

NWEC

NEWSLETTER

Seminar for the Promotion of Education for Girls and Women



With “education for all” advocated by UNESCO in 1990 as our final goal, the objective of the seminar was to bridge the educational gender divide in developing countries. Participated by government officials in charge of education for girls and women, the seminar was held in the main hall of the Japan International Cooperation Agency, Ministry of Education, Culture, Sports, Science and Technology.

For approximately one month from Tuesday, February 11, 2003 through Saturday, March 8, 2003, nine participants (six female and three male) from eight countries (Benin, Cambodia, Ivory Coast,

Ethiopia, Ghana, Niger, Democratic Republic of Congo, and Togo) attended the seminar.

The participants had four objectives:

1. To learn about the educational administration, fiscal policy, and educational history of Japan
2. To gain the knowledge and raise the skills required to propose educational policies that promote education for girls and women
3. To exchange information among the other participants regarding the conditions and problems of each country’s educational system and policies
4. To deepen their understanding of the Japanese society and culture



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In order to achieve these objectives, the participants received lectures on the Japanese educational system and administration, gender and education, education for girls and economic development, healthcare in schools, women and health, and women and violence. They also visited the Ministry of Education, Culture, Sports, Science and Technology and Japanese schools—elementary, junior high, senior high, and university where they had the chance to talk with the faculty and students. Furthermore, they attended a seminar at the National Women’s Education Center, and visited the UNESCO Asian Culture Center.

The participants presented a country report that they had prepared in advance and exchanged opinions with one another on the challenges they face regarding education for girls and women and gender issues.

They wrapped up the one-month training program by summarizing their issues and proposing solutions in an action plan that puts their achievements from this seminar into real practice back in their home countries.

In light of the feedback from last year’s seminar, this year’s program included visits to various types of schools (elementary schools in Tokyo and in rural districts, day and night courses at a junior high school and a girls’ high school, etc.), an all-day visit to an elementary school that offered a hands-on experience in Japanese education, and an increase in participatory learning based on group discussion rather than lectures. The trainees were greatly satisfied with the program and appreciated the various sources of information available at the center on women’s education, women’s studies and gender research, which gave them a different perspective on women’s education from school education. The training sessions in Kyoto and Hiroshima also provided a valuable experience for the trainees in learning the regional characteristics of Japan.

We plan to continue conducting practical training programs that support the promotion of education for girls and women and the bridging of the gender divide in developing countries.

(Yuki TAKAHASHI, Researcher, Office of Research and International Affairs)



Seminar for the Staff of Women’s Facilities 2003

The National Women’s Education Center was established on July 1, 1977 as an institution affiliated to the Ministry of Education, Culture, Sports, Science and Technology and started its operation in the middle of October of the same year. For 26 years since then, as the only government organization established for the promotion of women’s education, it has continued

to organize practical training and specialized research on women’s education and home education.

This is the only seminar that has continued since the inception of NWEC. For the 27th program in the course’s history, the goals of this year were to teach the staff at women’s facilities the knowledge and skills required for their jobs and to encourage

the exchange of information in order to inspire originality in their facilities' programs and management. The director-generals' course was offered to those with less than two years in the position and was held from June 3 (Tue) to 4 (Wed), and the staff's course was held from June 3 (Tue) to 6 (Fri); there were 127 participants in total. The theme was "a diversity of careers changes society." Below were some of the main programs of the seminar.



1. Programs conducted in both the director-generals' and staff's courses

- 1) Speech "A Diversity of Careers Changes Society"
: Discussed ways in which women's facilities can support the formation of a gender-equal society through lifelong learning by providing the means for flexible life planning and education
- 2) Lecture "Roles and Staff of Women's Facilities":
Encouraged participants to learn the evolution of women's facilities from the perspective of their managers, scale and functions and discussed their roles as the base for women's empowerment

2. Director-generals' course

- 3) Discussion "Problems in Management, Operation, and Evaluation" : Exchanged information on actual problems in managing a facility and how they are handled

3. Staff's course

- 4) Lecture "Acquiring a Gender-Equal Perspective"
: discussed perspectives required to provide education towards a gender-equal society and the key points in designing relevant programs and experienced working on them
- 5) Sectional and Plenary Meetings

- A) "Discussion on Programs that Promote Women's Empowerment": discussed perspectives and key points required for programs that offer women the opportunity to take the first new step
- B) "Discussion on Programs that Promote Men's Participation in Community and Domestic Activities": discussed perspectives and key points required for programs that create opportunities for men to be active in the community and at home
- C) "Discussion on Programs that Support Parenting": discussed perspectives and key points required for programs that support parenting
- D) "Information Services at Women's Facilities": discussed the basic knowledge required to collect, organize, and disseminate women's information

- 6) Lecture and debate "Review and Evaluation": discussed ways to review and evaluate activities in order to promote voluntary education

In her lecture "Roles and Staff of Women's Facilities," the Director-General of the National Women's Education Center raised the following points as the roles of "women's facilities": to be the hub of women's activities to promote women's empowerment in the wide sense; to be the hub of activities aimed at the formulation of a gender-equal basic plan and formation of gender-equal society; and to receive support from the government in order to fulfill these roles. Furthermore, she pointed out that the following are required of those who work at women's facilities: specialized knowledge and skills as a staff, such as having a) "a gender-sensitive perspective," "a gender-equal awareness," and "a specialty and expertise"; b) specialized knowledge



and skills as a staff involved in the facility's roles, functions, and programs, including the abilities to "plan and manage," "give counsel and advice," and "gather and disseminate information"; and c) specialized knowledge and skills as a staff involved in the facility's management and operation, such as "willingness to serve people," "disclosing information and keeping it transparent," and "cost-consciousness."

It was a productive 4-day seminar that contributed to the enhancement of the staff's quality at women's facilities, the base for promoting gender equality.

(Chieko KOBAYASHI, Specialist, Program Division)

NWEC (National Women's Education Center) Open Symposium 2003

"Japan-Korean Joint Symposium on Women's Lifelong Learning towards Self-Development and Social Participation"

This year NWEC Open Symposium was held on Friday, June 27, 2003 in the International Conference Room of the National Olympics Memorial Youth Center. Its objective was to inform the general public of the findings obtained in the past three years since 2000, from a joint research conducted by National Women's Education Center and Korean Women's Development Institute.



The theme of this joint research has been to clarify how the women attained empowerment through lifelong learning and to propose roles of lifelong learning facilities that advocate women's empowerment.

We conducted questionnaire and interview surveys on the staff and students of lifelong learning facilities (women's centers, community centers, private culture centers, lifelong learning seminars offered at universities, etc.) in Tokyo and Seoul. In the paper survey, we obtained 145 responses from

institutions and 894 from students in Japan, and 200 from institutions and 1,543 from students in Korea. The responses became our primary data on how the women are conducting their studies, what they are achieving from their studies, how they are making use of their achievements, and what kind of support the lifelong learning facilities are providing for women. Reports were compiled by Japan and Korea respectively based on the comparative study of the findings in the two countries.

In the symposium, keynote speeches were given on lifelong learning policies, women's policies, and trends in women's lifelong learning in Japan and Korea. They were followed by reports, based on the analysis of the surveys and comparison of the findings on the challenges faced in further promoting lifelong learning by women of both countries. The symposium concluded with comments on our research from Professor Emeritus Chung Sei-Wha of Ewha Womans University, a prominent figure in the field of women's



studies in Korea who was influential in the launch of this joint research.

In Japan, the majority of the research subjects was housewives in their 50s and 60s, while in Korea it was housewives in their 30s and 40s. It became clear that their learning behavior were related to their age and social roles and two learner models emerged: “Japanese middle-to-advanced age woman learner model” and “Korean learner child-rearing woman model.” In the “Japanese middle-to-advanced age learner model,” lifelong learning is a means of self-development, such as “heightening one’s sensitivity” and “self-actualization.” It moreover involves making friends through learning activities and expanding one’s interpersonal relationships as well as leading a fulfilling life. The experience, however, does not provide an “exit” to employment and social activities, which raises many issues that must be addressed.

On the other hand, the “Korean learner model” does not have much problem in terms of linking learning with employment compared to its Japanese counterpart ; but it revealed other challenges, such as not being able to consciously link their achievements at the lifelong learning facilities to their next activities and associating education not only with the fulfillment of their private lives but also with the development of their communities.

The support provided by the lifelong learning facilities has a profound relationship to the success of women’s empowerment attained through education, and a challenge in the future for the people organizing seminars is to design programs that respond to the specific issues of women’s empowerment in their countries.

Program:

Keynote speeches:

Hiroko Hara (Professor, The University of the Air)

“Women’s Empowerment and Lifelong Learning”

KIM, Jaein (Senior Research Fellow, Korean Women’s Development Institute, and Professor, Ewha Womans University)

“Women’s Lifelong Learning in Korea”



Report on research:

KWAK, Samgeun (Associate Professor, Department of Education at the Ewha Womans University)

“Challenges of Korean Lifelong Learning Institutions Towards Women’s Participation in Society”

YANG, Ai-Gyung (Research Fellow, Korean Women’s Development Institute, and Acting Director of the Social and Cultural Research Department of the same institute)

“Results of the Research Conducted on Korean Women Learners”

Machiko Ito (Associate Professor, Tohoku University of Community Service and Science)

“Challenges of Japanese Lifelong Learning Institutions Towards Women’s Empowerment”

Yuki Takahashi (Researcher, International Research Division, National Women’s Education Center)

“Empowerment of Women Learners-Research Results”

Yoko Watanabe (Associate Professor, Faculty of Education, Graduate School of Education, Kyoto University)

“Promotion of Women’s Self-Development and Social Participation-Future Challenges in Lifelong Education”

Comments:

CHUNG, Sei-Wha (Professor Emeritus, Ewha Womans University)

(Yuki TAKAHASHI, Researcher, Office of Research and International Affairs)

SURVEY REPORT

Domestic Violence Findings from the 2002 Domestic Violence Survey

The Gender Equality Bureau of the Cabinet Office conducted “The 2002 Domestic Violence Survey” in October and November of the same year. A paper survey was mailed to 4,500 men and women aged 20 or above in Japan chosen by random selection. The data was collected by the bureau’s researchers at the subjects’ homes. Responses were obtained from 1,802 women and 1,520 men, constituting a response rate of 73.8%.

Incidents of domestic violence

The 3,123 people who currently have a spouse or partner or who have had a spouse or partner in the past (1,714 women, 1,409 men) were asked whether they had experienced the following situations in life time or in the previous: “physical assault, such as

being hit, kicked, shoved and having things thrown at,” “frightening threat of harm being inflicted upon you or other members of your family,” and “sexual coercion committed against your will.”

15.5% of the women, approximately twice as much as the men at 8.1%, had experienced “physical assault” at least once before. 5.6% of the women had experienced “frightening threat,” which was higher than the men at 1.8%. 9.0% of the women experienced “sexual coercion,” approximately nine times more than the men at 1.3%.

3.6% of the women and 2.1% of the men received “physical assault” in the previous year from a spouse, former spouse, partner, or former partner. 1.2% of the women and 0.4% of the men received “frightening threat,” and 2.5% of the women and 0.4% of the men suffered “sexual coercion” (Table 1).

Table 1. Experience of domestic violence

	Women			Men		
	Total	Many times	Once or twice	Total	Many times	Once or twice
In lifetime						
Physical assault	15.5	4.8	10.7	8.1	1.0	7.1
Frightening threat	5.6	1.5	4.1	1.8	0.2	1.6
Sexual coercion	9.0	3.4	5.6	1.3	0.4	0.9
In the previous year						
Physical assault	3.6	0.7	2.9	2.1	0.5	1.6
Frightening threat	1.2	0.4	0.8	0.4	0.2	0.2
Sexual coercion	2.5	1.1	1.4	0.4	0.1	0.3

Lifetime experience

Approximately one out of five women (19.1%) had experienced one or more acts described above, which is close to 10 percentage points higher than the men at 9.3% (Figure 1).

Out of the domestic violence victims (328 women, 131 men), 22.9% of the women and 7.6% of the men feared for their lives as a result of the acts.

10.7% of the women had been treated by a doctor for injuries inflicted by the abuse; and there were 14.3% women and 6.1% men when those who were not treated by a doctor but required medical attention were included. In both cases, the ratio among the

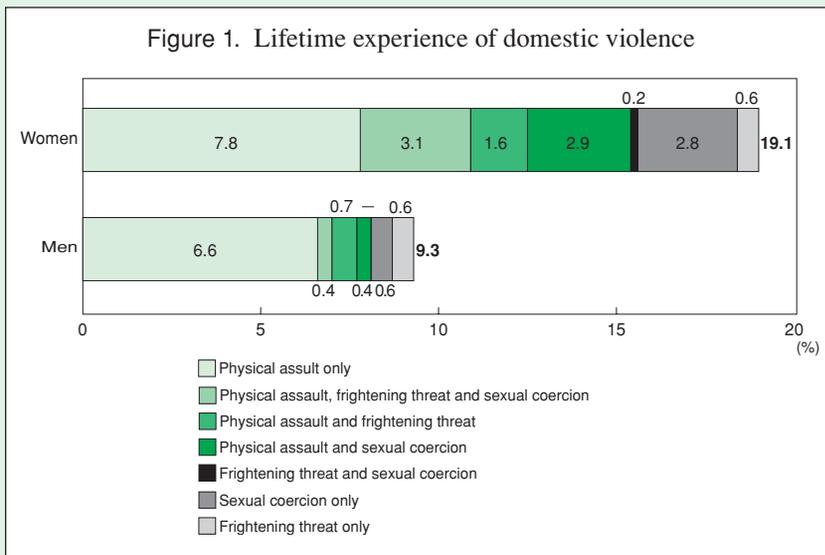
women was higher than the men.

Out of all the subjects, there was approximately one out of every 20 women (4.4%), and 0.7% among the men, who feared for their lives as a result of domestic violence. Moreover, 2.0% of the women and 0.5% of the men had injuries treated by a doctor.

Comparison with 1999

The following is a comparison between this survey and “A Survey on Violence Between Men and Women” conducted three years ago in 1999.

The subjects were asked whether they considered 11 types of behavior between husband and wife



“hitting with an open hand” and “threatening to punch the other person” and so on as violence. Compared to the survey in 1999, for each of these acts, there were more people in this survey who regarded them as violence. Particularly for “hitting with an open hand” the women who believed that “it is an act of violence under any circumstance” increased from 53.4% in 1999 to 73.4%, and the ratio in men increased from 58.5% to 74.1%.

In the question regarding whether an intervention of the police or other government bodies were necessary when violence is committed between husband and wife, support for the government intervention has increased since 1999 (Figure 2).

Summary

The tendency to neglect women’s human rights and to tolerate violence is a factor that contributes to domestic violence, and in some cases, the awareness of the persons involved is in fact the issue, where the one committing the violence or even the victim does not consider the acts to be of criminal nature in the first place.

In Japan, the “Law for the prevention of spousal violence and the protection of victims” was enacted in 2001. This survey shows that the Japanese awareness on domestic violence

has increased since 1999, and there are more people who label the acts as violence even when they take place among a married couple. The survey also manifests that there is an increase in those who support government intervention. Such changes have been facilitated by the enactment of the law and the government’s campaigns aimed at raising the public awareness of the issue.

Nonetheless, in the year since the law’s implementation, 3.6% of women were still being physically assaulted by their male partners,

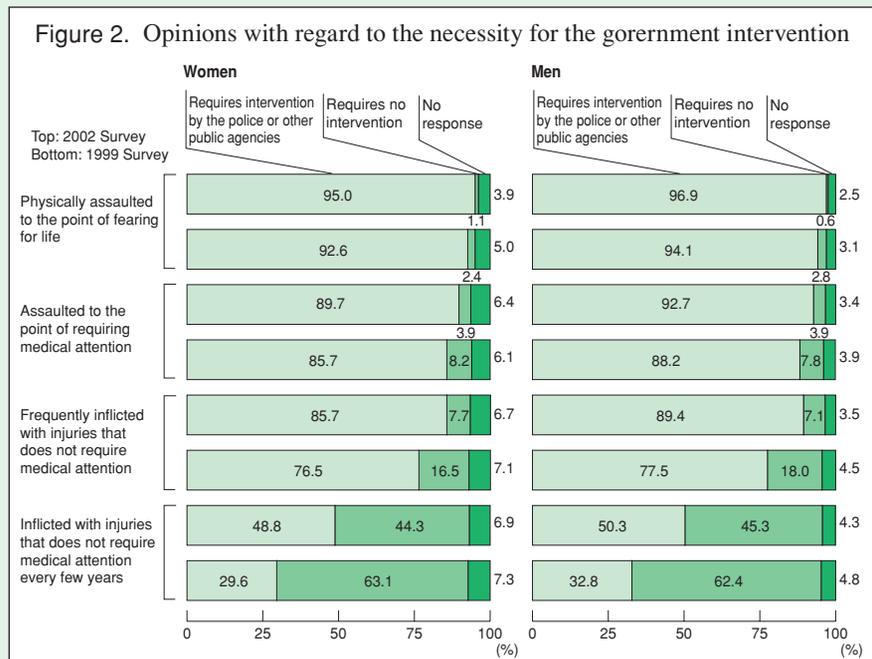
proving that domestic violence continues to pose a grave problem in our society.

The government’s task should not only be to reinforce the protection of victims but also to enhance thoroughness of its campaigns to further raise the public’s sensitivity towards women’s human rights. The authorities must be committed to the prevention and intervention of domestic violence as well as providing assistance to the survivors and their children to ensure a better life without fear.

Gender Equality Bureau website:

<http://www.gender.go.jp/>

(Machi DOI, Specialist in Elimination of Violence against Women, Gender Equality Promotion Division, Gender Equality Bureau, Cabinet Office)



WOMEN'S CENTER IN JAPAN

Saga Prefectural Women's Center Saga Prefectural Lifelong Education Center "Avance" (“Avance” in Spanish means “advancement.”)

Avance was established in the city of Saga on March 16, 1995 as a facility that advocates the formation of a gender-equal society and acts as the main resource of the prefecture to promote the lifelong education of its citizens.

Avance has four roles; promoting self-reliance, promoting citizen interaction, distributing information and providing lifelong education. The facility has been designed to meet various needs. On the first floor, there is a circular hall for lectures and other events, and a section that supplies information on gender equality and lifelong learning. The second floor provides space for interaction and discussion by various groups and organizations. The third floor offers space for exchange through creative programs such as art, woodwork, and cooking. On the fourth floor, there are classrooms for seminars and a reference section that lends out audio and visual learning materials and equipment.

A consumer affairs center and an audio-visual library, which are also built inside the facility, contribute to the overall functioning of the organization as a center for women and lifelong learning.

In addition, the Saga Study Center for the University of the Air Open University was established at the center in October 1998.



The centers offer the following types of programs:

- Personnel development and training: seminars for women leaders and seminars that teach knowledge and skills that can be put to practice by lifelong education advocates
- Educational activities: seminars and events aimed at the formation of a gender-equal society

- by raising the citizens' awareness on the issue
- Information service: publishes the quarterly newsletter “Avance NOW”, printed and audio-visual references on gender equality and lifelong learning, and also seminars away from the facility for people who live in distant communities in order to enrich their understanding of Avance
- Research and development: research and development activities led by private organizations in the prefecture strive to solve the issues surrounding gender equality, and also collaborate with specialists to meet the challenges of the centers and programs
- Community interaction: the “Avance Festa” planned and managed by the citizens, organizes programs for the lifelong learning month and facilitates interaction among volunteer organizations that supports lifelong education
- Education-model designing: proposes educational program models by conducting seminars on modern issues, youth activities, and educational and cultural affairs
- Promotion of a prefectural college: administrates the headquarters of “Prefecture College Yume (dream) Palette Saga”
- Counseling service: a comprehensive counseling service for women in which specialists offer advice over the phone and in persons, including legal and medical advice. Counseling on lifelong education in general is also available. In addition, the center has functioned as a Spousal Violence Counseling and Support Center since April 2002 and provides counseling to victims of domestic violence.
- Women's employment support: provides counseling and conducts technical seminars to help women find employment

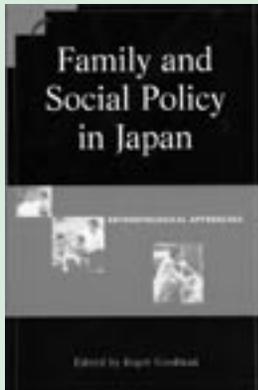
At Avance, we create opportunities for people to get together, learn, and interact, and we look forward to seeing many Saga citizens make use of our facility.

Please visit our website at

<http://www.saganet.ne.jp/avance/>

PUBLICATIONS

Family and Social Policy in Japan Anthropological Approaches



Social policies reflect and construct important ideas in societies about the relationship between the state and the individual. *Family and Social Policy in Japan* examines this relationship in a number of hitherto unexplored areas in Japanese society including policies relating to fertility, peri-natal care, child care, child abuse, sexuality, care for the aged and death. The conclusion is that great change has taken place in all these areas through the 1990s as a consequence of Japan's changing economy, demography and the development of civil society. The case studies, based on intensive anthropological fieldwork, not only demonstrate how and why family and social policies have evolved in the world's second largest economy, but in the process provide a challenge to many of the assumptions of western policymakers. The empirical material contained in this volume will be of interest to anthropologists and to students and practitioners.

List of Illustrations
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Contributors
A note to the reader

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2. Toward a cultural biography of civil society in Japan
VICTORIA LYON BESTOR
3. Pinning hopes on angels: reflections from an aging Japan's urban landscape
GLENDA S. ROBERTS
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5. State, standardisation and 'normal' children: an anthropological study of a preschool
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9. Embodiment, citizenship and social policy in contemporary Japan
VERA MACKIE

<Extract from the preface>

Introducing NWEC

Forum on Women's and Gender Studies 2003

The Forum on Women's and Gender Studies 2003 was held over three days from Friday, August 22 to Sunday, August 24. This forum is the eighth in this series. About 1800 people came from around the country to participate in the three-day forum.

This forum aims at sharing information on relevant issues and the results of a range of studies, educational activities and practical activities concerning women's issues, gender studies and empowerment. The forum also aims at establishing a good network of contacts among those who are

involved in these activities.



“Gender Equality, Development and Peace in the 21st Century” was adopted as the main theme of the forum this year, and a secondary theme was “My rights.” On the first day of the forum, as part of the organizer’s program around the theme of “Women’s Rights and Me,” a keynote lecture was delivered, entitled “Women’s Studies and the Women’s Movement in Japan,” followed by a panel discussion. On the second and third days, nine workshops organized by the planning members and the National Women’s Education Center were held. Another one hundred workshops were held, with volunteers across the nation applying to take part. Besides the issues in Japan, workshops on international peace, environmental issues and aid for developing countries were also held.



The main theme of the seminar was “How to Promote Gender Equality in School Education,” and two lectures were held. One was entitled “Towards Gender Equality in Society,” and the lecturer was given by the Director of the Gender-Equality learning Division, the Lifelong Learning Policy Bureau of the Ministry of Education, Culture, Sports, Science and Technology. The other lecture was given by the Senior School Inspector, the Elementary and Secondary Education Bureau of Ministry of Education, Culture, Sports, Science and Technology, under the title of “Gender Equality in School Education.”



(Etsuko SHIMADA, Specialist, Program Division)

Seminar on Promotion of Gender Equality for Teachers 2003

A seminar on Promotion of Gender Equality for Teachers was held over three days, from Tuesday, July 29, to Thursday, July 31. The total number of participants counted 124, of whom teaching profession includes school education supervisors, principals, deputy principals and teachers in elementary schools, junior high schools and senior high schools. Twenty-four of those attending the seminar were men.

The seminar forms part of the practical training that is held as part of the lifelong education program for teachers and school education supervisors, aiming at a deeper understanding of gender equality in society and an improvement in the quality of school education. This seminar marked the seventh time the seminar has been held.

After the main lectures, practical training in countering inequality and lectures and research classes were held. Separate meetings were also held around the following themes: student counseling and guidance, counseling and guidance for a student’s future education and career, basic information about gender equality, school management, overseas education in gender equality and the development of teaching materials. Over the two-night and three-day seminar course, all participants actively exchanged their views and opinions.

(Akiko OKUMURA, Specialist, Program Division)

Creation of “Parenting Network Database”

In Japan recently, attempts have begun to network the parenting circles set up here and there by local mums and dads wanting to make parenting more enjoyable, thereby lending more power to their activities. At the National Women’s Education Center (NWEC), in January and February 2003 we conducted a survey of the actual state of activities of such parenting networks, etc. nationwide in FY02, education committees’ support of parenting and home education an ting network as set out in Table 1. A summary of the survey results is given in Table 2.

Table 1. Parenting support group such as parenting network

<p>1. Conditions met by group regarding the nature of its activities</p> <p>(1) That the group is engaged in parenting support and home education support activities for parents with mainly pre-school children (and in some cases also for parents of junior and junior high school students)</p> <p>(2) That the group aspires to the role of linking parents bringing up children, parenting circles, parenting support groups, government and related organizations within the region and is engaged in activities such as teaching and education, day-care support, parenting advice, hands-on activities, information provision and exchange.</p> <p>(3) That the group also supports parents in the region bringing up children who are not members.</p> <p>(4) That the group does not seek to make profit.</p> <p>(5) That the group is a body comprising mainly residents regardless of whether it has a juristic personality.</p> <p>2. Form of group</p> <p>(1) It does not matter whether the group uses “parenting” or “network” in the group’s title.</p> <p>(2) If the group is engaged in activities for an unspecified number of the general public such as setting up a homepage or information sheet publication, etc., it does not matter how many people are actively involved.</p>
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Table 2. Results recovered from fact-finding survey

	No. sent	No. recovered	Valid no. recovered (*1)
Survey of support groups inc. parenting networks	-	1,985	1,567 (*2)
Sent directly	109	63 (57.8%)	58 (53.2%)
Via education committee	-	1,922	1,509
Education committee survey	3,268	1,526 (46.7%)	1,526 (46.7%)
Prefectural	47	33 (70.2%)	33 (70.2%)
Municipal	3221	1,493 (46.4%)	1,493 (46.4%)

*1 The valid number recovered is the number obtained when duplicate recoveries in those sent directly and those forwarded via education committees and duplicate recoveries from more than one education committee (prefectural-municipal, etc.) are deducted from the number recovered.

*2 Of which, the number published in the database excluding those that did not wish any items to be published is 1340.



(The recovery rate has not been calculated for those forwarded via education committees.)

(Aiko EGUCHI, Director, Information Division)

NWEC Summary Statistics: Women and Men in Japan, 2002-2003

During fiscal 2001 and 2002, the NWEC conducted “Research on Gender Statistics”, a project involving the survey and analysis of domestic and overseas statistical data from the perspective of gender. The aim was to compile collections of statistics that objectively reflect the current position of women. In order to push forward with the formation

The recovery rates and the valid recovery rates are the percentages of the numbers recovered taking the number sent as the parameter.

of a gender-equal society, objective data is essential for highlighting what kinds of differences exist between women and men in various spheres of social life. Although a large quantity of data reflecting the situation of women and men exists, this needs to be classified into three categories according to the needs of different users: (a) simple data, (b) moderately detailed data, and (c) detailed data. A compilation of simple data, NWEC Summary Statistics is a handy A4-size three-fold pamphlet that contains the most basic data on: population, households, education, time spent on different activities, work and income; health, safety and welfare; and decision-making. The Gender Statistics Database on the NWEC’s web site provides detailed data, while moderately detailed data is planned for future publication in a handbook format.



(Hiroe NAKANO, Director/Senior Researcher, Office of Research and International Affairs)

Open Lecture Meeting

Four hundred people participated in the Open Lecture Meeting held in the NWEC's auditorium on Friday, February 14, 2003. Jointly sponsored by the United Nations Population Fund (UNFPA), the meeting featured lectures by Suman Mehta and Yuko Arimori on the theme "Thinking about Life, Now". Dr. Mehta, Global HIV/AIDS coordinator for the UNFPA, is an obstetrician and gynecologist who holds a doctorate in public health, while Arimori, an Olympic medallist in the women's marathon, is a goodwill ambassador for the UNFPA.

Dr. Mehta spoke on "Women's Health and Rights: Preventing HIV Infection, Promoting Reproductive Health". She lectured in English with an interpreter providing a step-by-step Japanese translation. Arimori's lecture was delivered in an interview style where she was interviewed by Kiyoko Ikegami, director of UNFPA's Tokyo office. She talked about how she came to be a goodwill ambassador and the kinds of activities she is involved in. She also showed slides of her visit to Cambodia and talked about the trip. This was broadcast to social education centers and schools across the country via the Education and Learning Network (el-Net).

(Akiko OKUMURA, Specialist, Program Division)



Host Program for Researchers

The NWEC invites researchers from both home and abroad to study women's education under our Host Program for Researchers.

From March 22, 2003 to May 18, 2003 we hosted as a foreign researcher Dr. Darunee Tantiwiranond, who came to Japan through the Nippon Foundation's Fellowships for Asian Public Intellectuals program.



Dr. Tantiwiranond, currently director of the Women's Action and Resource Initiative (WARI) in Thailand, based her investigative research activities at the NWEC with the goal of furthering the four-country (Malaysia, Indonesia, Philippines, Japan) comparative research project she is conducting on the theme "Organizing for Changes: Changes in Gender Relations and the Growth of Women's Leadership in Asia".

On the day before she left, Dr. Tantiwiranond gave an insightful presentation to NWEC staff entitled "Education and Women's Movements: Japan & Indonesia (Early Modernization)".

(Yasuko CHIKA, Chief, International Affairs Unit)

EDITOR'S NOTE

The NWEC Newsletter is published twice a year by the National Women's Education Center to introduce the activities of NWEC, including study, exchange, research, and information dissemination, as well as provide information on women in Japan to persons abroad. It also provides information on women's education and home education to promote international network building.

As of March 2003, the newsletter is sent to free of charge to approx. 1500 organizations (including individuals) in 178 countries around the world. Anyone knowing of other individuals or groups who might like to

receive this newsletter is asked to have them contact us at the following address.

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