

MESSAGE FROM THE PRESIDENT



Fusako Utsumi, President,
National Women's Education Center

Winter in Musashi Ranzan is cold enough to make you unwittingly turn away from the biting wind, but the sight of puffy white clouds floating in the blue sky and the majestic snow-capped Mt. Fuji in the distance, treasured scenery unique to winter, can be seen as a reward for putting up with the harsh cold. Yet the plum trees at the entrance to NWEC herald an end to this cold weather and allude to the approaching spring.

Deliberations on how the National Women's Education Center (NWEC) should evolve have been ongoing since last year, and this year we will put our ideas into practice. We are committed to devising programs that will "Reinvent NWEC," and I believe there is plenty to look forward to.

"Reinventing NWEC" may sound a little radical, and some people may be concerned about losing precious assets accumulated hereto. This came up in our discussions as well, and our focus throughout has been on how we can protect these precious assets as we transform into a new NWEC.

So, what exactly do we mean by "precious assets accumulated hereto"? NWEC was established in response to the sincere aspirations of Japanese women. As the only national women's facility in Japan, it has functioned as a national center for both domestic and international purposes. It is probably fair to say that NWEC has evolved to what it is today through the collective efforts of a multitude of women throughout the country. NWEC's assets assume various forms including the ties or networks established among women throughout Japan, the learning programs developed in collaboration with them, and valuable records and data pertaining thereto.

Once again it has become acutely clear to us that this represents the very core of NWEC, and it cannot be overlooked. Accordingly, it was only after we had clarified what needed to be preserved that we realized "reinventing NWEC" was possible.

Between January and March, we held a Training Course to Promote Multifaceted Career Development Supporters from the Perspective of Gender Equality (January 10~12), a Meeting for Exchange and Learning (February 8~10) and the Second Seminar to Promote Women's Activities that Lead to Corporate Growth (March 8).

The Career Development Supporters Training Course comprises specialized and practical training to link the diverse careers of individuals to society from a gender-equal perspective and contribute toward career development with a long-term perspective.

The Meeting for Exchange and Learning aims to promote collaboration between NWEC and the region by providing an opportunity for participants from NWEC's training and exchange programs to report how they have applied what they learned at NWEC to their work over the past year, to share regional issues and leading case studies from each region, and to exchange opinions with a view to promoting cooperation and collaboration.

The Second Seminar to Promote Women's Activities that Lead to Corporate Growth followed the first seminar of the same name held in December and comprises a learning program to promote gender equality in companies. It represents a first step into a new area - gender equality in the corporate sector - that NWEC has not addressed hereto.

Beginning in April when the new fiscal year begins, NWEC will implement a number of new programs as it supplements training, information, research and exchange programs conducted hereto with new education and learning support programs.

We sincerely hope NWEC's new programs will meet your expectations.

RECENT NWEC ACTIVITIES

Seminar for Gender Equality Officers and Women Leaders in the Asia Pacific Region, NWEC International Symposium, October 18 (Wed.) ~ 27 (Sat.), 2012.

Held around the theme "Eradication of Violence Against Women," this year's seminar was attended by nine people from five countries. In addition to visiting the Cabinet Office and the Ministry of Education, Culture, Sports, Science



Speakers and Panelists of international symposium

and Technology to deepen their understanding of Japanese government policy on gender equality, participants visited Iwate Prefecture, an area afflicted by the Great East Japan Earthquake where they learned about the functions and roles of Morioka Women's Center, a hub for gender equality in the region. They also visited the disaster stricken area of Tarou in Miyako City where they listened to accounts by disaster victims who were users of the "Delivery Care Project," a program that supports the financial independence of women victims of the disaster.

The NWEC International Symposium was held on Saturday, October 27 around the theme “To Make a Society Without Violence Against Women a Reality.” The keynote speech by Dr. Nancie Caraway, Human Rights Fellow at the University of Hawaii-Manoa; First Lady, State of Hawaii, was followed by a panel discussion comprising not only reports by seminar representatives, but also reports combining case studies and advice from experts Kamrun Nahar, who works to protect women’s human’ rights in Bangladesh, Mieko Takenobu, a professor at Wako University, and Keiko Otsu, Co-chair of the Japan Network Against Trafficking in Persons (JNATIP). The symposium concluded with a lively discussion about the eradication of violence against women in each country.

JICA Country-specific Training: Seminar to Promote Cooperation on Initiatives to Combat Trafficking in Persons in Asia, October 29 (Mon.)~November 10 (Fri.), 2012.



President Utsumi addressing participants

NWEC held Japan’s first multi-country seminar on-trafficking in persons (TIP) in the Asia Pacific region for government officials in charge of measures to combat trafficking in persons which was commissioned by JICA, the Japan International Cooperation Agency.

The seminar aims to deepen mutual understanding among participants about measures being taken to combat TIP in each country, including Japan. In particular, it seeks to ascertain the roles of institutions involved in preventing TIP and better ways to protect and support the victims, as well as the framework for cooperation among them, and to have participants consider

measures that will contribute toward strengthening both the functions of institutions endeavoring to combat TIP, and collaboration and international networks among them.

Twenty-four individuals from six countries including the Philippines, Cambodia, Myanmar, Thailand, Laos and Vietnam participated in the seminar. The first half of seminar was dedicated to region-specific training and the final three days of was designed as – the country-specific training on Thailand, Myanmar and Vietnam. Participants learned about Japanese initiatives to combat TIP through lectures, discussions and field trips. Specifically, they visited the Cabinet Secretariat and other related ministries and agencies, as well as other entities such as local government bodies and private sector organizations; and attended lectures by NWEC specialists on NWEC-sponsored domestic and international training programs and other issues including the employment status of non-Japanese workers and support for women’s financial independence through fair trade.



Lecture on fair trade

This seminar enabled participants to deepen their understanding of initiatives to combat TIP in Japan and other countries. Upon returning to their respective countries,

participants hold report meetings and make use of the outcome of their training in Japan. It is hoped that deepening understanding among related institutions and organizations in participating countries will contribute toward the prevention of TIP, protection of victims and prosecution of perpetrators.

Training Course for Counselors at Women's Facilities, October 17 (Wed.)~19 (Fri.), 2012.

The course aims to enhance the quality and capacity of individuals responsible for pressing issues pertinent to gender equality and women's education throughout Japan. Held for the 9th time, this fiscal year's two-night/three-day course was attended by 100 individuals, greatly exceeding its 80 person capacity.

The course targets counselors engaging in women's counseling services at women's facilities and offers learning opportunities designed to enhance their counseling techniques and learn about inter-institutional collaboration, related laws, national government measures and other pertinent topics, thereby providing them with the knowledge required to resolve various issues including spousal violence, difficulties faced by non-Japanese women and problematic relationships.



Lecture: The significance and roles of counseling services at women's facilities Lecturer: Shigeo Koyanagi

Collaboration with related institutions comprises an indispensable aspect of programs to support the self-reliance of individuals seeking counseling. Accordingly, Ms. Mitsue Sakai, Director of Women's Counseling Services, Citizen Participation Section, Citizens Bureau, the City of Kanazawa was invited to share case studies from Kanazawa in Ishikawa Prefecture, which has succeeded in supporting individuals who seek counseling through close cooperation both within government entities and with related institutions. Ms. Sakai made a convincing case for the importance of such collaboration in terms of enabling counseling services in each region to support the self-reliance of individuals seeking counseling.



Workshop 1 (Lecture & Case Studies):
Experiencingsupervision Supervisor: Yoshie Kawakita

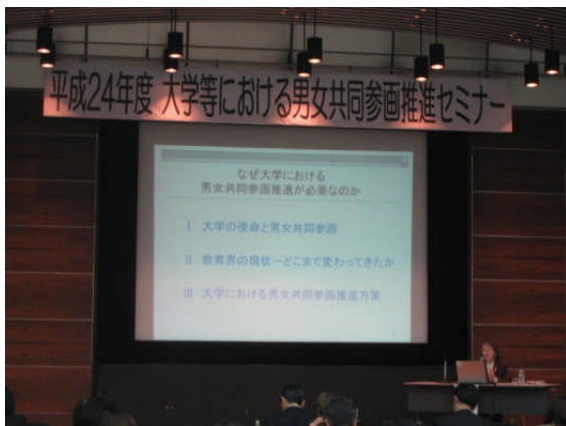
Legal knowledge comprises another essential skill. A lecture by lawyer Ms. Atsuko Ban, Vice Chair of the Committee for Supporting Crime Victims of the Japan Federation of Bar Associations received favorable feedback including "I was able to get legal knowledge that I can put to immediate use when offering counseling on DV-related issues."

A lecture by a psychologist was also included in the program to enable counselors to deepen their understanding of mental self-care which maintains their own mental and physical health. Inclusion of an "Experience Supervision" workshop offering a

holistic experience of counseling and an opportunity to learn counseling skills received a lot of feedback along the lines of “I learned specific phrases and things to be mindful of which I can use for future reference.”

In a post-program questionnaire, participants rated their overall satisfaction with the program at 95.6%, and its usefulness in terms of whether they had learned things they could use upon their return to work at 100.0%.

Training Course to Promote Gender Equality among University Personnel, November 29 (Thu.) ~ 30 (Fri.), 2012.



Lecture: Why does gender equality need to be promoted at universities?

Lecturer: Dr. Yasuko Muramatsu

Penetration of gender-equal perspectives and mechanisms to promote gender equality at Japanese universities remains inadequate. Moreover, compared to various universities overseas, the percentage of women researchers remains as low as ever.

In view of these circumstances, this two-day residential training course was held to provide individuals comprising faculty affiliated to decision-making bodies and individuals tasked with promoting gender equality with specialized and practical training to facilitate the promotion of gender equality at universities, junior colleges and national colleges of technology. The course was attended by 90 persons.

On the first day, President Fusako Utsumi’s address and an explanation of measures by Kouki Sato, Director for Human Resources Policy, Knowledge Infrastructure Policy Division, Science and Technology Policy Bureau, Ministry of Education, Sports, Culture, Science and Technology were followed by two lectures: “Why does gender equality need to be promoted at universities?” by Dr. Yasuko Muramatsu, President of Tokyo Gakugei University; and “Support for women researchers at universities: Circumstances and issues” by Dr. Sanae Ariga, Professor, Research Faculty of Agriculture, Graduate School of Agriculture, Hokkaido University and Head of the Support Office for Female Researchers in Hokkaido University. In addition to learning about the need to promote gender equality at universities, how to create organizations for doing so, and ways of supporting women researchers, participants were able to expand networks among themselves at the social event held in the evening.

On the second day, Dr. Keiko Fukuzawa, Senior Director of the Japan Association for the Advancement of Working Women and Honorary Professor at Showa Women’s University gave a lecture entitled “Career development support for female students” advocating the need for career development for female students toward realization of a gender-equal society. To enable participants to learn from corporate case studies, this was followed by reports on internal initiatives to promote gender equality at Takashimaya Co., Ltd. (Head office: Osaka) and Hikari Kikai Seisakusho Co., Ltd. (Head office: Tsu City, Mie Prefecture), both of which were commended by the Ministry of Health, Labour and Welfare in fiscal 2011 for promoting equality and a work-life balance.

This was followed by workshops around three themes: Creating organizations to promote penetration of gender equal perspectives on campus; Support for women researchers at universities; and Career development support for female students, where reports on case studies and group discussion afforded participants the opportunity to think about solutions to issues related to gender equality promotion at their own institutions.

Feedback from participants included comments such as “Each program was substantial in content and I learned a lot,” “I gained a lot of insight that will help resolve issues” and “I was able to build up a network for sharing information.”



Participants in a workshop

Interim Report on a Survey of Gender Equality at Universities

Tomoko Noyori, Researcher,
Office of Research and International Affairs

A survey of 4,940 men and women researchers at 86 national universities was conducted in the course of a study entitled “Research to facilitate policy proposal and development of systems to support women researchers – An international comparative study of Japan, Korea and China”* (Consideration was given to the balance between fields of specialization and job positions for each size of university. 2,736 responses received; 55.4% response rate). Not only is securement and fostering of the quality and number of women researchers addressed as a priority field in the 3rd Basic Plan for Gender Equality, but a number of support programs including the “Model program to support women researchers” have been implemented since 2006. However, according to OECD data, women account for just 13.6% of researchers in Japan, a low percentage among developed countries, and although many national universities have adopted support programs, the level of adoption at public and private universities is undeniably low.

This study seeks to ascertain the circumstances surrounding men and women researchers by inquiring into the ages at which they earned their degrees and were appointed to full-time positions as well as about their work-life balance and the perceptions of gender equality at universities with a view to contributing toward building an environment conducive to increasing the number of women researchers and expanding their participation. The study also asks about the results of programs to support women researchers and issues arising therein. We would like to consider the following two issues as an interim report based on the content of 1,000 responses.

Figure 1 describes results to the question “Do you think gender equality at universities is better than it was three years ago?” posed to researchers at both universities that had adopted programs to support women researchers (noted as “With subsidies” in the diagram) and those that had not. Compared to the 67.5% of researchers at universities with support programs reporting that gender equality had improved, 52.0% of researchers at universities without such programs responded either “Virtually unchanged” or “Worse.” Researchers recognize that gender equality is making more progress at universities that have adopted support programs.

Figure 2 describes results to a question about “support needed to facilitate gender equality at universities.” Whereas researchers at universities without support systems focused on childcare, family care and other factors related to their domestic roles, those at universities with support systems sought systems that reconsider their actual work formats such as “reduced out-of-hour work” and “a system for working from home.” Hereafter, in addition to gender-based cross-tabulations, we would like to do cross-tabulations of universities with and without support systems and various other cross-tabulations, and make comparisons with studies conducted by other institutions including the Japan Inter-Society Liaison Association Committee for Promoting Equal Participation of men and women in Science and Engineering.

*This research was supported by a Grant-in-Aid for Scientific Research from the Japan Society for the Promotion of Science.

Figure 1: Percentages of researchers who think measures and systems for gender equality are better than they were 3 years ago by universities with and without subsidies

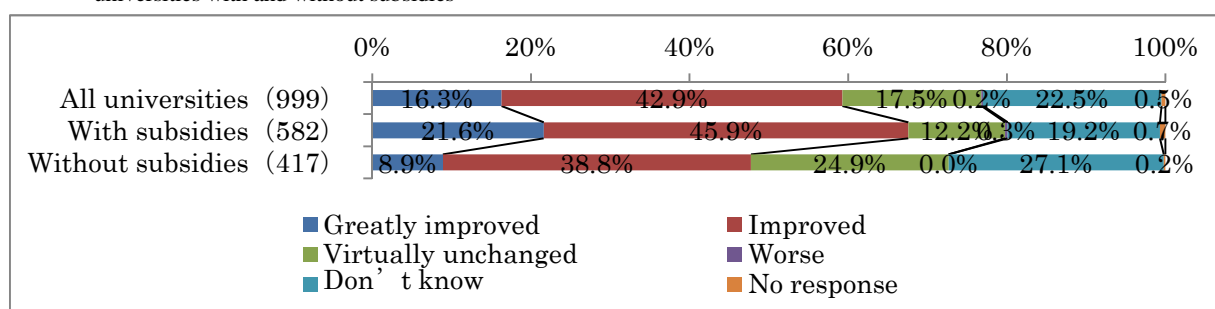
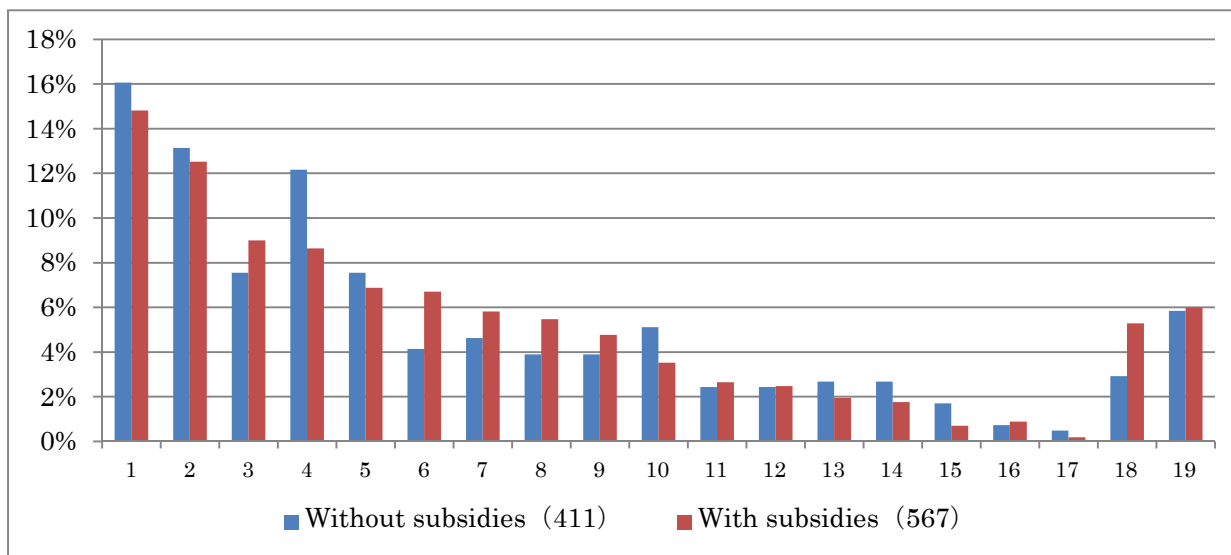


Figure 2: Support needed at universities by universities with and without subsidies



1. Establishment/enhancement of an on-campus nursery
2. A funding system for substitute staff to facilitate child and family care
3. Reduction of out-of-hours work
4. Enhancement of the childcare and family care leave system
5. Support for returning to work after childcare leave
6. A system for working from home
7. A recruitment format that favors women
8. Introduction of nursery services
9. Development of internal networks
10. I am unfamiliar with specific programs
11. A research partner support system
12. Babysitting services for convalescing children
13. An internal funding program
14. Visiting lectures for junior and senior high school students
15. Establishment of a counseling service
16. Introduction of a mentor system
17. Promotion of participation in international conferences
18. Other
19. No response

Training Course for Women's Information Archivists (Introductory)+Practical Course), December 5 (Wed.) ~ 7 (Fri.), 2012.

Appropriate preservation and use of source materials pertaining to women (women's archives) is crucial to capitalizing on the history of women today and handing it down to future generations. NWEC conducted training over a period of three days for individuals involved in the preservation and provision of women's archives. Thirty two people attended the Introductory Course conducted on December 5 & 6 and twelve people attended the Practical Course conducted on December 6 & 7. This year, the much sought after "Practical Course" was added to the Introductory Course that provides basic information pertaining to the preservation and use of materials.

The Introductory Course offered lectures such as "Introduction to Women's Archives" and "Archives and Copyright," that facilitated the acquisition of basic knowledge as well as "The Practice of Preserving Photographs" and "Utilization of Archives I" in which lecturers who actually work in archives provided up-to-date information on work practices. NWEC's Information Division introduced initiatives for information services through a lecture entitled "Utilization of Archives II" and a tour of the Women's Archive Center and the Information Center for Women's Education. An information exchange session was also held to deepen exchange among lecturers and participants.

The Practical Course introduced the "Escena Ota Activity Records Database" that Escena Ota (Ota-ku Gender Equality Center) has begun to construct, as a real example of a digital archive. This was followed by a practical session on the use of book scanners to digitally replicate materials. Resulting image data were then registered on NWEC's Women's Digital Archive System together with relevant information such as the material's title. And although it was only on a temporary basis, participants were given access to check the results of training and make reports via the internet. Another practical session on the preservation and restoration of paper materials was conducted using actual tools and materials. Participants also benefited from meticulous individual instruction on basic skills such as metal removal, dry cleaning, binding of paper materials and repair techniques using Japanese paper and glue.

It is our hope that this training course will lead to better preservation and provision of important materials and historical documents that contribute toward learning in women's centers and resource centers throughout Japan.



Panel Discussion "Women Determine Corporate Growth"



Practical training in the preservation and restoration of paper materials (Practical Course)

Seminar on Promotion of Women's Activities that Leads to Corporate Growth, December 14 (Fri.) ~ 15 (Sat.), 2012.

That promotion of women's activities affords companies multifaceted managerial benefits has been confirmed in both domestic and international data, but the effects of corporate initiatives have been extremely limited.

Aiming to further promote women's participation in companies, NWEC held a two-day seminar for staff responsible for human resources, managerial staff and team leaders which attracted the attendance of 62 persons.

In the opening lecture, Prof. Kazuo Yamaguchi of Chicago University explained that the real reason why women's participation was making no progress in Japanese companies was not because of women, but because of traditional recruitment practices, and that diversity management was required.

He also talked about changing perceptions in top management, positive action with respect to appointing women to managerial positions after promoting a work-life balance, and the inclusion of diversity promotion as an evaluation category for managerial staff.

In the subsequent panel discussion coordinated by NWEC President Fusako Utsumi, and panelists Yoshinari Furumichi, President of NEC Soft Co., Ltd. and Kazuko Takamatsu, Advisor to YAMAGATA INTECH Co., Ltd. were joined by Prof. Yamaguchi in the role of coordinator to discuss issues impeding the promotion of women's activities such as the normalization of long working hours and the lack of role models for female employees. The fact that having company presidents make a statement on this issue was extremely effective in improving the retirement rate of female employees and increasing the number of staff working shorter working hours while raising infants and those taking childcare leave, as well as improving the promotion rate of female staff was discussed.

In the workshop that followed, "action learning" techniques were used to get each participant to tackle issues in various companies and search for ways to resolve them.

Moreover, in the relaxed atmosphere of the social event held in the evening, participants were able to exchange information and network among themselves.



Workshop II (Action Learning)



Lecture: "Archives and Copyright" (Introductory Course)

Feedback from participants included comments such as “I was persuaded that we have to change Japan’s traditional corporate systems,” “This practical seminar offered a good reference,” “The seminar provided an opportunity for us to think about things together as we shared issues from our respective companies,” “It was a great opportunity for me to get to know people from a variety of different backgrounds” and “I look forward to the next seminar.”

TOPICS

Report by the Working Group on the Nature of the National Women’s Education Center

Upon receiving the Basic Policy for Reviewing the Systems and Organizations of Independent Administrative Agencies (adopted by cabinet decision in January 2012), the Ministry of Education, Sports, Culture, Science and Technology established the Working Group on the Nature of the National Women’s Education Center in April 2012 which conducted a fundamental review of the functions and nature of NWECC as well as ways to make it more efficient during a total of seven meetings held up until August. The working group’s report was summarized and published as follows.

NWECC will conduct a review its activities based on this report.

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(Summary)

- Establish a new support institution for the promotion of gender equality through education and learning support, policy research and other pertinent activities –

1. Basic policy

In the midst of advances in globalization, the declining birthrate and aging population, as well as growing demand for the rebuilding of regional communities and the sustainability and diversity of economies and society, realization of a gender-equal society has become a pressing issue.

Accordingly, the nature of NWECC shall be reviewed from scratch and a new support institution for promoting gender equality through education and learning support, policy research and other pertinent activities created.

2. Nature of the new support institution

(1) Core activities

The new support institution shall prioritize the following functions: 1) Provision of effective target-oriented education and learning support; 2) Development of surveys, research and programs to underpin its effective education and learning support; 3) Gathering of information and materials necessary for development of its surveys, research and programs; 4) Dissemination of information on policy proposals, etc., that made effective use of gathered information and research results; and 5) International training and collaborative research.

(2) Review of NWECC’s functions, management, etc.

In order to establish a new support institution, NWECC shall be reviewed in accordance with the following policies, and necessary laws amended.

① “Switch from women’s education to gender equality education and learning support”

Develop from an institution tasked with empowering women through promotion of women’s education to an institution responsible for education and learning support designed to realize a gender-equal society.

② “Switch from exclusively targeting women to targeting both men and women”

In addition to expanding its targets for education and learning support from exclusively women to including men as well, strategically narrow down its male targets to prioritize men in managerial positions, etc.

③ “Switch from NWECC-sponsored training courses to the provision of training programs”

Switch from being an institution that predominantly offers its own training courses at its own facilities to being an institution that provides training programs, etc., that it has developed to other institutions, and supports independent education and training activities.

④ “Add a ‘Center of Centers’ perspective to the existing ‘Only National Center’ perspective”

Retain the “Only National Center” perspective, but utilize networks with myriad institutions to prioritize “hub functions” from a “Center of Centers” perspective.

⑤ “Separate auxiliary services and become a function-centric institution”

Completely separate and outsource to the private sector management and operation of auxiliary services such as the residential facilities, and strive toward efficient operation and improved service while assuming a structure than permits resources to be focused on key functions.

3. State initiative

The State strongly requests the support institution to be newly established to seek the understanding and cooperation of citizens at all levels of society and make the utmost effort to realize a gender-equal society by demonstrating initiative such that the institution becomes one that is worthy of being called an inter-ministerial “strategic support institution.”

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INFORMATION FROM NVEC

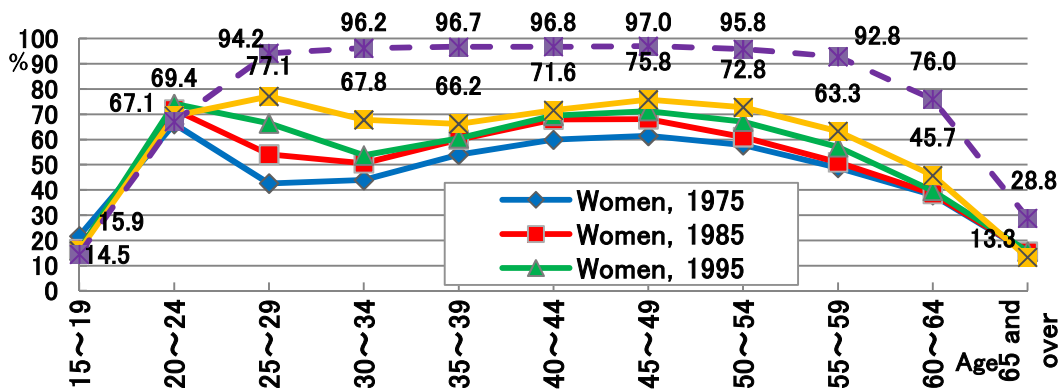
Publication of “NVEC Summary Gender Statistics - Women and Men in Japan 2012”

D Labour and Income

1 Population by labour force status

		10,000 persons (%)			
		Labour force	Employed	Unemployed	Not in labour force
2010	Women	2,768 (48.5)	2,642 (46.3)	127 (2.2)	2,940 (51.5)
	Men	3,822 (71.7)	3,615 (67.8)	207 (3.9)	1,512 (28.3)
1975	Women	1,987 (45.7)	1,953 (45.0)	34 (1.7)	2,342 (53.9)
	Men	3,336 (81.4)	3,270 (79.8)	66 (2.0)	754 (18.4)

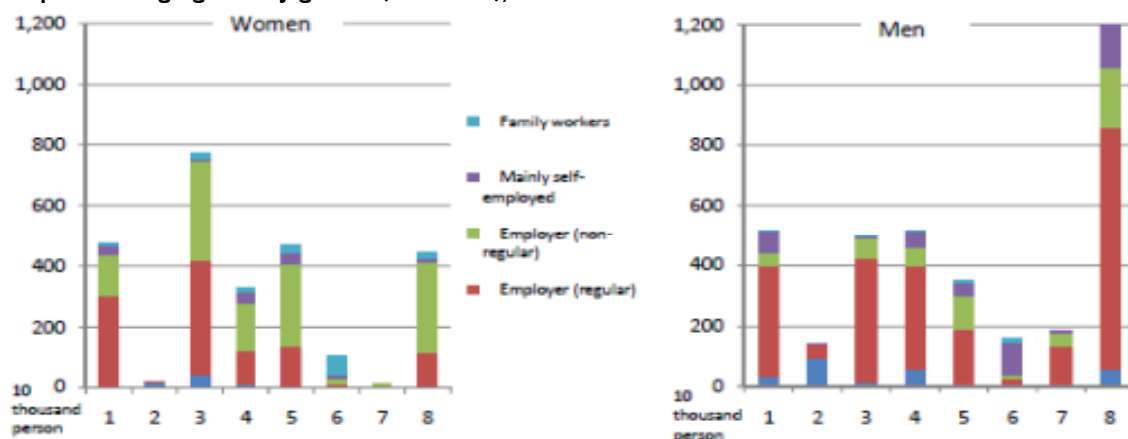
2 Labour force participation rate by age groups



3 Employment status

		10,000 persons					
		Self-employed workers		Family workers		Employees	
		Women	Men	Women	Men	Women	Men
2010		146	433	155	34	2,329	3,133
1995		234	550	327	70	2,048	3,215
1975		280	658	501	127	1,167	2,479
1955		267	761	902	382	531	1,247

4 Occupational segregation by gender (horizontal), 2010



※1 : Specialists and technical workers, 2 : Production process and related workers Administrative and managerial workers, 3 : Clerical workers, 4 : Sales workers, 5 : Service workers and Security workers, 6 : Agriculture, forestry and fishery workers, 7 : Transport and communication workers, 8 : Construction workers, machine operation and production, manufacturing, and mining labor

5 Ratio of women by class of position (%)

2010 Director: 4.2 Section manager: 7.0 Chief: 13.7 No-title: 34.0

1997 Director: 2.2 Section manager: 3.7 Chief: 7.8 No-title: 35.9

Private corporations with over 100 employees

6 Number of employees by type of employment, 2010

10,000 persons (%)

	Regular staffs	Part-time workers	Temporary workers	Entrusted employees & Other
Total	3,355 (65.6)	848 (16.6)	345 (6.8)	563 (11.0)
Women	1,046 (46.2)	760 (33.6)	173 (7.6)	285 (12.6)
Men	2,309 (81.1)	87 (3.1)	172 (6.0)	280 (9.8)
Women's ratio	31.2	89.6	49.9	49.7

7 Average length of Continuous employment

Years

Year	Total		30-34 years old		50-55 years old	
	Women	Men	Women	Men	Women	Men
2011	9.0	13.3	6.6	7.5	15.9	23.1
1984	6.5	11.6	7.3	9.4	11.8	16.2

8 Income/ Wage: Monthly scheduled earnings and earnings gap

(ordinary worker)

1,000 Yen

Year	1980	1990	2000	2010
Female	122.5	186.1	235.1	243.6
Male	221.7	326.2	370.3	360.0
(Male=100)	55.3	57.1	63.5	67.7

9 Household income by quintile group, 2008

(Monthly income per worker's household)							Yen
	Average	1st class	2nd class	3rd class	4th class	5th class	Gap 5th/1st
Income	534,235	294,333	407,716	491,489	610,190	867,446	2.95
Wages & salaries of male household heads	418,229	206,024	318,590	395,885	501,865	668,780	3.25
Wages & salaries of female spouse of household heads	55,304	18,554	31,749	42,950	54,963	128,303	6.92

E Health, Safety and Social Security

1 Mortality rate by major causes

		2010 (1980)		Per 100,000 persons	
		Malignant new growth (cancer)	Heart disease	Cerebral vascular disease	Pneumonia
Women		219.2 (115.5)	155.2 (100.5)	97.6 (136.4)	85.4 (24.4)
Men		343.4 (163.5)	144.2 (112.1)	97.7 (142.7)	103.2 (32.6)

2 Number of suicides

		Person (Per 100,000 persons)		
Year	Total	Women	Men	
2010	31,690 (24.9)	9,407 (14.4)	22,283 (35.9)	
2000	31,957 (25.2)	9,230 (14.2)	22,727 (36.6)	
1990	21,346 (17.3)	8,244 (13.1)	13,102 (21.6)	

3 Victims of rape and forcible indecency

		2010	2000	1993
Number of rape victims (Women) (Case)		1,289	2,260	1,611
Crime rate (Per 100,000 persons)		2.0	3.5	2.5
Number of forcible indecency victims (Women) (Case)		6,866	7,122	3,489
Crime rate (Per 100,000 persons)		10.5	11.0	5.5

4 Persons that received public livelihood aid

		1,000 persons		
FY 1985	FY 1995	FY 2009		
1,431	882	1,764		

5 Poverty rate for households with children

Mid 2000s	
Japan	14.6 %
OECD Average	10.5 %

※Japan is ranked 12th among 30 countries

6 Number of child abuse cases

		Number of Cases		
1990	2000	2010		
1,101	17,725	55,154		

7 Number of people requiring long-term care

		10,000 persons			
		Total	Women	Men	Women/Men
May, 2011		518.0	360.5	157.6	2.3
June, 2001		270.1	189.8	80.2	2.4

8 Number of homeless people

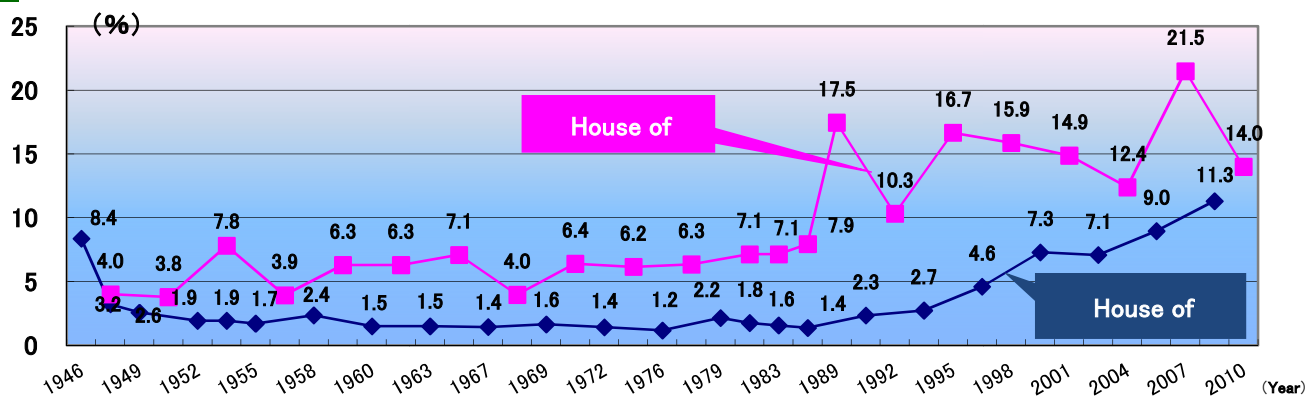
Persons

	Total	Women	Men	Unknown
2011	10,890	315	10,209	366
2003	25,296	749	20,661	3,886

F

Decision Making

1 Ratio of women in National Parliament



2 International Comparison of ratio of women members in lower or single House

Japan(11.3%) is ranked 136th among 189 countries. 9 countries surpass 40%. Average of 189 countries is 18.4%. (July, 2012)

3 Ratio of women in local assemblies

(%)

Year	Prefecture	Special ward	Municipality (Designated cities)	Town & Village
2010	8.1	24.6	12.9	17.6
1990	2.6	8.9	4.5	10.5

※Year 1995 data

G

International Status Index

1 Global Gender Gap Index World Economic Forum, 2011

Japan is ranked 98th among 135 countries.

2 Gender Empowerment Measure UNDP, 2009

Japan is ranked 57th among 109 countries.

Incorporating Gender and Disaster in Human Ecology

Myra Christine Caragan-Caguioa

Department of Social Anthropology & Psychology University of the Philippines Baguio

I handle Social Anthropology 165, with the course title *Human Ecology* at the University of the Philippines Baguio. This course intends to provide an in-depth exploration on human-environment interaction and the various factors that contribute to the current situation of our ecology. It also aims to understand the global and local environmental problems and root out the social reasons why these happen. In exploring human ecology and the related issues, it is essential to include a gender perspective in order to have a holistic understanding of the human-environment relations.

The world is experiencing the profound effects of climate change. Environmental degradation did not result from natural calamities alone but has been exacerbated by human activities. To tackle human-environment relations now is not just timely but is fundamental so that students will be more proactive and be able to come up with or participate in programs and projects on adaptation, and/or mitigating the impact of climate change. The need to implement disaster response and management programs has never been more evident in the aftermath of the Asian tsunami in 2004 and the "Great Tsunami Disaster" in Japan in March 2011.

Locally, the Philippines is located in a calamity prone region, experiencing an average of 20 typhoons per year. In recent years, the Philippines has had its share of the deadliest typhoons i.e Typhoon Pepeng (International code name Parma) and tropical storm Ondoy (international code name Ketsana) in 2009 that killed thousands of people, destroyed billion-worth of crops and properties and damaged major infrastructure. In January of this year, tropical cyclone Pablo (international code name Bopha) was recorded as the strongest tropical cyclone to hit southern Philippines. Aside from typhoons, there were earthquakes, volcanic eruptions, floods and even drought. These natural calamities turned into disasters affected millions of people, many of whom are women and children. Since women and children are among the most profoundly affected by disasters, gender then becomes an important thematic in any discourse on environment, human ecology, disaster management, and other related themes.

After the devastating typhoons in 2009, the Philippines created two laws and incorporated gender into disaster risk reduction management programs. The 2009 Climate Change Act recognizes the vulnerability of women and mandates climate change programs to be gender sensitive and pro poor. Moreover, the 2010 Philippine Disaster Reduction and Management Act explicitly states that the government ensures gender responsiveness in disaster risk management programs and climate change plans. These developments are important steps to take gender and disaster as components of government programs and policies on climate change.

Since one cannot separate environmental issues from gender issues, "Gender and Disaster," was incorporated as a key theme in the course *Human Ecology*. The aims of including gender in the course as a major theme include the following: (a) to familiarize students with the gender perspective on issues and concerns regarding environment; (b) to promote and appreciate gender responsiveness in disaster and disaster risk reduction management; and (c) to enable students to apply the insights learned from the experiences of women in disaster-stricken communities.

Under the theme of gender and disaster in my Human Ecology course, I included as required reading, the keynote address of Dr. Sepali Kattagoda, Chair of Asia Pacific Women's Watch (APWW) and Director of Women and Media Collective in Sri Lanka. The keynote address is entitled *Gender Mainstreaming within Disaster Management Policies - Key Issues and Challenges in the Asia Pacific Region.* This paper is included in the National Women's Education Center (NVEC) 2011 Seminar for Gender Equality Officers and Women Leaders. The theme in the said 2011 seminar, *Disaster Restoration and Gender*, is very relevant to my *Human Ecology* course.

The keynote speech was chosen among the articles as it clearly presents the impact of climatic disaster to women particularly in the Third World Countries. It also discusses vital information about how women are affected by a natural calamity and the aftermath of that calamity by virtue of being a woman. The article served as an eye-opener to my students on why and how gender is related to disaster. The students agreed that indeed, women have special needs that should be properly addressed by disaster risk reduction programs. In addition, they were able to understand more how and why women are so connected to their environment so much so that their nurturing roles as mothers extend to

the environment. Thus, discussion of “gender and disaster” has aided the *Human Ecology* students in understanding better the human- environment dynamics, specifically gender as a relevant issue vis-à-vis climate change. The papers in the NWECC 2011 Seminar Proceedings are useful teaching aids in providing a pro-poor, pro-environment and gender-responsive education.

FY2013 Programs by NWECC

1 Education and Learning Support Programs

Program	Content
(1) Development of Education and Learning Programs 【New】	To promote changes in perceptions pertaining to gender equality, develop programs to support the effective education and learning of managerial staff, human resource managers, etc. at entities such as universities, schools, companies and government agencies, as well as of students of all ages. FY 2013 comprises a preparatory stage for program development. Accordingly, conduct studies, etc. related to program development, establish development techniques and embark on program development. Also, support regional gender equality centers by co-sponsoring specialized and practical training based on the “Training Course to Promote Multifaceted Career Development Supporters from the Perspective of Gender Equality” conducted by NWECC until 2012 to be conducted at regional women’s facilities with a view to contributing to long-term career education and linking the diverse careers of individuals to society from a gender-equal perspective. Moreover, to support universities, develop career education programs for students, and offer courses (classes eligible for credits) that utilize these programs in collaboration with Saitama University and the Saitama Association of Private Junior Colleges.
(2) Dispatch of Visiting Lecturers 【New】	As one facet of education and learning support, study the practice of dispatching visiting lecturers and dispatch such lecturers in response to requests from women’s facilities, etc. on a trial basis in fiscal 2013 with a view to implementing an “Introduction and Dispatch of Lecturers” program from fiscal 2014 onwards.

2 Training Programs

Program	Targets & Numbers	Date	Content
(3) Seminar to Promote Women’s Activities that Lead to Corporate Growth 【New】	<ul style="list-style-type: none"> Staff responsible for managing human resources, managerial staff, team leaders, etc. working in companies 80 people	October 18 (Fri.) ~19 (Sat.), 2013 1 night 2 days	Conduct training for managerial staff, staff responsible for managing human resources and team leaders with a view to promoting women’s participation and gender equality in companies.
(4) Training Course to Promote Gender Equality for Leaders of Women’s Facilities, Groups and Organizations	<ul style="list-style-type: none"> Managerial staff at women’s facilities Administrative officers responsible for gender equality Leaders of women’s groups and organizations, etc. 120 people	June 12(Wed.) ~ 14 (Fri.), 2013 2 nights 3 days	Conduct advanced and specialized training to foster acquisition of specialized knowledge, management skills, network skills, etc. required of leaders tasked with actively promoting gender equality in their region.
(5) Training Course to Promote Gender Equality among University Personnel	<ul style="list-style-type: none"> Faculty, etc. affiliated to decision-making organs at universities, junior colleges and national colleges of technology 80 people	November 28 (Thu.) ~ 29 (Fri.), 2013 1 night 2 days	Conduct a seminar to promote gender equality among faculty affiliated to decision-making organs and staff tasked with promoting gender equality at universities, junior colleges and national colleges of technology, which as institutions of higher education are expected to play a role in realizing a gender-equal society.

<p>(6) Forum on the Promotion of Gender Equality (tentative name) 【New】</p>	<ul style="list-style-type: none"> • Leaders of women's groups and organizations • University faculty and researchers • Managerial staff and staff responsible for managing human resources at companies • Administrative officers in charge of gender equality, women's education, family education, etc. • Staff at women's facilities • NPO, students, etc. <p>1,000 people</p>	<p>August 22 (Thu.) ~ 24 (Sat.), 2013 2 nights 3 days</p>	<p>Conduct training that will contribute to the resolution of issues such as changing perceptions to facilitate promotion of gender equality, promotion of women's participation, support for women's career building, support for fostering of the next generation, and work-life balance, and support the promotion of mutual exchange among related groups and institutions.</p>
<p>(7) Summer School for High and Junior High School Girls 2013 ~ Scientists and Engineers of the Future ~ (Program commissioned by the Japan Science and Technology Agency)</p>	<p>• 3rd year junior high school girls; senior high school girls; and parents and teachers with an interest in science and technology</p> <p>Students 100 persons Parents & Teachers 50 persons</p>	<p>August 8 (Thu.) ~ 10 (Sat.), 2013 2 nights 3 days</p>	<p>Hold a residential hands-on science program with the aim of enabling junior and senior high school girls to discover new possibilities for themselves in the fields of science and technology through dialogue and interaction with scientists, engineers and students at science and engineering universities. Hold a program for parents and teachers in conjunction with this.</p>
<p>(8) Training Course for Counselors at Women's Facilities</p>	<p>• Individuals involved in counseling services for women's troubles and concerns at women's facilities and private counseling offices 80 people</p>	<p>February 5 (Wed.) ~ 7 (Fri.), 2014 2 nights 3 days</p>	<p>With a view to supporting women's empowerment by improving the quality of counseling services so they can deal with the increasingly complex and diverse issues confronting women, conduct specialized and practical training to facilitate the acquisition of knowledge and skills needed to resolve pressing issues, including violence against women and poverty among women.</p>
<p>(9) Training Course for Women's Information Archivists (Introductory) + (Practical Course)</p>	<p>• Individuals involved in women's histories, staff at women's facilities, library staff and individuals with an interest in women's histories and archives</p> <ul style="list-style-type: none"> • 30 people 【Introductory】 • 10 people 【Practical Course】 	<p>December 4 (Wed.)~ 6(Fri.), 2013 2 nights 3 days</p>	<p>Introductory : Provide practitioners with basic information as a first step toward systematically learning concrete techniques for storing and organizing women's archives. Foster information exchange and the building of networks among concerned individuals.</p> <p>Practical Course: Upon completion of the introductory course, participants learn necessary skills for storing and organizing archives.</p>

3 Research Programs

Program	Research Collaborators	Goals and Content
(10) Research on Gender Equality in Universities, Etc. (2 years) 【New】	Universities, etc. commissioned with projects under the “Model Program to Support Women Researchers” and “Programs to Support Women Researchers,” etc.	Conduct a study to clarify pertinent issues with a view to promoting support for women researchers at universities and other research institutions, and compile a support manual.
(11) Research on Gender-equal Support for Young Persons’ Career Education (1 Year) 【New】	<ul style="list-style-type: none"> Gender equality divisions in prefectures and ordinance designated cities, boards of education, women’s facilities, universities, community centers, etc. 	Conduct a study of the current status of and issues pertaining to programs targeting young persons conducted at women’s facilities, etc. in collaboration with universities, companies, organizations, etc. with a view to studying gender-equal measures for approaching young persons, and provide the outcome of outstanding cases.
(12) Research on Women’s Facilities	<ul style="list-style-type: none"> Researchers in the fields of women’s education and lifelong learning; individuals involved in women’s facilities; leaders of women’s organizations, etc. 	Conduct research on new themes as the third year of a five-year research designed to ascertain and analyze the actual status of new issues such as personnel development and gender equality perspectives during disaster restoration with a view to enhancing and strengthening the functions of women’s facilities, and compile a report.
(13) Research on Gender Statistics	<ul style="list-style-type: none"> Researchers in the fields of women’s studies, gender research and statistics 	Based on the Data Book of Gender Equality Statistics 2012 compiled in FY2011, engage in research into ways of providing statistical data on women and men that contributes to the formation of a gender-equal society so that it can be used as a reference for planning and implementation when women’s facilities, etc. organize programs.
(14) Research on Support for Difficulties Facing Non-Japanese Women	Researchers, administrative officers, practitioners and NGOs specializing in women’s education, social education, social policy and international cooperation	Conduct research on examples of learning activities designed to resolve difficulties facing non-Japanese women and issues therein as the third year of a three-year research on education and awareness-raising activities for this purpose, and compile a report.

4 Information Programs

Program	Content
(15) Collection, Cataloging and Provision of Information and Literature (Enrichment of literature pertaining to universities and companies)	<p>As a library specializing in gender equality, women and the family, collect wide-ranging and specialized literature that is difficult to collect at a regional level, make them available to users, and provide information through reference services, copying services, literature exhibits, etc. In FY 2013, expand the range of materials published by universities’ gender equality offices collected, and begin to focus on the collection of literature published by companies’ gender equality offices with a view to supporting company-oriented seminars conducted on a trial basis in FY 2012.</p> <p>Also, with regard to lending materials to individuals, strengthen learning support for course participants by enhancing information provision by listing materials relevant to themes addressed in training courses on Winet, etc.</p>

<p>(16) Maintenance and Development of the Women's Information Portal</p>	<p>Improve dissemination of information by updating the contents of portal sites for women and family and the various databases constructed and provided by NVEC that contribute to the formation of a gender-equal society. In FY 2013, to support universities with whom we will collaborate to offer classes as a new way of disseminating information from NVEC's women's information portal Winet, cooperate with their respective libraries and provide academic information literacy support tools appropriate for target users there. Also, promote registration of the outcomes of studies conducted on pressing issues such as enhancement of the quality and capacity of core leaders on SUCRA (Saitama University Cyber Repository of Academic Resources), a regional repository for Saitama prefecture and strive to promote its widespread usage.</p>
<p>(17) Book Package Loans</p>	<p>Loan out themed "packages" of books to support gender equality activities at other facilities.</p>
<p>(18) NVEC Action Research</p>	<p>Publish NVEC Action Research featuring reports on research pertaining to the promotion of women's empowerment and gender equality and the practical activities of women's facilities and organizations. Publication: Annual (February 2014)</p>
<p>(19) Enhancement of the Women's Archives' Functions and Strengthening of its Network with Women's Archives Nationwide</p>	<p>Collect and organize historical materials pertaining to women and make them available to the public through the Women's Archives Center, the Women's Digital Archive System and exhibitions. Collaborate with universities and other concerned institutions on special exhibitions. Preserve the achievements of regional women's centers' disaster recovery initiatives (activity records) as women's archives, and cooperate and collaborate with women's centers, etc., on a program to make them accessible to the public "Construction of a women's archive of support for disaster recovery" on a step-by-step basis. In FY 2013, provide NVEC's know-how and support tools for archive construction to foster the ability of women's centers, etc. to preserve valuable local materials and make them accessible to the public in the future. Also, add Internet links to women's centers with their own women's archive systems and foster inter-system cooperation.</p>

5 International Programs

Program	Targets & Numbers	Date	Content
<p>(20) Seminar for Gender Equality Officers and Leaders in the Asia Pacific Region</p>	<p>Administrative officers and NGO leaders Approx. 12 people</p>	<p>September 26 (Thu.) ~ October 5 (Sat.), 2013 9 nights 10 days</p>	<p>Conduct a practical participatory seminar on pressing issues pertaining to women's capacity building for administrative officers responsible for women's policy and education and NGO leaders in a position to propose and formulate policies related to gender equality in the Asia Pacific region.</p>
<p>(21) NVEC International Symposium</p>	<ul style="list-style-type: none"> • Administrative officers responsible for gender equality, women's education, family education, etc. • Staff at women's facilities, etc. • Leaders of women's organizations, etc. • Researchers • Individuals involved in supporting international exchange and development • Individuals from concerned companies, etc. <p>Approx. 100 people</p>	<p>October 5 (Sat.), 2013</p>	<p>Host the NVEC International Symposium, which invites overseas specialists to address a global issue pertaining to women's human rights and empowerment; analyze issues in the Asia Pacific region; deepen exchange among overseas researchers, administrative officers and leaders of women's groups and organization; and engage in opinion exchange.</p>

<p>(22) Regional-specific Training “Seminar to Promote Cooperation on Initiatives to Combat Trafficking in Persons in Asia” (To be commissioned by JICA)</p>	<p>• Individuals involved in the prevention and protection aspects of measures to combat trafficking in persons in Thailand, Myanmar, Vietnam, Laos, Cambodia and the Philippines (Including those from central and regional government agencies and NGOs) Approx. 15~20 people</p>	<p>October 21 (Mon.) ~ November 2 (Sat.), 2013 9 nights 10 days</p>	<p>Second year of a three-year plan to hold participatory workshops for individuals involved in initiatives to combat trafficking in persons associated with the project to combat trafficking in persons implemented by the Japan International Cooperation Agency (JICA) in the Asia Pacific region. Conducted with the aim of studying measures that will contribute toward strengthening the functions of institutions engaged in combatting trafficking in persons, collaboration and international networks.</p>
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EDITOR’S NOTE

The National Women’s Education Center (NWEC) -the Independent Administrative Institution strives towards the formation of a gender-equal society. Cooperating with organizations and institutions involved in women’s education in Japan and other countries, NWEC functions as a national center for women’s education to promote training opportunities for leaders in women’s education and others in the field; opportunities for exchange between groups, both women’s groups and family education support groups; specialized research into women’s education and family education; and the collection, compilation and dissemination of information on women and the family. The NWEC Newsletter is published twice a year to introduce our activities.

NWEC Newsletter has been published since 1984. It includes information on various activities undertaken by the National Women’s Education Center as well as women in Japan. The paper-based newsletter was renewed as a digital-based news source to facilitate more efficient and timely dissemination of the information.

We invite you, hereafter, to access information real time from the Center’s Home Page as well as read our latest newsletter from the following pages.

○NWEC Home Page(English) <http://www.nwec.jp/en/>

○NWEC Newsletter Top Page <http://www.nwec.jp/en/publish/#head1>

★It becomes warm little by little, and I feel the visit of spring. Thank you for reading NWEC Newsletter.

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