

PEACE BOAT GLOBAL UNIVERSITY – OCTOBER 2016

Changing the Approach: Humanitarian Disarmament, International Law and the UN



Peace Boat's Global University

Peace Boat is a Japan-based international NGO in Special Consultative Status with the United Nations that works to promote peace, disarmament, human rights and sustainable development. Founded in 1983, it carries out its main activities through a chartered passenger ship that travels the world on peace voyages. Global University is a peace education programme that takes place during Peace Boat's Global Voyages, offering a unique curriculum that combines exposure programmes (field visits) in ports with workshops and seminars onboard the ship. It nurtures future leaders who can affect change in the world, by equipping them with the knowledge, means and experiences necessary to actively engage in non-government organizations, international bodies and local communities.

OVERVIEW

OVERALL THEME

Changing the Approach: Humanitarian Disarmament, International Law and the UN

CONCEPT AND AIMS



Over the past two decades, a new humanitarian approach to disarmament has emerged, which emphasises the inhumane impact weapons have on civilian populations, the damage they do to the environment, and how they violate international law. This approach contrasts with traditional arms control and non-proliferation initiatives that focus on national security interests driven by military and technical considerations. Throughout the programme, students studied this trend, learned about specific campaigns that led to successes in stigmatising and banning weapons, and analysed how growing public awareness

of the consequences of the use of these weapons has led governments to change their positions. Under the guidance of experts and practitioners, students participated in a series of sessions aimed at setting a framework in which humanitarian disarmament efforts are to be understood.

DATES & ITINERARY

4 - 21 October 2016 (18 days)

Participants met in The Hague (The Netherlands) on October 4. After the two-day exposure programme in The Hague and Amsterdam, they set sail from The Netherlands on October 6. On the way the group visited Reykjavik in Iceland and the programme ended on October 21 in New York (USA).



CURRICULUM

The programme consisted of **onboard seminars** (90 minutes each) and **exposure programmes** (field visits) in The Hague, Amsterdam, Reykjavik, and New York. **Navigators** facilitated the onboard seminars. Additionally, **guest lecturers** gave complementary talks. Over the course of the programme, students jointly produced an Action Plan laying out educational and campaigning tools they have identified as central to advocacy for humanitarian disarmament. The programme concluded with a visit to United Nations Headquarters in New York where students presented the outcomes of the course.



PARTICIPANTS

Participants came from six countries: Australia, France, Ireland, Norway, USA, and the Philippines, and their age ranged from 19 to 28. Occasionally the sessions were joined by Japanese students, and Peace Boat's international volunteer (language teachers and interpreters) who came from Canada, Croatia, UK, Ireland, and Russia.

NAVIGATORS

Throughout the programme, **navigators** guided the learning experience of the students by acting as resource persons, prompting students with key questions and facilitating discussions and other interactive sessions.



RANDY RYDELL

Executive Advisor to Mayors for Peace / Former Senior Political Affairs Officer in the United Nations Office for Disarmament Affairs

From 1998-2014 he worked as senior advisor to the UN High Representative and successive Under-Secretary General for Disarmament Affairs. From January 2005 to June 2006 he served as Senior Counsellor and Report Director of the Weapons of Mass Destruction Commission (Blix Commission) and Senior Fellow at the Arms Control Association in Washington, D.C.



MUSHAKOJI KINHIDE

Former Vice-Rector of United Nations University / Vice-President of International Movement Against All Forms of Discrimination and Racism (IMADR)

Born in Brussels in 1929, he is a reputed Japanese authority on international affairs and a lifelong peace advocate. He has written extensively on peace and security, racism and discrimination, patriarchal democracy, trafficking of women and the sex industry, cultural development and international politics among others.

Onboard guest lecturers included:

CLIFTON TRUMAN DANIEL

Honorary Chairman of the Truman Library Institute / Grandson of US President Harry Truman

HANOCHI SEIKO

Professor at Chubu University / Coordinator of Chubu ESD Center

IDAKA HIROAKI

Journalist / Former Reporter for Kyodo News

PABLO ROMO

Human Rights Activist / Lecturer at The National Autonomous University of Mexico

METHODOLOGY

Global University combines different methodologies that encourage reflection, critical thinking, dialogue, and active participation. Using the unique learning environment offered onboard, students take part in lectures, workshops, reflection and discussion sessions, in addition to individual and group study. In ports, students participate in exposure programmes, meetings with specialists and key actors in the field, and public events. Students are typically asked to do preliminary research on designated topics, to participate in role-plays and simulations, and to make public presentations. Over the course of the programme, students work together as a group to produce a presentation.



THEME 1: UNDERSTANDING THE HUMANITARIAN CONSEQUENCES OF WEAPONS

Through personal interactions with *Hibakusha* (survivors of the Hiroshima and Nagasaki nuclear bombings) and reflection on the suffering of victims of other weapons (such as chemical weapons, small arms, etc), students explored questions such as: *How can technology harm people? How have the human rights and dignity of victims been violated? How do societal structures stigmatize survivors?*

HIBAKUSHA TESTIMONY SESSIONS



Victims and survivors play a key role in educating the public about the human costs of weapons, thus influencing decision-makers and public opinion about the urgent need to ensure that no one suffers what they have endured. Students attended both private sessions and public events to hear first- and second-generation Hibakusha speak of their experience of the A-bomb, and how they later suffered poverty, stigmatization, discrimination, and health issues. In Amsterdam, at the Höfði House in Reykjavik and at the UN International School in New York, students witnessed the strong impression Hibakusha make on people, with their poignant testimony. They were amazed how young generations learn and make this issue their own, becoming themselves potential actors for change.

Global Voyages for a Nuclear Free World: Peace Boat Hibakusha Project

The Peace Boat Hibakusha Project is an initiative held onboard Peace Boat's Global Voyages in the area of nuclear disarmament education and advocacy aimed at raising awareness about the human costs of nuclear weapons, fostering exchange and catalysing public support for nuclear disarmament. Over 160 Hibakusha have participated to date since 2008, sharing their testimonies around the world. On this voyage, five Hibakusha, one second-generation Hibakusha, one Legacy Messenger and two Youth Communicators, who were officially designated by the Japanese Ministry of Foreign Affairs as "Special Communicators for a World without Nuclear Weapons" and "Youth Communicators for a World without Nuclear Weapons," visited 25 ports in 21 countries. The Global University programme was organised in collaboration with the Hibakusha Project, giving invaluable experiences not only to students but also to Hibakusha Project members, inspiring them to work with youth from around the world and continue to call for a nuclear-free world.



THE LEGACY OF HISTORY: HOW DO WE DEAL WITH THE PAST?

Exposing students to another perspective, Clifton Truman Daniel, the grandson of US President Harry Truman who ordered the atomic bombings on Hiroshima and Nagasaki, shared his life-changing journey from viewing the atomic bombing through a strategic lens to understanding the human suffering caused by his grandfather's decision through engaging with Hibakusha. His story highlighted the significance of personal encounters and the impact of platforms that bring together Hibakusha, American politicians and/or general public.



PASSING ON THE VOICES OF VICTIMS



Students also interacted with a second-generation Hibakusha, Legacy Messengers, Youth Communicators, and other Japanese students. One student, who is the grandson of a US Air Force engineer who was onboard the planes that dropped the bombs on both Hiroshima and Nagasaki, sparked a discussion on different perspectives on the reasons, targets and consequences of the bombings. Japanese youth also shared their views, as they are the last generation that can listen directly to the testimonies of the aging Hibakusha, as well as discussed the responsibilities and challenges to pass on those memories. The group then discussed the importance of

imagining other points of view, as well as how best to communicate the messages of the victims across borders and generations. These sessions inspired reflection on the role that future generations – and youth in particular – can play in passing on memories.

THEME 2: BANNING WEAPONS: SUCCESS STORIES AND LESSONS LEARNT

Today, international law explicitly prohibits almost all Weapons of Mass Destruction except for nuclear weapons. Recoursing to international humanitarian law, civil society has played a tremendous role in mobilising public opinion and putting pressure on governments by exposing the need for a ban. Learning from successful disarmament campaigns, discussions focused on: *What prompts the shift from military and security discourses to humanitarian discourses? What effective advocacy activities can impact this process? How can such a process influence political resistance to the status quo?*

COMPARING DISARMAMENT PROCESSES

As a pre-programme assignment, students researched the processes that led to the prohibition of weapons, such as biological weapons, landmines, cluster munitions, and small arms. They looked at the dynamics that initiated these processes, the type of fora in which respective legal instruments were developed and negotiated, the existence and functioning of monitoring mechanisms, as well as the status of their implementation. After they presented their findings to the group, students identified what they considered successes, failures and challenges, and reflected on what could be replicated or done differently in future disarmament initiatives.



MEETING PRACTITIONERS IN THE FIELD



In The Hague, New York and onboard, students met with disarmament experts who spoke in depth about the initiatives they work on. Among them: Jenny Aulin on human security and peacebuilding; Shahriar Khateri on chemical weapons; Matthew Bolton on killer robots; Susi Snyder of PAX on the financial trail; and more. These sessions gave students insights into the whole “arms’ chain” (development, possession, trade, use, and financing) that the disarmament agenda ought to address. Students also learned about the impact of these weapons, and campaigns for their prohibition, including advocacy strategies and monitoring processes.

PROHIBITION OF CHEMICAL WEAPONS: FROM BANNING TO IMPLEMENTATION

In The Hague, students visited the Organization for the Prohibition of Chemical Weapons (OPCW), where they learned about the use of chemical weapons, their humanitarian impact, and the process working towards their prohibition and the related mechanisms established to ensure implementation. Guided by Shahriar Khateri, Senior Assistance and Protection Officer at OPCW and co-founder of the Tehran Peace Museum who has been involved in the treatment of chemical weapons victims in Iran, students drew parallels between the history, work and dynamics of eliminating chemical weapons and other processes.



MOMENTUM FOR A NUCLEAR WEAPON BAN



Throughout the programme, students discussed the growing momentum of the humanitarian initiative to ban nuclear weapons, including how the international conferences in Oslo, Norway, Nayarit, Mexico and Vienna, Austria in 2013 and 2014 highlighted the unacceptable humanitarian impact of nuclear weapons, as well as the call at the UN Open-Ended Working Group in 2016 to start a process for a ban. Prior to the ship’s arrival in New York, Kawasaki Akira gave a public presentation on the status of negotiations taking place at the time in the UN General Assembly First Committee, as governments were debating a resolution setting up a negotiating process towards a ban treaty.

ROLE OF WOMEN IN PEACE AND DISARMAMENT

Students also discussed the role women play in preventing conflict, realising peace and disarmament, and actively promoting a human security approach to global issues. Some sessions were dedicated to this aspect: Hanochi Seiko of Chubu University spoke of her work on the SDGs with communities of women, while peace, disarmament and human rights activist Cora Weiss spoke about the initiatives she has been involved in, notably the adoption of UN Security Council resolution 1325 on the role of women in peace.



ROLE OF YOUTH AS KEY ACTORS FOR CHANGE



The role of youth as key actors for change has been at the centre of the programme, as highlighted by Gizem Kiliç of the United Network of Young Peacebuilders (UNOY) and the group’s interactions with Hibakusha Project members. As young people themselves, students developed the strong conviction that reaching out to youth and supporting youth organisations and networks is key to mainstreaming and ensuring the long-term success of humanitarian disarmament campaigns. In that regard, they identified the newly adopted UN Security Council Resolution 2250 on youth, peace and security as a tool that can be used to gain traction.

Art for Disarmament: Presentation at National Sawdust

In New York, students also had the opportunity to reflect on how music, art and dance can be combined with Hibakusha testimonies to engage the public in disarmament issues. The event held at the National Sawdust—a vibrant theatre in Brooklyn—had musicians Sam Sadigursky (clarinet), Meg Okura (violin), Dan Tepfer (piano), artist Cynthia Madansky, dancer Eiko Otake and educator Kathleen Sullivan, each expressing their message about nuclear weapons and peace in their own creative way. Participating in the event were high school students from the neighbourhood. After a series of performances and interactive activities, the participating students also shared their feelings and impressions with the Hibakusha, which became a moving experience both for Hibakusha and the audience as a whole.

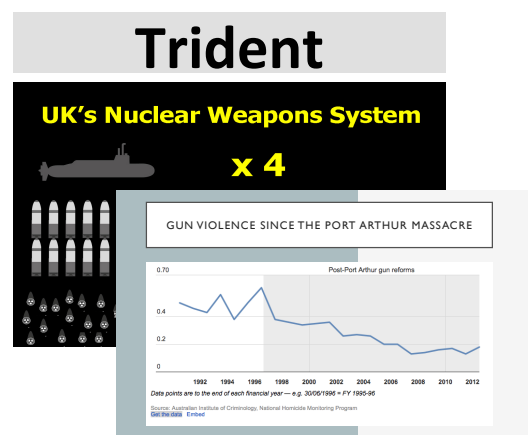


THEME 3 – NAVIGATING INTERNATIONAL LAW AND THE UN SYSTEM

Existing international law and the current collective security systems certainly entail some fundamental flaws. Military industries retain interests in armaments and corporations tend to avoid regulation, achieving enormous financial profits. Overcoming these obstacles and establishing working mechanisms are fundamental to making progress in humanitarian disarmament. Students considered questions such as: *What are the gaps between existing international law and the reality on the ground? How can international mechanisms reverse the military and industrial drive for armaments?*

DISARMAMENT POLICIES: STUDY CASES

This unit started with students’ presentations of their research on current national policies and issues related to disarmament in their home countries. These included the lack of public awareness about French nuclear testing in the Pacific and the connection with nuclear power; Trident and what Brexit means for the UK; the US military industrial complex lobby and President Obama’s visit to Hiroshima; gun control and uranium mining in Australia; and how Norway, though perceived as a humanitarian disarmament champion, remains one of the biggest gun and weapon exporters in the world.



THE UN DISARMAMENT MACHINERY AND ITS DYNAMICS OF POWER



Mentored by former UN officials Randy Rydell of the UN Department of Disarmament Affairs (UNODA) and Mushakoji Kinhide of UN University, students learned about the history and evolution of the UN disarmament machinery. They mapped out the existing infrastructure and highlighted its shortcomings, including the insufficient link between disarmament, human rights and humanitarian aspects, the stalled Commission on Disarmament, the problems with the Non-Proliferation Treaty, the level of civil society participation in these fora and their financial restraints. In discussions, they also studied the political dynamics at the UN and sought to

identify how to strengthen the UN disarmament machinery and navigate its politics.

VISIT TO THE UN OFFICE FOR DISARMAMENT AFFAIRS

At the UN Headquarters in New York, Randy Rydell took the students for a tour of UNODA. He introduced the group to the current director as well as to the Office's junior staff and interns. Students had an opportunity to learn what a typical day at UNODA looks like, the issues they are currently working on, and the staff's perspectives about them. Students were particularly excited to get a better idea of what the role and work of UNODA is in practice.

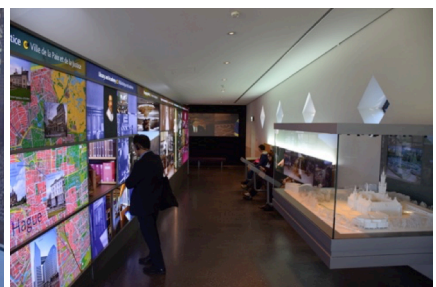


DISARMAMENT AND INTERNATIONAL JUSTICE

In The Hague, the group visited the Peace Palace, which hosts the International Court of Justice (ICJ) and the Permanent Court of Arbitration, on the day the ICJ issued its preliminary ruling in the Republic of the Marshall Islands' nuclear disarmament cases. Students discussed the outcome with US experts John Burroughs and Jackie Cabasso who counselled the Republic of the Marshall Islands, and learned from International Association of Lawyers Against Nuclear Arms (IALANA) Co-President Peter Weiss about the contribution the World Court has made in nuclear disarmament. They were also introduced to other international legal instruments such as the International Criminal Court (ICC).

ICJ Cases - the Marshall Islands vs. Nuclear-armed States

In 2014, the Republic of the Marshall Islands – a victim of nuclear testing – filed lawsuits to the ICJ against the nuclear-armed states (namely the US, Russia, UK, France, China, Israel, India, Pakistan and North Korea) for violating international law by failing to respect their nuclear disarmament obligations under the Nuclear Non-Proliferation Treaty and customary international law. In its 1996 advisory opinion, the ICJ unanimously concluded there “exists an obligation to pursue in good faith and bring to a conclusion negotiations leading to nuclear disarmament in all its aspects”. This time, the ICJ ruled it lacked jurisdiction to pursue the cases.



THEME 4: DEVELOPING “ACTION FOR HUMANITARIAN DISARMAMENT”

PUTTING THEORETICAL KNOWLEDGE INTO PRACTICE



Bringing different aspects of the programme together, students were asked to perform role-plays. Acting as diplomats from three fictional countries representing a range of positions on the nuclear ban treaty, they devised diplomatic strategies and negotiated with one another to change each other’s positions. They also developed policy recommendations for their respective governments, and action plans for civil society as journalists, teachers or city councillors. This challenging exercise allowed students to identify the main points they wanted to include as part of the programme’s collective outcome.

THE ROLE OF CITIES IN PROMOTING DISARMAMENT AND PEACE

In the city of Reykjavik, which is a member city of Mayors for Peace, students participated in a meeting between representatives of the Reykjavik City Council (including its Chair Björn Blöndal and its President, Líf Magneudóttir), representatives of the Mayor’s Office (including its International Officer Hilmar Hildar Magnússon) and Randy Rydell. They witnessed how politicians and elected representatives can make concrete proposals and undertake positive actions for change. As a follow-up exercise, students reflected on what they would propose to Mayors for Peace if they were advisors. Ideas raised included the importance of networking among cities, the role of education, and the use of media.



PLAN OF ACTION: “WHAT CAN CIVIL SOCIETY DO?”



Students identified key issues in achieving nuclear disarmament and made proposals to address them, including: 1) the need to strengthen disarmament education by bringing the voices of Hibakusha and other victims and survivors to a wider audience and finding ways to preserve their stories for future generations; 2) the necessity to challenge the myth of deterrence by highlighting the risks involved in the whole nuclear chain, and changing the narrative through research and analysis, informed debates and the use of social media; 3) the importance of mobilising the general public by highlighting opportunity costs and calling on governments to divest

from armament to invest in peace and sustainable development. In all these areas, the role of youth in particular was emphasised. A couple of students also made a public presentation for all passengers onboard to explain the positions of their own countries with regard to nuclear ban negotiations, and their involvement as youth in ICAN and/or other civil society organisations.

PRESENTATION, PUBLIC ACTIONS AND ADVOCACY AT THE UN

PRESENTATION AT THE UN

Students had the opportunity to publicly present the programme and their Plan of Action at a UN event. Co-sponsored with the UN permanent missions of the Republic of the Marshall Islands and Japan, the event was held at the side of the UN General Assembly First Committee. Other speakers at the event included Marshallese Ambassador Amatlain E. Kabua, Hibakusha Morikawa Takaaki, as well as peace and disarmament educators Kathleen Sullivan and Cora Weiss. The event was well attended by diplomats, UN staff, civil society representatives and journalists. Japanese and international media reported on the event broadly.



ADVOCACY AT THE UN

Students had a chance to put what they learned in The Hague, Reykjavik and onboard into practice. Following discussions on the current draft resolution and the needs of the International Campaign to Abolish Nuclear Weapons (ICAN) with Ray Acheson, Daniel Högsta, and Tim Wright, students attended a session of the UN General Assembly First Committee. Mentored by these experienced campaigners and assigned to approach specific delegations, students lobbied diplomats for their support for the resolution.



PUBLIC ACTIONS



To highlight the humanitarian impact of nuclear weapons and call for their abolition, students held symbolic actions with Hibakusha and disarmament campaigners. One was held in front of the Peace Palace in The Hague, as the ICJ ruled on the Republic of Marshall Islands case; the other at the UN Headquarters in New York as the General Assembly debated a resolution to start a process to prohibit nuclear weapons in 2017. Participating in these actions also provided the students with an opportunity to meet and exchange opinions with campaigners.

TIMETABLE

	Tuesday 4-Oct	Wednesday 5-Oct	Thursday 6-Oct	Friday 7-Oct	Saturday 8-Oct	Sunday 9-Oct	Monday 10-Oct	Tuesday 11-Oct	Wednesday 12-Oct			
9:00												
10:00		Exposure Programme in The Hague <ul style="list-style-type: none"> •Photo Action for ICJ Decision @Peace Palace •Introduction to Concepts @GPPAC -Introduction to the Human Security Concept by Jenny Aulin (GPPAC) -Humanitarian Disarmament: An Overview of Initiatives by Susi Snyder (PAX) •Youth Peace and Security @UNOY by Gizem Kiliç •Visit to the Peace Palace Visitor Center •People First: Peace, Prevention and Peacebuilding @GPPAC 	Exposure Programme in The Hague/ Amsterdam <ul style="list-style-type: none"> •Visit to the Organization for the Prohibition of Chemical Weapons (OPCW) <i>Transfer from The Hague to Amsterdam</i> <ul style="list-style-type: none"> •Public Event: "The Humanitarian Impact of Nuclear Weapons" -Susi Snyder (PAX) -Kawasaki Akira (Peace Boat) -Testimony by Tagawa Toyoko (Hibakusha Project) <i>Transfer to the Ship and Embark Ocean Dream</i>	10:00-11:30 Orientation to Life Onboard	10:00-11:30 3.1 Disarmament in My Country (1)	10:00-11:30 3.2 Disarmament in My Country (2)	10:00-11:30 4.1 Women, Peace, Development and Security: SDGs	Free day in Reykjavik	Exposure Programme in Reykjavik <ul style="list-style-type: none"> •Meeting on the Role of Cities in Promoting Disarmament and Peace with City Councilors @City Hall •Visit to Hofdi House •Public Peace Event @City Hall -Cultural Exchange with Local Students and Children -Opening Speech by Mayor of Reykjavik, Dagur Eggertsson -Testimony by Higashino Mariko (Hibakusha Project) 			
11:00												
12:00												
13:00							13:00-14:00 1.1 The Role of Victims in Peace and Disarmament					
14:00						14:30-16:00 Reflection on The Netherlands	15:15-16:30 1.2 Hibakusha Testimony			14:30-16:00 3.3 The Role of the United Nations	14:30-16:00 4.2 Momentum for a Nuclear Weapon Ban	
15:00												
16:00												
17:00						17:30-18:00 Voyage Orientation	17:00-18:00 Welcome Party					
18:00	Group Meets at Court Garden Hotel (The Hague) <ul style="list-style-type: none"> •Programme Orientation @GPPAC Office 											
19:00												
20:00												
21:00												
22:00												
23:00												

	Thursday 13-Oct	Friday 14-Oct	Saturday 15-Oct	Sunday 16-Oct	Monday 17-Oct	Tuesday 18-Oct	Wednesday 19-Oct	Thursday 20-Oct	Friday 21-Oct
9:00									
10:00	10:00-11:30 Reflection on Iceland	10:00-11:30 1.3 The Legacy of History	10:00-11:30 4.3 Peace Activities in Latin America	9:30-11:00 Emergency Drill	10:00-11:30 3.5 UN: Dynamics of Power and Status Quo	10:00-11:30 4.5 Momentum for a Nuclear Ban: Stakes at UNGA-FC	10:00-11:30 4.7 Momentum for a Nuclear Ban: Stakes at UNGA-FC	Exposure Programme in New York <ul style="list-style-type: none"> •Public Action: Call for a Nuclear Weapons Ban @UN •UN First Committee Side-Event: "Disarmament Education: The Role of Survivors and Youth" @UN •Closed Sessions @UN -Nuclear Weapons and International Law: The ICJ Cases by Peter Weiss (IALANA) -Women, Peace and Disarmament by Cora Weiss (International Peace Bureau / The Hague Appeal for Peace) -Advocating for a Ban: from Landmines to Killer Robots by Matthew Bolton 	Final Disembarkation from Ocean Dream Exposure Programme in New York <ul style="list-style-type: none"> Group 1: •Advocacy at the UN: Discussion on Current Draft, Needs, Arguments and Assignment for Advocacy Practice by Ray Acheson, Daniel Högsta, and Tim Wright (Reaching Critical Will) •UNGA First Committee Meeting Group 2: •Testimony Session @UN International School •Art Program @National Sawdust
11:00									
12:00									
13:00		13:00-14:15 To New York, UN - Intro to SDGs	13:00-14:15 The Reason Why Clifton Visited Hiroshima		13:00-14:15 Banning Nuclear Weapons		13:00-14:15 An American That Faced Nuclear Effects		
14:00									
15:00	14:30-16:00 2.1 The Influence of a Humanitarian-Based Approach	14:30-16:00 3.4 UN Disarmament Machinery	14:30-16:00 4.4 Initial Thoughts on the Plan of Action	14:30-16:00 2.2 Comparing Processes towards Weapons Prohibition	14:30-16:00 Joint Session with Japanese Students	14:30-16:00 4.6 Plan of Action: Role-Play	14:30-16:00 4.8 Plan of Action: Finalization		
16:00									
17:00									
18:00						17:30-18:00 Port Orientation and Preparation for NY			
19:00									
20:00							19:30-20:30 Farewell Dinner		
21:00		20:30-22:00 Randy Rydell x Clifton Daniel Interview		20:30-22:00 Nuclear Film Screening (1)	20:30-22:00 Talk Session with Hibakusha	20:30-22:00 Nuclear Film Screening (2)			
22:00									
23:00									

Global University Seminars

Global University Guest Sessions

Events for All Passengers

Public Lectures and Events

Exposure Programmes in Port

NAVIGATOR'S VOICE

'In the Global University Programme I discussed with the participants how human security and disarmament are closely interconnected with the UN. I received interesting questions and comments which were beneficial for my own research. In many instances I found that the participants were already free from the established concepts I wanted to deconstruct. In their role playing exercise about a UN debate on the abolition of nuclear armament, I admired the way they played the roles of representatives from nuclear powers whose position they were opposed to, and the role of international media who could influence and promote the anti-nuclear position in imaginative manners.'

—Mushakoji Kinhide, Former Vice-Rector of United Nations University (Japan)



PARTICIPANTS' VOICES



'Our time in The Hague was the type of course I was expecting and I was pleased that it was challenging and that I felt I was actively learning.'

—Clare Conboy (Ireland)

'On the Peace Boat, my favourite session was the one with Hibakusha Ms. Noriko Sakashita. Her story was very powerful, and her gracious attitude and the positivity she radiated made me more determined to work for a world without nuclear weapons.'

—Lika Døhl Diouf (Norway)

'(I really appreciated) The discussion about the role of the victims and about how to communicate the message because I found really interesting to figure out what it means to feel the other side (...) From an intercultural point of view, if we succeed in gaining new perspectives from the countries we visit I think the Peace Boat's job is done!'

—Marie Orset (France)

COORDINATORS, SPECIAL ADVISORS AND PARTNER ORGANISATIONS

COORDINATORS AND PLANNING SUPPORT

Kawasaki Akira, Terachi Ami, Celine Nahory, Hatakeyama Sumiko

SPECIAL ADVISORS

Kathleen Sullivan, *Director of Hibakusha Stories*

Jayantha Dhanapala, *Former Under Secretary General of the United Nations*

Rebecca Johnson, *Executive Director of Acronym Institute for Disarmament Diplomacy*

Jody Williams, *Nobel Peace Prize Laureate (1997) / Chair of Nobel Women's Initiative*

PARTNER ORGANISATIONS

[City Council of Reykjavik](#); [Coalition for the International Criminal Court](#); [Global Partnership for the Prevention of Armed Conflict \(GPPAC\)](#); [Hibakusha Stories](#); [International Association of Lawyers Against Nuclear Arms \(IALANA\)](#); [International Campaign to Abolish Nuclear Weapons \(ICAN\)](#); [International Committee for Robot Arms Control](#); [International Peace Bureau / Hague Appeal for Peace](#); [League for Peace and Freedom \(WILPF\)](#); [National Sawdust](#); [Organisation for the Prohibition of Chemical Weapons \(OPCW\)](#); [PAX](#); [Peace Boat US](#); [Reaching Critical Will](#), [Women's International](#); [United Nations International School](#); [United Network of Young Peacebuilders \(UNOY\)](#)

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**PEACE
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