

*–Participant in 2016 INU Master’s Summer School*



*The [ethical reasoning] workshop put us in a situation quite similar to what we have experienced during the role-play. As such, many believe it has made us more aware of [ethical] considerations, and therefore more apt to include ethical reasoning in our work prior to the role-play session, and our debating strategies during the session.*

*–Participant in 2016 INU Student Seminar*



*The conflict of interest between our indigenous people and the interest of the nation that we represented was a big topic of ethical problem within our country and for myself as a representative.*

*–Participant in 2016 INU Student Seminar*



*UN General Assembly role-play was best experience for me because I joined into discussion actively and learned personal skill, like negotiation skill or relating to a person with different background. I'm sure to make it an advantage in my future.*

*–Participant in 2016 INU Student Seminar*



*I am pleasantly surprised to learn about how I can adapt and make an effort to understand people that are so different from myself.*

*–Participant in 2016 INU Student Seminar*



*I have always seen myself as someone that is very patient and accommodating to others' needs and views when working on projects, and my previous involvements can attest to that. However, I have been challenged this week. Having to work in close cooperation with individuals coming from other fields of expertise and having to go beyond the language and cultural barrier pushed me to reconsider my abilities and methods, as to enhance not only others' participation and enjoyment of the event, but also mine.*

*–Participant in 2016 INU Student Seminar*



*We all, even if we have different cultures, we still have the same idea of trying to do the best for other people. We live in a world that is full of cynicism and seeing that many people share the same spirit of goodness that I try to cultivate in myself was good.*

*–Participant in 2016 INU Student Seminar*



*I learned from others mostly about respect. Japanese students are the kindest, most considerate, and respectful people I have ever met in 22 years.*

*–Participant in 2016 INU Student Seminar*



*To have time to talk with people from all around the world made me more think that I want to study abroad.*

*–Participant in 2016 INU Student Seminar*