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What “the Symposium Series of Thinking for Peace” Aims for NAGANO Hiroshi, President, Minato UNESCO Association



Our association started “the Symposium Series of Thinking for Peace” since last year. The first symposium was titled “What we can do for the climate change-Learning and Action for SDGs,” planned and conducted by the Professor NAGATA Yoshiyuki of the University of the Sacred Heart, Tokyo. The symposium was able to show unintended excitement due to the two reasons. One was heavy rain damages occurred successively on the Boso Peninsula (in Chiba Pref.) after the symposium was planned. Next, the date of the symposium was coincided with the holding time of the COP25. This is the International meeting in Madrid discussing how to achieve the target temperature increase of 1.5 to less than 2 degrees under the Paris Agreement.

Thinking the relation of the climate change and the peace, this is largely associated with the world peace. I myself was requested to take part in the panel discussion called “Climate Change” almost 10 years ago in the US and I remember struggling with what I should talk about. At that time, what I realized was that the turmoil in the Middle East and central Africa forced people to move because climate change made it difficult to secure food in some areas and this was one of the causes of the regional conflict. With that memory in my mind, I thought climate change would be the best theme for this peace symposium.

Today, the social change movement of young people is spreading around the world against the background of this climate change problem. When I visited Germany last year, I heard the FFF’s movement was amazing and I asked what did that mean and I learned it stands for Fridays For Future, a youth-led activity that seeks to combat climate change. This movement started by Swedish Greta Thunberg at the age of 15, in order to urge adults to reflect on past actions due to climate change issues, they are going to go out and press for social change, and school classes are not available on Fridays in Germany due to this movements.

When I heard the FFF for the first time, I thought it was not related to Japan for the time being. But I was able to feel the strength of young people and Japan is not abandoned with everyone at the venue by realizing Ms. OKADA Eri, 4th year student at the University of the Sacred Heart, invited by Dr. NAGATA as a panelist at this symposium, leads FFF campaign in Tokyo. Involving young people in the UNESCO movement in the city is not easy, our Minato UNESCO Association recently contacted the UNESCO Club of Keio University and in cooperation with Professor SASAKI of Tokyo University of Marine Science and Technology, we toured canals near Shibaura (in Tokyo) by boat and observed biological resources with students. I hope that we should be able to successfully introduce young people to the UNESCO movement and support the dissemination of young people to society. And that could be the driving force for regional UNESCO revitalization.

(Translated by MAEDA Mikihiro, the PR & Internet Committee)

The First of MUA's Serial Symposia on Peace

“What can we do about climate change?” - SDGs-oriented learning and action

Speakers: Professor NAGATA Yoshiyuki, University of the Sacred Heart, Tokyo

Mr. HOSAKA Naoki, Science writer, weather forecaster, and extraordinary professor at the University of Tokyo

Ms. OKADA Eri, Senior student, University of the Sacred Heart, Tokyo

Date: Friday, December 6, 2019

Venue: Minato City Life-long Learning Center



MUA started to hold this new serial event with the support of the National Federation of UNESCO Associations in Japan, the Japanese Society of ESD, the ESD Resource Center of Japan, and the Kanto-ESD Center of Japan. Our response to climate change is one of the urgently required tasks as listed in the Sustainable Development Goals (SDGs). Drawing on the international discussions and case studies, we

invited an educator, a specialist in science, and a university student as our speakers to enlighten us on a wide range of regional or individual efforts related to climate change. The following is a summary of the speeches, discussions, and Q&A dialogs with the attendees:

Professor NAGATA Yoshiyuki:

UNESCO has been engaged in the promotion of education for international understanding and other objectives, in an effort to construct “the defenses of peace in the minds of men” so that atrocious wars will be never again repeated. From the time when Europe started to suffer visibly from the damages caused by acid rain, people has critically regarded the issue of environment degradation as the common enemy for mankind, harboring a suspicion that we humans are to blame for the problem.

Ever since UNESCO started to promote the Education for Sustainable Development (ESD), education on climate change has been counted as an example of ESD-oriented activities. The importance of such education has been growing year by year. At present, the COP25 (the 25th Conference of the Parties to the U. N. Framework Convention on Climate Change) is in session. Experts in education are playing active roles. I endorse today's MUA symposium as a very timely event.

We have observed different phenomena caused by climate change, including the emergence of draught-driven refugees, the negative impact on cities due to the rise of sea level, increasing death tolls under heat waves, flood damages to large cities, dysfunction of traffic infrastructure under extreme meteorological changes, and various impact on bio-diversity. These changes have affected human life. The increasing emission of the greenhouse gas to the air has created a kind of ceiling like a vinyl house all around the earth. This has disabled the release of the heat around the globe into external sphere. This mechanism is

regarded as the cause of global warming.



It is said that the average temperature around the globe has increased approximately 1°C over the years since the Industrial Revolution. At the Paris Accord meeting held in 2015, participating countries agreed on the shared goal to restrict the temperature rise through 2100 up to 1.5°C. It is expected that as many as 30 million people will be displaced due to climate change. People in Africa, among others, are exposed to critical challenge in this connection. The countries which emit the largest quantity of carbon dioxide are China, the U. S. , India, Russia and Japan, in this order. When calculated into per-capita emission figures, the order is the U. S., South Korea, Russia, Japan and Germany.

As for the amount of the greenhouse gas resulting from personal consumption, about 50% is emitted by the rich tier who occupies 10% of the world's wealth. In contract, poor people, who account for 50% of the world population, emit only 10% of the total emission figure. Advanced countries have accelerated mass production, mass consumption and mass waste for years. This caused the global warming and placed the developing countries in a vulnerable position in different ways.

It has been an international trend to impose legal restrictions or promote technological innovations as preventive measures to tackle climate change. In addition, we notice an increasing tendency toward “divest” in the investment into petroleum industry. In education area, the 2012 Doha Action Plan enumerated in Article 6 major objectives, including the integration of climate change-related curricula, the training of educators who teach climate change, the development of teaching materials, the extracurricular education, and the empowerment of youths.

Let me cite an example in the U. K. One school introduced a curriculum called the “Eight-Door Activities,” which address food and drink, energy, transportation, school buildings and grounds, wellbeing, participation and inclusion, purchase and consumption, and global viewpoints. You can pick any of these at free choice. The teachers set a range of sustainability-oriented objectives, including compost, car sharing, school vegetable gardens, solar panels, ban on mass production, mass consumption and plastic use. This campaign provided a good opportunity for their students to think about climate change, from the viewpoint of not only hardware such as different facilities but also software as in curriculum. I personally hope that Minato City would start to introduce a similar educational initiative.

I'm afraid Japan is yet to catch up with the international awareness about the importance to tackle climate change. However, I noticed a university which describes itself as an academy fully operated by natural energy, and which actually produces and sells electricity. For helpful information on different measures which individuals can start, please look into the “Lazy Person's Guide to Saving the World” introduced by the U. N. Information Centre. Among the so-called “3R's,” the greatest importance should be placed on “Reduce.”

When I observed the worldwide “Stop Climate Change” strikes staged by youths almost weekly, I became aware of the necessity for “Transform.” This word is included in the “17 objectives to transform the world” which is a sub-title for the SDGs initiative. To enable “Transform,” it is imperative for us, especially adults and educators, to start transforming ourselves, and to work out ideas which are good for both humans and the globe. Transformation efforts by teachers, such as the transformation of teachers’ room so as to change the atmosphere in classes, will change the attitude of students. The transformation in students will result in the transformation of schools. The transformation of schools will develop into the transformation of the region.

This demonstrates an example of good cycle where self-transformation develops into societal transformation. Transformation, as used in this context, is not a temporary change but one attained at the deep level. Transformation at such a level is required for tackling climate change. Let me conclude my speech by citing a famous phrase from Mahatma Gandhi – “Be the change that you wish to see in the world.”

Mr. HOSAKA Naoki:

The surface ground of the earth is heated by the sunlight and the heated air climbs to the space. The temperature of the atmospheric air around the earth remain almost stable because the balance is kept between the heat coming from the sun and the heat returning to the space. The average degree of temperature measured at different locations around the earth is about 15°C. If the earth is not covered either by the atmosphere or by greenhouse gas, including carbon dioxide, the average temperature around the earth is expected to be minus 18°C.



From the viewpoint of the atmospheric temperature, the global warming can be defined as the following phenomenon; Due to the increase in greenhouse gas, the heat once absorbed by such gas is re-radiated back to the earth. Although the mass of heat, supplied by sunlight, remain stable, the accumulation of the said re-radiated heat causes the rise in the global temperature.

The carbon dioxide in the air is absorbed by plants through photosynthesis. Plants are absorbed by animals as their nutrition. When animals die, their remains will be dissolved by bacteria or otherwise, turning into carbon dioxide in the air. In the past, this cycle of the exhaustion and absorption of carbon dioxide over the earth has been repeated and kept in balance. Some of the remains of animals or plants were buried into the ground under exceptional conditions and turned into carbon. Because they had been buried in the ground for a long period in the form of oil or coal, they did not have any connection with the said carbon dioxide cycle on the earth. However, humans started to dig them out for use as fuels. This caused the increase in the mass of carbon dioxide on the earth and destroyed the recycle balance.

The global warming should not be treated simply as a phenomenon of either increase or decrease in the temperature on the earth. It started to cause an extremely hot or cold weather, due to the collapse in

various atmospheric balances. The atmospheric air around the earth, which ascends when heated and descends when chilled, is flowing on a global scale. When the place where heat accumulates relocates, the flow of atmospheric air will accordingly change, thereby causing heat wave or cold wave. As the atmospheric temperature rises 1°C, the upper limit of the volume of vapor in the air increases as much as seven percent. Therefore, if a large volume of vapor ascends once and later descends, it turns into heavy rain or snow.

The Meteorological Agency defines the “abnormal weather” as a rare phenomenon which would occur once in 30 years. In this connection, experts define a weather of rare emergence, which is not identical with an abnormal weather, as “extreme phenomenon.” The hot summer weather experienced in Japan in 2018 was a typical case. A decade ago, science could not have identified this phenomenon. However, thanks to the advancement in meteorological and scientific research, we can make the following analysis today; “Were it not for the global warming, the emergence probability of the 2018 hot summer would have been almost zero percent. However, if we calculate on the premise of the current global warming the emergence probability would be 20 percent, namely once every five years.”

It is said that carbon dioxide stays in the air for about a few decades. Therefore, if we immediately put into action today necessary countermeasures to drastically reduce the carbon dioxide emission, it is expected that we can solve the global warming in a few decades. Nothing but committed efforts can reduce the carbon dioxide emission. Regrettably, however, almost no country has attained the expected reduction and some have even recorded a substantial increase. It seems like a long way before all countries share renewed awareness and strive jointly for the overall reduction in the emission of carbon dioxide throughout the world.

As you advance in understanding what science is all about, you become aware that science cannot always produce answer to imposed questions. In democracy, discussions can produce a societal decision. Therefore, people have expected that if they understand science and exchange opinions based on scientific and objective facts, they can reach compromises or solutions. However, in fact, various scholars have indicated in recent years that, as a result of advancement in scientific literacy, people’s opinions started to extend too far to the extremes to be compromised. This is because a person who decided to trust such a research result as is close to his own idea, and who sticks to his knowledge as a possessor of advanced scientific knowledge, is not likely to have a room for discussion with those who have different opinions. While some argue that science is applicable to the formation of societal agreements, others argue that science in its original nature does not adapt well to democracy. It is really arguable how scientific facts can be utilized for societal decision-making.

Drastic reduction in the amount of carbon dioxide emission is the first step to solve global warming. As for the plastic wastes in the ocean, even if we immediately stop throwing them away, they are expected to remain almost semi-permanently and a majority of them would be uncollectable from a realistic viewpoint. Because both issues are extremely challenging, it is important that we share common awareness about the

existence of such difficult issues and make concerted efforts toward their solutions. Well informed efforts would certainly produce a stronger step in action.

Ms. OKADA Eri:



I hope that you will not perceive what I am going to talk about as something special and peculiar to me but rather as something any of you can do. Please relate it to what you have done. When an NPO called the Ethical Association staged an event at my university, I became aware of diverse activities promoted by such organizations which strive for different causes, including refugee support, fair trade, and divestment. My encounter with these organizations awakened me about the reality that our clothing, food and shelter are closely linked with the natural environment, and that climate change, for example, has imposed tremendous negative impact on poor people. I felt guilty about it. Because climate change, among others, is an issue which we can tackle through our daily behavior, I started to take action with a feeling of mission. I started my initial activities at school but today they have extended to home and society.

Let me introduce my activities at home. We received a homework to check the contents of garbage we dispose at home each week. I extended the period to six months and focused on reducing the amount of garbage through careful observation. Although I had been conscious of the environmental issue, I had not been aware that I have disposed much more plastic garbage, including straws or pouches for confectionary, than I had expected. The most challenging items to reduce were tissue paper and wrapping rolls. As for the latter, my family jointly succeeded in replacing it with beeswax wrap.

On a societal level, I'm working as a member of the FFF (Friday For Future) which currently comprises about 20 enthusiastic members, ranging from high school to graduate school students. About six to seven million students worldwide are cooperating in the FFF, with a shared awareness that mankind is facing a climate crisis, not climate change. When we staged a marching rally in Tokyo this past September, we submitted to the Tokyo Metropolitan Government a petition for the announcement of CED (Climate Emergency Declaration). We followed it up with the submission of a total of 5,222 endorsement signatures. Regrettably, the CED is yet to be announced but we will keep up our efforts, believing in the strength of continuity.

The former Secretary General Christiana Figueres of the Climate Change Framework Agreement office once said, "Impossible is not a fact, it is an attitude. It's only an attitude." I think that our belief and committed action to tackle what seems impossible will lead to the solution of the climate change issues. Please feel free to join our individual-based activities. Your support would be appreciated

Panel discussions:

The speakers engaged in extensive discussions and suggestions, including the following:

- It is not enough to teach climate change as a fact. Focus should be placed on how to motivate people to

think about what they can do, through empathy and learning on the hardship so many people are forced to endure.

- Young people consciously mind to take action based on the results of scientific research, concerning climate change issues. They are in joint actions either through workshops or by getting support from experts, NPO's and business corporations.
- Mr. Hosaka's comment on his book titled "We found plastic in a whale's belly.":
I drew on academic papers and reports published from public organizations and wrote the book in a comprehensible style, minding my neutral position. Maybe that's why the book was favorably accepted.
- It is very important to be modest and pay attention to new findings in scientific researches. In the U. K., the word "Door" is used in his context. I hope that Minato City will recommend its citizens to use the said book by Mr. Hosaka as a gate into their action to think about and tackle various issues which are raised in the book.

Q&A session with the floor: A junior high school student asked for advice on how to tackle climate change. Ms. Okada responded, saying "Take action with friends or group mates who share similar questions and concerns even if you are not clear about what to do. Try to get cooperative teachers and adults involved and engage in joint discussions and suggestions. It will expand into a larger circle of movements."

To wrap up the symposium, the three speakers gave the following comments or suggestions:

Mr. Hosaka: It is very difficult to promote all of the SDGs concurrently. Start with what you can do is most important. Think squarely about the issue, instead of falling into inaction due to a possibility of negative results. When you think, you should utilize available scientific findings. It is important to act upon well-informed decisions.

Ms. Okada: Our activity may look enjoyable but actually they are very hard and demanding. Although it's a long-term battle, I'm determined to keep up a hopeful mentality in our activities.

Professor Nagata: Climate change is an issue which young generations must tackle willy-nilly. We adults should back up their efforts. Please take an interest in the COP25 discussions. I hope that you have appreciated the scientific findings and the example of day-to-day actions, and that you will make the best use of what you learned today in your future action.

(Written by YOKOI Aya, the International Science & Culture Committee, and translated by TANAHASHI Seiichi, the PR & Internet Committee)

The Third MUA Japanese-language Speech Contest

Date: Saturday, December 14, 2019

Venue: Minato City Life-long Learning Center

We had the pleasure of having many attendees to this annual flagship event, including the ten speakers.

The program proceeded as follows:

- ① Opening remark by Vice President OKUMURA Kazuko of MUA
- ② Welcome speech by President NAGANO Hiroshi of MUA (right photo)
- ③ Explanation on the entire schedule
- ④ Introduction of the judges



Part I. Speech contest

The following ten speakers introduced themselves, in turn, and spoke on different subjects in Japanese:

- ① Zhao Xuelon (Chinese: Chief Quotation Engineer, Rotork Japan K.K.)
“Kenkou taikoku nihon” (Japan, a health-conscious country)
- ② Michela Mirabile (Italian: Housewife)
“Watashino nihondeno seikatsuwa Change, Chance, Challenge no 3C de hyougen dekimasu”
(My life in Japan is characterized by 3 C’s – Change, Chance and Challenge)
- ③ Elyse Sieun Oh (Korean American: 2nd grader, Nishimachi International School)
“Fushigide daisukina nihon” (I love enigmatic Japan)
- ④ Javlonbek Abdikarimov (Uzbek: Student at The International Institute of Japanese Language)
“Nihonni kite fushigini omottakoto” (Once settled in Japan, I wondered why often)
- ⑤ Amy Kulkarni (Indian: Teacher)
“Japan, India and Me”
- ⑥ Karen Jia-rong Lee (Taiwanese Australian: Student at International School of the Sacred Heart)
“Kikouhendou ni teian shitaikoto (My suggestion to Climate Change)
- ⑦ Abduqosim Siraiyoi (Tajik: Sophomore at Tajik State Institute of Languages , currently studying at Musashino University on an exchange program)
“Nihonni kite umareta watashino kokoro” (My heart renewed after staying in Japan)
- ⑧ Huang Chen (Chinese: System Engineer)
“Nihonte suteki!” (How I adore Japan!”)
- ⑨ Fathan Abdillah Iskandarmuda (Indonesian: Tokyo International Business School)
“Dekiru kotokara Yaru” (Start with what you can do)
- ⑩ Brook Abebe Damtew (Ethiopian: Student at Koujiya Junior High School)
“The capital city of Ethiopia”

Part II. Discussion among the speakers and attendee groups

Director: Professor KOBAYASHI Makoto, Tamagawa University

Facilitators: UNESCO Club members of Tamagawa University and Keio University

While the judges were engaged in the evaluation of the speeches in a separate room, the attendees were organized into several groups and started free discussions with assigned speakers. The discussion subjects ranged from “Hardships and other episodes experienced in Japan” and “Opinions and views about Japan” to “Personal Future Plans.”

Part III. Announcement of the winners and the award ceremony

Professor SHBUYA of Meiji Gakuin University, Chairperson of the Nomination Committee (right photo), announced the winners as follows:

- Grand Prix Award: Karen Jia-rong Lee
- MUA President Award: Abduqusim Sumiyoi
- Nomination Committee Chairperson Award: Fathan Abdillah Iskandarmuda
- Minato City Mayor Award: Zhao Xuelon



(From left) Zhao, Fathan, Lee and Abduqusim

At the award ceremony, a set of merit certificate, trophy cup and commemorative item (a pair of Wajima lacquered chopsticks) were presented to each of the four winners. The other speakers received likewise merit awards, plaques and commemorative items.

Comment from MUA staff (TAGAWA Junko):

Speakers from different countries participated in the third contest. Some wore traditional local costumes and entertained us with the exotic visual appearance. The room was filled with international atmosphere, with foreign languages spoken here and there. I was often enlightened with the speakers' findings about Japan, of which we are generally unaware of. First and foremost, I was impressed with the high level of their fluency in Japanese. Before I noticed, the speeches by the ten speakers were through. I was delighted to find that they all like Japan very much. That's why they stay in Japan, studying, working or leading an everyday life. Is it not a great pleasure and honor for us Japanese to be perceived so favorably?

(Written by TAGAWA Junko, the Japanese Speech Contest Committee, and translated by TANAHASHI Seiichi, the PR & Internet Committee)

The Hands-on Calligraphy Workshop

Date: Saturday, December 14, 2019

Venue: Minato City Life-Long Learning Center

A total of 27 people participated in this program, including eleven non-Japanese attendees. As usual, we had the pleasure of having Kanada Suimu-sensei, a member of the Mainichi Shodo Association, as our instructor.

The workshop proceeded as follows:

- ① Explanation about the history of calligraphy as well as tools
- ② Exercise of writing Kanji and Hiragana characters, copying the model written characters
- ③ Fair copy on the Shikishi square cardboard



Major comments from the participants:

- While it was the first time in a while, I felt very fine.
- I had a prejudice that it was difficult to deal with, but I decided to practice from now.
- It was quite difficult.
- I enjoyed the workshop very much. I was glad that I could do the fair copy on the Shikishi square board.



Comment from MUA staff:

When the exercise started, the way non-Japanese attendees held writing brushes looked awkward. However, as they proceeded, most of them enjoyed the unique and artistic calligraphy. Japanese participants enjoyed an opportunity to touch on the Japanese traditional culture together with non-Japanese people. We are very glad that we could provide a venue where people enjoyed the cross-cultural exchange through calligraphy.

(Written by HIRAKATA Kazuyo, Vice-president of MUA, and translated by SUDA Yasushi, the PR & Internet Committee Associate)

World Cooking Workshop Home Dishes in Italy

Date: Sunday, January 26, 2020
Venue: Minato City Gender-equality Center

We had the pleasure of having Mr. SUDA Yuji (right photo) as an instructor. He is a chef and owner of an Italian restaurant named “La Vita” at Yotsuya 3-Chome. He was charmed by Firenze when he visited there in his twenties and, thereafter, stayed there for three years. He assisted a trattoria during his stay and acquired the recipe of mom’s home cooking. He opened the restaurant “La Vita” in 1993. He takes Italian local cuisine seriously and continues to study it through his once-a-year visit to Italy. Ms. KOIKEDA Yuki, a director of contents production, as well as Ms. MAJIMA Kaori, a sommelier dell’Olio, kindly assisted the workshop.



The menu for the day was as listed below:

- ① **Brandacujun of mother MariaLuigia in Liguria:** add some cod to boiled potato and garlic and mash them together with olive oiled egg yolk after draining them from hot water
- ② **Brasato of GianCarlo in Piemonte:** put red onion, celery and carrot into a mixer; add some rosemary, majoram and thyme appropriately; stew burnt beef shank in red wine.
- ③ **Bean and tomato pasta of mother Carmine in Toscana:** put the sauce made by chickpeas, tomato sauce and pancetta over the pasta.
- ④ **Tiramisu:** whip the egg yolk with granulated sugar and add some mascarpone cheese; produce meringue from egg white with granulated sugar; stack egg yolk and egg white over meringue and savoiardi and cool it in a refrigerator.
- ⑤ **Espresso Coffee**



①



②



③



④

All the participants were quite satisfied by the delicious dishes cooked thanks to the effective and expeditious lectures given. They also enjoyed Mr. SUDA’s talk on the Italian dishes, Ms. KOIKEDA’s talk on small villages in Italy and Ms. MAJIMA’s talk on olive oil.



(Front row from left: Ms. MAJIMA, Mr. SUDA, Ms. KOIKEDA)

(Written by MATSUZAKI Kazuko, World Cooking Workshop Committee, and translated by SUDA Yasushi, PR & Internet Committee Associate)

The Hands-on Tea Ceremony Class

Date: Saturday, January 25

Venue: Minato City Life-long Learning Center

A total of 37 attendees, including those from the U. S. and Kuwait, learned the traditional “Motenashi” entertaining spirit through experiencing the tea ceremony exercise.

The program proceeded as follows:

① How to walk, sit, stand up and bow

The basic manners in tea ceremony can be boiled down to decent and graceful behavior. All attendees were trained in this exercise.

② How to eat the “Hanabira Mochi,” a typical seasonal sweet to celebrate the New Year in Japan.

③ How to drink weak tea

④ How to fix tea

Attendees experienced fixing tea by themselves after observing the instructor’s demonstration.



Major comments from the participants’ opinionnaire:

- ① To fix “Matcha” green tea by myself was a precious experience. I also enjoyed interaction with foreigner participants.
- ② I felt the merit of Japanese culture in the way people express thankfulness.
- ③ I appreciated the elaborate training in the basic tea-serving manners.
- ④ It was an enlightening and pleasant experience although a bit hard.

Impression of MUA staff:

We very much enjoyed seeing so many attendees experiencing the traditional Japanese culture in an amicable atmosphere.



(Written by HIRAKATA Kazuyo., Vice President, and translated by TANAHASHI Seiichi, the PR & Internet Committee)

MUA Salon
Gathering with Mr. MORIMURA Shunsuke, Director of MUA

Date: Tuesday, December 17, 2019

Venue: Minato City Life-Long Learning Center

Mr. MORIMURA's response to the question on the reason for his repeated visit to Africa was that he loves the great nature there where he can observe the vivid appearance of animals. He talked not only about the beautiful sunrise over the horizon and the great nature as far as the eye can see but also what he observed during his visit to over 100 countries displaying photos he took.



He started his talk by touching on the photos of the ecology of wild animals. He found that Africa is filled with charm which could alter his view of life. He first visited Africa with his family which eventually brought the repetitive visits. What he loves most is the sunset in savanna. He is deeply charmed by listening to the call of animals in the cool breeze at the sunset. The animal he loves most is cheetah. Its appearance at the time of hunting is beautiful. One of the reasons he loves cheetah is it never attacks human. Lions and leopards follow.

Lycaon a member of the dog family is also his favorite which performs hunting in a group after a ceremony of dancing. They are good hunters. Gnus crossing rivers in a huge group is very impressive, thereby avoiding the possible attack by crocodiles. Sometimes they encounter the tragedy. (Participants were surprised by a photo that took the very moment of the tragedy.) The way elephants protect their children in savanna exhibits the love of family. He also encountered with buffalo, mongoose, gorilla, chimpanzee, giraffe, etc. He not only encountered with wild animals but Masai people. He visited Kenya, Tanzania, Botswana, Ethiopia and many other countries on African continent.

Asia: He visited India in an effort to see tigers which he cannot see in Africa. He got on the back of an elephant when he moved in the center of meadow where automobile cannot be used, and when he went down to the bottom of valley. He visited Bhutan, Myanmar, Sri Lanka, North Korea and so on.

North Pole: He visited the North Pole on a Russian icebreaker. He jumped into the Arctic Ocean. He was confident of his cardiopulmonary function. A glass of vodka warmed his body. Many people were moved by his courage and he was even given a certificate of commendation. He enjoyed watching polar bears, walrus and whales.

Other than those countries and places mentioned above, he visited Saudi Arabia, Jordan, Greenland, Iceland, Kamchatka, etc.

Birds: You can see various kinds of birds in Africa. Ten times more than you can see in Japan. Some examples among many are flamingo, vulture, ostrich, stork, etc. There are many people who visit various places in the world just to enjoy bird-watching. He found a mythical bird "Quetzal" in Costa Rica. He was moved by its beautiful green wing, red belly and lovely eyes.



Marathon: He participates in marathon events in various countries. 100 times so far. What he values most is to finish the competition and not the time. He participated in a 200km marathon event held in Korea. He successfully finished the competition though he walked at last.

Mr. MORIMURA handed out his latest book "A sequel to the travel to 100 countries" (left photo) to all the participants. We sincerely express our appreciation for his very interesting talks about his vast experience obtained during his visit to many countries.
(To be continued on P. 14)

The 2020 New Year Party hosted by the Embassy of the People's Republic of China in Japan

Date: Wednesday, January 8, 2020

Venue: The Prince Tower Tokyo

A total of eight MUA members attended the captioned gathering at the invitation of the Chinese Embassy. It was great honor and pleasure for us to join other attendees, including prominent figures from political, business or China-Japan-related organizations. We felt that this invitation was an extension of our friendship established with the Chinese Embassy people when a group of 26 MUA members visited the embassy in July last year. At the outset of the party, Envoy Extraordinary and Ambassador Plenipotentiary Kong Xuanyou gave a welcome speech, expressing his ardent wish to further promote the bilateral trust and friendship between the two countries.



Ambassador Kong at speech



MUA attendees with First Secretary SHAO of the Political Section (3rd from right)

(Written by KOBAYASHI Takayuki, Standing Director of the Membership Committee, and translated by TANAHSI Seichi, the PR & Internet Committee)

(Continued from P. 13) MUA Salon

Brief profile of Mr. MORIMURA: Born in 1951. Graduated from the Faculty of Economics, Keio University. Took the office of president, chairman and currently Advisor of Morimura Bros., Inc. which is the business entity being a parent organization of Noritake Company, Ltd., TOTO, NGK Insulators, Ltd., NGK Spark Plug Co., Ltd., Morimura Gakuen, and so forth.



(Participants holding Mr. MORIMURA's latest book)

(Written by KOBAYASHI Takayuki, Standing Director, the Membership Committee, and translated by SUDA Yasushi, the PR & Internet Committee Associate)

The 2020 MUA New Year Party

Date: Thursday, January 23, 2020
Venue: Shiba Club of NEC

A total of 27 people gathered and enjoyed networking in the 2020 annual kick-off party.

Opening speech by President NAGANO

We are pleased to have the presence of Honorary President Dr. MIWA and former president TAKAI among today's attendees. MUA will observe its 40th anniversary next year. With this milestone year kept in our mind, let us make today's gathering a strong foothold for taking another new leap.

Guest Speech: "The World of Zen – An encounter with yourself renewed day by day"



Our speaker this time was Reverend KAMADA Mukan of Seishoji Temple located at Atago, Minato City. He is familiar to us because he has been the host & guide at MUA's "Let's experience Zen" classes. He stayed in Paris for 4.5 years on a missionary assignment to propagate the Soto Buddhism in Europe. First and foremost, linguistic skill was the requisite to enable communication with different peoples of the world.

During his stay in France, Reverend Mukan noticed the diversified way of making sentences in French, as well as the importance of speaking out before minding imperfection about details. Thus, he started to experience the pleasure of communication and networking. Even after his return to Japan, he has had frequent opportunities to host foreign visitors because of the central Tokyo location of Seishoji Temple where he belongs. When he speaks in English, he makes it a rule to keep talking without minding minor grammatical errors.

The following is a summary of his speech, focusing on "Why foreign people in the world take interest in Zen":

I think people today are aware of the importance of "Effective Self-control" vis-à-vis their colleagues or rivals, in working out future paths in the competitive society. It seems to me that, therefore, people perceive "Zen" as a way of brushing up themselves, similar to what they expect from jogging or yoga.

I can tell how demanding it is for them to regularly visit Zen exercise places before or after their daily work and sit for meditation or chant a sutra. Still, there are many who continue such Zen exercises, most likely, out of their own will to enhance themselves. The final objective of Zen is to "cast off adherence to yourself." Beginners often fall into the opposite direction, by "wearing armor" so to speak. However, after ten years or so, those regular visitors seem to learn gradually how to evolve from self-adherence into a cast-off state. In other words, they seem to be making a shift change toward "selflessness."

Different people join Zen exercises from different motivations. Still, accumulated exercises seem to enable the propagation of the Zen philosophy in the end. Fifty years have passed since the first step of Soto Zen Buddhism into Europe. Today we see the third generation of Soto Zen practitioners in Europe. Indeed, an increasing number of practitioners are motivated to visit Japan and go through traditional Zen training.

Buddha's basic teachings include "Issai Kaiku" (Everything is marked by suffering), "Shogyo Mujo" (Everything is impermanent) and "Shoho Muga" (Everything lacks a self). When you look into a human body on a microscopic level, you will notice that our body is simply an assembly of molecules and cells which together constitute "yourself." On the other hand, if you take a macroscopic view of what enable our physical presence, you will realize a limitless expanse of our linkage with the environment, community and universe.

The “selflessness” actually means “all included.” The slogan “One for all, All for one,” used by rugby football teams, has become familiar recently. This team spirit represents the same joint working as perceived in the presence of ourselves. Our being is as precious as the universe in that both constituted similarly by mysterious frameworks. All precious beings in the universe are linked up by a huge network.

If you start to perceive the invisible linkage and feel an accelerated vanishing of the boundary between you and the external world, that’s where the fundamental principle of “Zazen” addresses. The point is to evolve from self-adherence and gain a renewed awareness of the true state of your physical presence.

Reverend Mukan talked about the subject in a simplified manner for us. If any of our readers is interested in further details of his speech, we recommend that you attend one of our future MUA Zazen classes held at Seishoji Temple in Atago.

“Kampai” toast by Vice President KIKUCHI Kensuke:

Last year Japan was hit by a series of natural disasters, resulting in serious damages in Nagano Prefecture, Chiba Prefecture and other locations. Let us pay more respect to Mother Nature and renew our recognition of the importance of environmental issues. Let us also make further recruiting efforts to have more young people get involved in MUA activities.

Music attraction: Let’s sing along dear old Japanese songs

With Mr. SHIMIZU Gunji, MUA director and accordionist, and the Minato Rhythm Ladies trio at the center stage, all attendees enjoyed singing enthusiastically popular songs of the Showa period. Mr. SHIMIZU, who will turn 88 next month, has been a regular MUA member to host the annual visit of the Mita Senior High School students to MUA, to discuss “UNESCO activities, war and peace.” He was accompanied on this occasion by three members of the Minato Rhythm Ladies – Ms. TAMARU Harumi (at claves), Ms. INOUE Emiko (at tambourine) and Ms. IIDA Mitsuyo (at maracas).



Wrap-up words from Mr. TOMOGANE:

He assumed the position of MUA’s secretary general in 2006, and ever since made energetic contributions for years to the growth of MUA. With his losing words, wishing for further development of MUA, we adjourned the meeting.



Reverend KAMADA Mukan's profile:

Formerly an editor with a religion-related magazine publisher. In 2007, he became a priest in Soto Zen School. Received a one-year training at the Eihei-ji Temple where the Soto Zen School headquarters is located. Joined the Shishikurin Sangha of Seishoji Temple while also studying Zen in the graduate school of Komazawa University. After graduation from the school, he was sent to Paris on a 4.5-year expat assignment to work as a staff for the Soto Zen Buddhism Europe Office. In April 2015, he returned to Japan. He is currently Chief Priest of the Shishikurin Sangha at Seishoji Temple while also a lecturer at Toshoji Temple in Okayama Prefecture.

(Written by KOBAYASHI Takayuki, Standing Director, the Membership Committee, and translated by TANAHASHI Seiichi, the PR & Internet Committee)

(Continued from P. 18) UNESCO Press Release : Futures of Education Commission

According to the Commission, as humanity looks for ways to transform the world for the better after the worst health crisis in a century, we must rethink social policies, including education, and address long-standing issues of structural inequality, poverty and exclusion. An impending global recession is likely to have drastic consequences for the funding of education and other public services as well as for individuals' lives and livelihoods. During this time, global commitments to education must be maintained and resources directed to those who have been hardest hit socially, economically and educationally. The Commission urges that crises—in global health and education—be addressed through solidarity, empathy and appreciation for our common humanity.

See [Statement](#) by the Futures of Education:

Protecting and Transforming Education for Shared Futures and Common Humanity

A Joint Statement on the COVID-19 Crisis

International Commission on the Futures of Education

14 April 2020

A defining moment for our shared future

The tragedy of the COVID-19 health crisis is creating exceptional circumstances that are affecting billions of lives and causing massive economic, social, and educational disruptions. The multiple likely impacts of COVID-19 on individuals and societies mean that there will not be a return to the world that existed before. As humanity looks for ways to transform the world for the better after the worst health crisis in a century, we must rethink social policies, including education, and address long-standing issues of structural inequality, poverty and exclusion. We have opportunities to strengthen global common goods, protect and advance public education, and put knowledge and learning in the service of alternative futures for humanity and the planet.

In recent decades educational opportunities around the globe have expanded significantly; much of this is now under grave threat. Schools and universities are closed in most countries, affecting over 90% of students globally. Even as learning continues in many ways, we are at a moment where massive efforts will be necessary to make sure the 2020s do not become a decade of lost opportunity.

The hope of public education in a transformed world

The current crisis is reminding us how crucial public education is in societies, communities, and in individual lives. We have been reminded that public education is a bulwark against inequality – and of the importance of schooling in enabling lives of dignity and purpose. As we seize this exceptional opportunity to transform the world, and as we reimagine the organization of our schools and learning environments, we will need to think about what we want to become. We will need to enact our values and visions in the institutions and learning communities we rebuild. We have arrived at a moment – however unexpectedly – where collectively revisiting the purposes of education has become imperative. **(Excerpted)**

From the UNESCO Press Release

UNESCO Futures of Education Commission urges planning ahead against increased inequalities in the aftermath of the Covid-19



(16/04/2020) The COVID-19 health crisis has resulted in school and university closures affecting over 90% of the world's students. Even more drastic disruptions loom on the horizon, according to an independent International Commission on the Futures of Education appointed by UNESCO Director-General Audrey Azoulay in September 2019.

Even when schools reopen, the emerging economic recession threatens to exacerbate inequalities and could rollback progress made in expanding educational access and improving the quality of learning globally, the commission warned during an online meeting on 9 April.

Chaired by the President of Ethiopia Sahle-Work Zewde, the International Commission for the Futures of education brings together thought leaders from the worlds of politics, academia, civil society, education, and business. The COVID-19 crisis has underscored the importance of the Commission's mandate to reflect on how knowledge and learning need to be rethought in an increasingly uncertain and fragile world. During its special meeting dedicated to the COVID-19 crisis, the Commission issued a Joint Statement on how education needs to be protected and transformed for our shared future and common humanity.

In her remarks to the Commission, UNESCO Director-General Audrey Azoulay noted that "We now see that online distance learning cannot be the sole solution, as it tends to exacerbate already existing inequalities that are partly levelled in school settings. This will be of interest for this Commission whose task is rethinking the future of education, including appropriate articulation between distance and classroom learning".

President Sahle-Work said, "At my age, I have seen a multitude of effects caused by various crises. But with the current global pandemic, I am not sure we have drawn the pivotal lessons from the past required to mitigate the ill-effects of the disruptions caused to our lives. COVID-19 does not discriminate and is redefining our reality. We should respond with humility, solidarity and empathy."

(To be continued on P. 17)

Minato UNESCO Association is a citizens' voluntary membership organization that promotes Japanese traditional culture, holds cross-cultural workshops and presents multicultural events and international symposia for world peace. For any questions or comments about our articles, please contact our secretariat office at:

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