

NWEC

NEWSLETTER

Conference for Research and Exchange among Child Rearing Networks

“Child Rearing Networks in NWEC” was held on Saturday, May 28th and Sunday, May 29th, 2005, with 186 participants (126 women, 25 men, and 35 children) from 29 prefectures throughout Japan in attendance, far more than the official capacity. Child rearing networks link parents engaged in child rearing, support groups, the government and related institutions, and engage in a broad range of activities including learning, awareness raising, daycare support, counseling on child rearing, information provision and exchange. Moreover, they are child rearing support organizations that play a role in creating family-oriented towns by actively involving citizens in the enhancement of local support for family education and child rearing. It is hoped that such networks will be fostered and their activities rejuvenated in many regions and local government entities.

“Child rearing networks open the door to the future” comprised the theme of this year’s conference. At the symposium coordinated by Professor Masami Obinata of Keisen Graduate School, representatives of child rearing networks, individuals in charge of companies’ contributions to society and officials in charge at local government entities expressed opinions

on issues concerning, and possibilities for, various child rearing networks. They discussed the fact that child rearing networks have the energy to promote social structural reforms by “fostering and supporting parents’ independent activities and widening networks to include maverick entities” and “activating support measures to foster a new generation of companies that will take the lead in reconsidering the way both sexes



Open Program

“Symposium” How can diverse child rearing networks change the type of child rearing prevalent today? What kind of future can they lead to?

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Parent-Child Program “Frame from the Father’s Picture Book Project - ‘Picture Book Live’”

work”; and the importance of identifying the various individuals and organizations concerned, and building networks in which men and women can engage in constructive dialogue on an equal footing.

This fiscal year’s conference was the third such conference, and although they remain small in number, men accounted for 16.6% of participants (4.6% in 2003 and 13.1% in 2004), and one can feel the growing momentum of men’s active participation in child rearing. At the workshops and theme-specific discussions, the roles child rearing networks play in terms of supporting child rearing and family education in their local areas; company activities that contribute to society; expansive cooperation with government; multi-generation cooperation; child rearing through puberty; approaching parents without

a relationship with their surroundings; perspectives to be adopted when child rearing networks evaluate themselves; and issues involved therein, were discussed, and activities undertaken predominantly by fathers such as *Oyaji no Kai* (Father’s Club) and *Ehon Live* (Picture Book Live) were introduced. Picture Book Live, which was presented by the Papa’s Picture Book Project as a parent-child program, proved immensely enjoyable with both children and adults hanging onto the edge of their seats as they listened to a very humorous reading of picture books in manner entirely unique to men.

Programs for children were also held during the conference, and children enjoyed playing traditional games with individuals predominantly from the Saitama Prefectural Student Volunteer Network and cooking with local products under the guidance of local female entrepreneurs.

Participants got numerous hints on how to create networks for raising children by communities as a whole and will continue to put things into practice locally based on the results they have achieved hereto. The meeting ended successfully with participants anticipating meeting each other again at upcoming regional meetings: the West Japan Meeting (in Oita on Saturday, October 29th and Sunday, October 30th); the Ehime Meeting on November 23rd (public holiday); the Miyazaki Meeting on Sunday, December 4th; and the Sapporo Meeting on Saturday, November 5th and Sunday, November 6th.

(Toshiyuki YAMAKAWA, Specialist, Program Division, NWEC)

Research project on Prevention, Education and Awareness raising of Trafficking in Persons

According to a report announced by the National Police Agency in July this year, police throughout Japan arrested 29 people (16 more than the same period last year) in 29 cases (five more than the same period last year) of crimes related to human trafficking involving 51 victims (35 more than the same period last year) from eight countries; all three figures represent the highest hereto. Rather than just involving Asians, victims came from a wide range of countries including those in Eastern Europe: the Philippines, Thailand, Indonesia, Rumania, Taiwan, Korea, Australia and Estonia. Although all of the victims came to work as hostesses, more than half were saddled with heavy debts and coerced into

prostitution, and half had their passports taken away and were forced to work in the sex business. A number of the victims had become women through sex-change operations.

Human trafficking comprises a serious infringement of human rights and is spawned by a complex relationship between various social, economic and cultural factors. Moreover, victims that come to light are said to be merely the tip of the iceberg.

In April 2004, the Japanese Government established a liaison office for ministries involved in measures to combat human trafficking, and announced an action plan to combat human trafficking

the following December. Based on inter-ministerial collaboration, the Government has been using various measures to protect victims and conduct raids on criminals involved in human trafficking, and is pushing ahead with comprehensive countermeasures, including those to protect victims and prevent and eliminate human trafficking. In June this year, Japan co-chaired the Bali Process workshop on “Developing a Co-ordinated Inter-Agency National Action Plan to Eradicate Trafficking in Persons”. Approximately 50 countries participated in this international conference where they introduced measures being taken in each country and discussed the process towards formulation of action plans.

With the aim of finding ways in which Japan can contribute to the elimination of human trafficking, the National Women’s Education Center has initiated a research project to clarify the situation in terms of human trafficking that uses Japan as a destination or transit nation and study the kind of education and awareness raising needed to prevent human trafficking. Over the two-year period spanning fiscal 2005 and 2006, the Center will push ahead with this interdisciplinary research in which research members comprising both researchers and businesspersons focus on the following 3 points: (1) gaining an understanding of the current situation surrounding human trafficking and demand for it in Japan; (2) preventative measures for points of contact for transit and acceptance; and (3) effective preventative measures for source countries.

In concrete terms, the project concerns exploitive commercial sex services that use Japan as a destination or transit nation and human trafficking



for the purpose of exploitive labor and involves analyzing factors that give rise to demand for human trafficking (awareness survey); basic research on education and awareness raising to discourage people from becoming perpetrators; a survey of the situation in terms of training to improve the awareness and abilities of employees at institutions that may come into contact with victims at points of contact for transit and acceptance; and this survey to analyze social, economic and cultural background factors in source nations, and development of education and awareness raising programs.

The results of this research project will be used in NWEC study and information programs targeting government officers and women’s facilities nationwide and aims to foster international networks of women’s empowerment hubs the Center has built up among entities such as officials responsible for women’s policy overseas, educational institutions, women’s facilities and NGOs. We look forward to hearing comments from our readers overseas.

(Miho WATANABE, Researcher, Office of Research and International Affairs, NWEC)

Seminar on the Promotion of Education for Girls and Women

The Seminar on the Promotion of Education for Girls and Women was held over the month-long period Sunday, February 13th through Saturday, March 12th, 2005. Entrusted by the Japan International Cooperation Agency (JICA), the Center has held this seminar annually since fiscal 2001 for individuals involved in issues pertaining to education for girls and women in Asia, Africa, the Near and Middle East and other developing nations. Ten trainees from ten countries (Burkina Faso, Cameroon, Guatemala, Iraq, Kenya, Laos, Mauritania, Mexico, Papua New Guinea

and Tanzania) participated in the fiscal 2004 seminar.

Program Content

The objective of this seminar is to have trainees acquire an understanding of the current status of education for girls and women and issues involved therein; receive training in measures to promote education for girls and women; and gain information and the perspective necessary to formulate and implement policy to correct gender disparities in access to and levels of achievement in education in

developing countries. The following four goals were established in line with this objective.

1. To acquire knowledge of the administration and finance of education in Japan and its chronological development.
2. To acquire the knowledge necessary to formulate education policy to promote education for girls and women and improve their own abilities.
3. To exchange information on the current status of education policy and education systems in each country and problems therein.
4. To deepen trainees' insight into and understanding of Japanese society and culture.

A diverse curriculum comprising lectures, practical training and field trips was implemented to achieve these goals.

Key elements of the curriculum were implemented as follows:

1. Lectures

At the Ministry of Education, Culture, Sports, Science and Technology (MEXT), after paying a courtesy call on Mr. Fujita, Deputy Director-General, Lifelong Learning Policy Bureau, trainees attended a lecture entitled "Promoting women's education in Japan ~ education policy that promotes gender equality" that was presented by Mr. Nemoto, Coordinator for Women's Educational Policy of the Gender Equality Learning Division. This lecture touched on the framework for policies to be implemented by the government as a whole, and trainees appeared very interested in this and asked numerous questions.

Mrs. Kanda, President of NWEC, presented a lecture on "Toward gender equality ~ perspectives of developing countries". She used data to explain the chronological development of measures for gender equality education in Japan, and a lively question and answer session and discussion about whether realizing

equal opportunities for education would lead to rectification of fixed ideas on gender-based role sharing and gender disparities ensued.

Professor Uchiumi of Osaka University presented a lecture on "The current status of women's education in developing nations", during which he used Afghanistan and Kenya as concrete examples. Illustrating his report on the current status in these countries with slides, he went on to identify some practical issues such as the essential nature of community support when establishing schools in developing nations and the extreme importance of developing curriculums. A number of trainees mentioned that rather than just hearing about case studies in developing nations, they would like to learn about the current status of women's education in countries in transition between developing and advanced nations.

2. Discussions, practical work, exercises and presentations

With regard to the "Country Report and Discussion" session, last year's coordinator noted in the final report that having eleven trainees present country reports in one day (including Q&A) was too much and that some trainees simply displayed their report as is on an OHP and read their country reports in a monotone voice, and advised that it would be better if we identified a common topic or narrowed down the theme and spent time discussing what issues were involved in that. As a result of discussing this with this year's coordinator, Professor Otsu of the Faculty of Education, Hokkaido University of Education, we decided that submitted country reports should be kept for reading and trainees should give presentations on [1] the current status of basic education; [2] the current status of women's education; and [3] the main factors hindering education for girls, based on their country reports. Following the presentations, trainees exchanged opinions on the status of girls' education and issues involved therein in their respective countries with respect to these topics. Limiting the topic made it easier for trainees to discuss things and a lively discussion ensued.

With regard to "Creating an Action Plan", trainees participated in a number of workshops with the coordinator, Professor Otsu, and used what they had learned hereto to put together an action plan. An explanation of how to proceed with group work was provided in the morning of the first day. That





afternoon, trainees split into groups to discuss factors affecting girls' education and make presentations. On the second day, trainees discussed policies to promote girls' education on a national level, regional level and community level respectively based on the results of the first day, and gave presentations. Integrating advice received from the coordinator on how to brainstorm more realistic measures to resolve problems, trainees engaged in a lively discussion on conceivable obstacles to the planning and potential realization of their action plans and orders of priority. The group work, presentations and discussion involved in this exercise enabled trainees to identify common issues and differences between their respective countries, deepen their understanding of each other and learn from other countries' policies, and proved to be an extremely meaningful exercise.

3. Field Trips

Trainees visited three schools: Meguro Municipal Higashiyama Elementary School; Otsuma Ranzan Junior-Senior High School; and Hiroshima Municipal Toyama Elementary-Junior High School. Elementary schools, junior high schools, senior high schools, co-educational schools, girls' schools, public schools, private schools, metropolitan schools - many trainees mentioned that being able to experience Japanese school education firsthand on-site by observing a range of schools differing in type, management format, region and scale had been very useful.

Participants' Comments



SAWADOGO Mamadou (Burkina Faso)

From my arrival in Japan to the farewell party, I have not been disappointed, and I am sure my collaborators back home will not be either, when they see me back 'loaded' with various training equipment,

Trainees were also given opportunities to experience Japanese culture directly: tea ceremony, trying on a kimono, making Japanese paper at the Saitama Center for Traditional Arts and Crafts, visiting the Hiroshima Peace Memorial Museum and visiting NWEC volunteers' homes. In particular, the contrast between what they saw of the remnants of war and the devastation caused by the atomic bomb at the Hiroshima Peace Memorial Museum and the current growth of Hiroshima caused great surprise. Trainees said that that visiting the Museum in Hiroshima had enabled them to gain a deeper knowledge of Japanese history and recognize anew the importance of peace and that this had made a lasting impression.



Conclusions

Participating in this training course enabled trainees to gain an understanding of the current status of education for girls and women and issues involved therein, and acquire information and the frame of mind needed to formulate and implement policies to promote education for girls and women. We hope trainees will put the training they received in Japan into practice and make significant contributions to the promotion of education for girls and women in their respective countries.

(Soichi SUMIYOSHI, Chief of International Affairs Unit, NWEC)

endowed with experience and knowledge acquired thanks to interaction and sharing with renowned professionals and University lecturers, and with participants from various countries with diverse cultures and experience.

My wishes and expectations have been met: Better knowledge about education in Japan, more specifically about the history of girls' and women's education;

Gender issues in education and perspectives; Women's empowerment and socio-economic development; Japan's past experience in gender studies and the challenges of today; Enriching field and host family visits...

These have really been fruitful and fertile occasions for new achievements, reinforcement of previous knowledge and cross-examination of some past beliefs and convictions.

I sincerely hope that NWEC will help fulfill the wish of my Institution to develop a plural and fertile partnership with it in order to benefit from its rich experience in our common field of concern.

On behalf of the Government of Burkina Faso, of the International Centre for Girl's and Women's Education in Africa, I wish to express my heartfelt thanks to the Government of Japan through JICA, to NWEC and to all its personnel for what they have done to facilitate learning and make our stay in Japan a pleasant one. Thank you



MESSIA Nanga Marie Nicole
(Cameroon)

I would like to thank The Japanese Government through JICA for inviting for this seminar on promotion of education for girls and women. Thanks also to the NWEC staff for the hospitality they have extended to all the participants. Girls need a lot of encouragement and motivation to excel academically, especially in Africa where the men still see them as second hand citizens.

I have learnt a lot from the various lectures about gender, women and girl's education and Japanese society and way of life. The school visits were also a good experience since we got a chance to interact with the school managers and administrators and shared information on the education in Japan. I hope to put into action the knowledge and experience acquired in this training program.

Thanks to JICA, all the lecturers, KIN-ICHI KOKUBO (my host family at Saitama, Saito-san, Chika-san and Yamashita-san for guiding us all along.



Claudia Ivanova
MAZARIEGOS(Guatemala)

The Seminar on the "Promotion of Education for girls and women", has been very beneficial for all the participants who have attended; first, because we have had the opportunity to know the social, economic and politic Japanese system and second, because we have been able to exchange knowledge and information among the participants, understanding that we shared problems in common.

I would like to thank JICA and NWEC the opportunity to participate in this Seminary, and can be sure that all that I learned will be very useful in my country.

Nada R. MAHAMMAD(Iraq)



I'm happy and pleased to attend the seminar about the promotion on education for girls and women. Every experience in Japan is very useful, especially; the trip to Hiroshima is impressive for me. I recognized that peace is the most important for us. We have to make effort to realize the peace of the world.

Also, in Iraq, there are few information about Japan, so I will try to translate the materials and information of this seminar from Japanese to Arabic to introduce them to my country.

I could get lots of experiences and Knowledge through this seminar. Thank you very much for NWEC, JICA and all the participants of this seminar.

Anne Wanja MUYA (Kenya)



I would like to express my gratitude to JICA and the Japanese government as a whole for giving me the opportunity to attend this seminar on promotion of Education for Girls and women. There are very many problems in my country that affect access, participation and achievement of girls in education. The government of Kenya has embarked on a spirited effort to address these problems, and is indeed committed to the achievement of the millennium development goals by the year 2015.

Ideas acquired from this seminar will assist me in my endeavor to improve the status of education for girls and women in Kenya. I came to Japan with one major expectation- to get some ideas on the situation of education for girls and women in Japan and other countries. My expectation has been met, and I have learnt much more on various issues afflicting the education of girl's worldwide and different approaches of addressing these issues.

My appreciation also goes to NWEC for the noble goals the organization is trying to achieve- to uplift the living standards of girls and women in Japan and other countries of the world. My humble request to NWEC is to increase the participation of African countries in all future programs.

Thank you very much.

Daovone SYMEAUNGVONG (Laos)

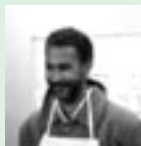


Your organization was very well with high quality presentation from skilled presenters my impression is education curriculum is standard because in your rural area like HIROSIMA, we visited an elementary school and junior high school that we could compare with elementary school and high schools in the urban area and we realized that there is no difference and also they have the same facilities such as computer room, craft room home science and art room.

The administration and management of this school is very good and teachers are committed and hard working.

The training on promotion of education for girls and women was very well organized and relevant to my work. I have acquired a lot of knowledge, which will assist my country in the implementation of policies regarding the education of girls.

NWEC has many activities and projects towards the promotion of gender equality, and I was very impressed by what the organization is doing. What I learnt from NWEC will assist me in as a member of the Lao women's union, which has the same objectives as NWEC



**Mohamed Yeslem OULD
KHALED(Mauritania)**

I am very happy to participate to the Seminar about “Promotion of Girls and Women Education”. This Seminar is an opportunity to discover the Japanese experience in Gender equality and promoting girls education and exchange experiences and knowledge in this domain with other participants from other countries.

During the Seminar, I have collected some data about the Japanese economical, social, cultural, political system in general and in the education of girls and women in particular.

We send our thanks to NWEC for their efforts in promoting gender equality and other opportunities offered to the participants (visit family, tea ceremony, etc).

Thank you very much JICA, NWEC and all Japanese people for allowed us to participate to the Seminar.



Nora Jimenez GARCIA (Mexico)

I would like to express my gratitude the Government of Japan, and specifically to NWEC and JICA, who supported the Seminar on Promotion of the education of the women and girls. I am grateful; to have been given the opportunity to attend this very important and useful course. As an officer working with the National Institute of the Women, Mexico, I have benefited a lot. I will use the knowledge, I have acquired from this course to improve the education of women in Mexico.

Japan and Mexico will continue cooperating in the improvement of gender equality and peace in the world. Thank you very much.



Gabriel MEAPA(Papua New Guinea)

I found that Seminar for Promotion of Education for Girls and Women has enhanced and broaden my knowledge. The scheduled programs has given me insights of the scope of the idea a and policies that will be developed to implement the program on Accelerating Girls and Women Programs in Papua New Guinea. It may not be an easy task as there are local and national government officials who give low priority and commitment to public education. Budget allocation for education is insufficient,

lack resources and good facilities, resulting in most girls leaving before completing their basic education of 8 years.

On top of these, the lack of understanding and prevailing attitudes and behaviors concerning girls and women education among various sectors have been stumbling block to success of access to education and gender parity for girls and women.

Little appreciation about girls’ and women problems and their remedies, lack confidence in school teachers and administrators, harassment of girls, adherence to traditional belief that boys education is more important and girls’ place is at home hinders enrolment and retention rates.

As of 2003 PNG has been developing action plans for Accelerating Girls Education. The Seminar for Promotion of Education for Girls and Women has been timely, as knowledge and experiences gained can be utilized in my country.

On behalf of people of PNG and myself, I’d like thank JICA and the organizers of this seminar. Kokubo Family of Saitama and many facilitators of the seminar will be long remembered. My special word of appreciation to Ms Toru Saito and Ms Yasuko Chika for their tireless efforts to make my stay most enjoyable one. The contributions by my fellow participants from all over the world were excellent experience.

Rose KIISHWEKO(Tanzania)



It has been a great pressure to be chosen to participate in a seminar on the Promotion for Education of Girls and Women. I have no words that can express my thanks and gratitude to NWEC and JICA for organizing and conducting such a useful and important course to developing countries.

It is a fact that many women, mostly in developing countries have been denied access to education due to a number of factors. By this denial women have been susceptible to poverty, ignorance, blue collar jobs, sexual harassment etc. It is therefore, my expectation that the effect of this seminar will touch and change the lives of many women as it was attended by participants from 10 countries. Four participants were from African countries, Two from Latin America, One from an Asian country, one from Middle East and one from an Oceania country.

I would like to assure NWEC that the knowledge I have received from the seminar will be put into practice when I return to my country. In this regard, the education status of many women in Tanzania will improve.

It is my wish that NWEC continues organizing such seminars so as to ensure that participants from all developing countries are given an opportunity to attend such a useful seminar. We in Tanzania shall take up the NWEC model and ensure Tanzanian women are empowered and are free from oppression.

Keep up the good work NWEC.

Country-specific Training Course <Cambodia - Analysis of Gender Statistics>

- Using gender statistics to strengthen capacity for policy formulation -

The field of study involving the production of gender-sensitive statistics, identification and analysis of gender issues from statistics, and the use of statistics to set goals and monitor progress made towards gender equality is known as “Gender Statistics”.

NWEC set up a project entitled “Research into Statistics on Men and Women” in fiscal 2001, and has been researching Japanese government statistics from a gender-sensitive perspective. The results of this study have been published as NWEC Summary Statistics “Women and Men in Japan” and the “Databook of Statistics Related to Gender Equality - Japanese Men and Women 2003” (Gyousei). Moreover, the Center incorporated this research to training and held a training course entitled “Cambodia - Analysis of Gender Statistics”.

JICA has been working in cooperation with the Cambodian Minister for Women to implement a project entitled “Project on Gender Mainstreaming and Policy Development through Upgrading Information and Research Capacity” in line with a 5-year plan beginning fiscal 2003, and this training course was held as a part of that project.

Four Cambodian ministry officials visited Japan where they learned basic knowledge related to gender statistics and engaged in repeated debate about gender issues in Cambodia over a period of a month and a half before examining government statistics. They



then selected statistics indicative of the essence of gender issues, wrote explanatory notes in English and compiled an A4 sized three-fold color leaflet.

This pamphlet identified characteristics of Cambodian society such as the population of 25~29 year olds is extremely small due to the effects of mass killings by the Pol Pot regime; the percentage of female household heads is high (30%); eighty percent of the industrial population engage in self-sustaining farming; and the highest illiteracy rate is found among women in rural areas.

Trainees deepened their understanding of gender issues by actually trying to effectively portray the essence of gender issues in Cambodia in the limited space afforded by a leaflet. Trainees have been endeavoring to popularize the effectiveness of gender statistics since their return to Cambodia.

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

WOMEN’S CENTER IN JAPAN

PARTI - Tochigi Gender Equality Center

This newsletter, Vol22. No.1, marks the renewal of the column, “Introduction to Women’s Facilities in Japan”. For the sake of variety, we will actually visit women’s facilities and introduce them in a Q&A format. In commemoration of its renewal, Vol. 1 introduces the Tochigi Gender Equality Center “PARTI”.

NWEC (hereinafter “N”): Good afternoon. I’ve come to PARTI, in its wonderfully lush surroundings, to conduct an interview.

PARTI (hereinafter “P”): Thank you for coming and welcome to PARTI.

Today I would like to focus on three of the courses we offer.

N: Thank you. Perhaps you could start by telling us about your course entitled Seminar on Women’s Policy in Tochigi.

P: This course targets women aspiring to become members of deliberative councils and so forth, so we have chosen a number of themes from special projects raised in the Prefecture’s master plan and put together a program that should help participants gain an overall understanding of issues in Tochigi prefectural administration.



- N:** I see. So it's a program that explains the Prefecture's goals and policies?
- P:** That's right. Then we have government officers from the departments in charge of each theme give lectures. The program also incorporates experience on mock deliberation councils and dialogue with the governor.
- N:** That sounds extremely useful for learning what prefectural administration really involves. By the way, how many of the women who complete this course actually go on to become members of deliberative councils?
- P:** 100 women have completed this course since fiscal 2001, and 35 of them are currently members of prefectural or municipal deliberative councils.
- N:** The course has been very successful indeed. You must have a very worthwhile program.
- P:** Some elected council members actually take this course to learn about prefectural administration.
- N:** That's wonderful. Changing direction somewhat, have you come across any problems or issues?
- P:** The content of this course covers a wider range of themes than other courses so we pay attention to enabling participants to attend lectures. We issue certificates of completion to participants that have attended a minimum of eighty percent of lectures, and we devise other ways of maintaining motivation.
- N:** I see. Next, could you tell me about your Training Seminar for Gender Equality Lecturers?
- P:** Sure. This course targets individuals who have completed the PARTI Gender Equality Seminar's Step-up Course, and aims to have participants share what they have learned in the community and further expand the ring of gender equality learning.
- N:** So this course also aims to foster leaders?
- P:** That's right. We also issue certificates of completion to individuals completing this course. Moreover, we advise municipalities of their participation and ask them to use them as lecturers on gender equality.
- N:** So the people who have gained knowledge and information then become active as communicants. PARTI really is training a lot of people.
- P:** The issue at hand now is follow-up for these people. Simply completing a course isn't good enough; lecturers are expected to be familiar with new information at all

- times.
- N:** That's true. Rather than simply being able to convey knowledge and information they have acquired, lecturers also need to know how to choose information.
- P:** Exactly. These skills are extremely important in an information society, not just for individual lecturers, but for gender equality centers as well.
- N:** Finally, this brings us to your Seminar on Inquiring about how Men Should Live. Quite unusually for a women's center, this course targets men doesn't it?
- P:** That's right. We use awareness about gender role-sharing as a trigger for reconsidering the way men live. Our program incorporates consciousness raising and practice from the very start.
- N:** When did you start this seminar?
- P:** In 1996.
- N:** That means that you have run this course since the year PARTI was established.
- P:** That's right. I think we were aware of the importance of involving men and changing the perspectives of both men and women in order to realize a gender-equal society right from the time of our establishment.
- N:** In recent years, other gender equality centers have also been offering courses for men, but PARTI began doing so some ten years ago now. You had a lot of foresight.
- P:** But it's more difficult to attract participants than it is for women's courses, and the issue at hand is how we can secure participants.
- N:** I see. Finally, could you tell me what kind of measures PARTI is thinking about focusing on hereafter?
- P:** Collaboration between groups and volunteers who have taken flight from PARTI. We would like them to take charge of independently planned courses. At presents, one group is holding cooking classes as part of the course "Livelihood Workshop for Men", and we would like to encourage more of these kinds of measures in the future. We would also like to build up networks that extend beyond particular generations and continue courses that facilitate systematic learning appropriate for each life stage over the long-term.
- N:** PARTI celebrates its tenth anniversary this year and we have great expectations for your continued development. Thank you so much for today.

General Information

PARTI Tochigi Gender Equality Center
Established in 1996. 29 members of staff.
Services: Information provision (library; quarterly publication of "PARTI"); surveys and research; counseling (general; legal; health; DV; men; contraception) consciousness raising, study and training; training of female human resources; support for independent activities; support for exchange; support for participation in society; temporary daycare

(Kuniko YAMASHITA, Staff of International Affairs Unit, NWEC)

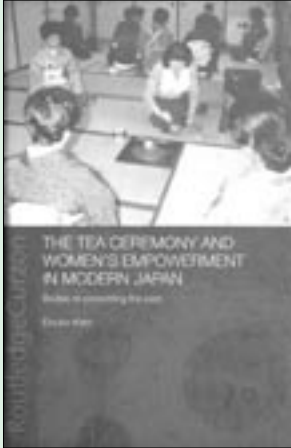
Explanation of Women's Facilities

In Japan, women's facilities comprise facilities that offer various types of training programs and engage in exchange, information provision and counseling services to promote women's empowerment and a gender-equal society, predominantly for women; and facilities that were mainly established to function as a hub for women's groups and organizations' activities designed to develop women's talents and abilities and enhance their knowledge and skills.

PUBLICATIONS

The Tea Ceremony and Women's Empowerment in Modern Japan

(by Estuko Kato, RoutledgeCurzon, 2004)



The subject of the tea ceremony is well researched both in and outside of Japan, but the women who practice it are hardly ever discussed. The Tea Ceremony and Women's Empowerment in Modern Japan rectifies this by discussing the meaning of the Japanese tea ceremony for women practitioners in Japan from World War II to the present day. It

examines how lay tea ceremony practitioners have been transforming this cultural activity while being, in turn, transformed by it.

Drawing on Foucault's concept of discipline and focusing primarily on the body, this book illuminates how women tea ceremony practitioners have empowered themselves through a unique way of using their bodies. In particular the book examines:

- the relationship between the tea ceremony and the body
- myths surrounding the tea ceremony
- bodily discipline
- postwar effects on the tea ceremony
- tea ceremony networks
- the meaning of the ceremony in the lives of women

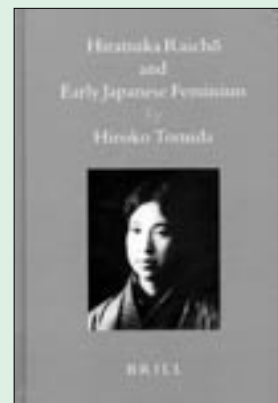
By combining anthropological observation with historical examination of the tea ceremony, this book radically revises mainstream discourses surrounding women and the tea ceremony in Japan. It will prove of equal interest to scholars of Japanese Studies, Gender Studies and Anthropology.

<Extract from the book cover>

Hiratsuka Raicho and Early Japanese Feminism

(by Hiroko Tomida, volume 19 in the series Brill's Japanese Studies Library, Koninklijke Brill NV, Leiden, The Netherlands, 2004)

This work on Hiramatsu Raicho at last fully assesses her key role in the history of the Japanese women's movement. It provides a full and contextual analysis of the life (1886-1971) and work of this leading Japanese feminist, all in the light of the changes affecting women in Japan. At the same time the author compares her work with similar historical shifts and movements in western countries, notably Great Britain and the United States. International comparisons at the level of personal biography and associated ideas are made, to see the influence of Western feminists on Hiratsuka's feminism, Hiratsuka is compared with other Japanese feminists, whereby her pivotal role in the history of the Japanese women's movement becomes clear. With extensive footnotes for further reference- and research-, a number of appendices, a detailed bilingual glossary and bibliography; a true reference work on an important subject.



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<Extract from the book cover>

Introducing NWEC

Training Course for Staff in charge of Counseling at Women's Facilities

This training course provides specialized and practical training for staff in charge of counseling services at women's facilities such as public and

private women's centers and so forth, and has been implemented since fiscal 2003 with the aim of enhancing the caliber and abilities of counseling staff at women's facilities. Fiscal 2004 comprised the second training course, and was held over the



two-night/three-day period Wednesday, January 26th through Friday, January 28th, 2005. 120 applications were received for the 60 places available, and 105 individuals participated in the course. Key components of the course are as follows:

- (1) Lecture and discussion "Counseling services in women's facilities"
- (2) Lecture "Law for the Prevention of Spousal Violence and the Protection of Victims"
- (3) Lecture and discussion "Basic techniques for counseling services"
- (4) Lecture and discussion "Realities about supervision"
- (5) Workshops "Theme-based training on current issues in counseling"
- (6) Lecture and discussion "Collaboration with related institutions"

The training sessions enabled participants to reconfirm the significance of counseling services in that counseling provided at women's facilities enables individuals seeking counseling to maintain their mental balance by consulting someone about their problems, and become empowered.

(Keiko KOHASHI, Specialist, Program Division, NWEC)

Introduction to our foreign Visitors

On Monday, February 21st, 2005, three representatives of Korean NGOs visiting Japan at the invitation of the Japan Foundation visited the Center. After paying a courtesy call on the President, the party toured the Information Center for Women's Education. Specialists and visiting researchers from the Program Division then explained the Center's programs and investigative researches, and a lively question and answer session ensued.

On the morning of Friday, March 4th, 2005, Professor Jillian Buriak of Alberta University visited the Center as part of a MEXT Japan-Canada Women

in Science, Engineering and Technology Exchange Lectureship. Following a courtesy call on the President, staff and researchers introduced the Center's activities and engaged in opinion exchange, and an in-depth discussion of the status of gender equality in Japan and the International Comparative Research on Women's Learning Needs and Practices (Comparative Research on Four Countries, Japan, Korea, Norway, USA) conducted between 2001 and 2004 ensued.

On the afternoon of the same day, Minister-Counsellor Joana Barros of the Embassy of Angola visited the Center where she paid a courtesy call on the President and described the current status of gender equality in Angola and their commitment to promoting women's education. The Minister-Counsellor expressed great interest in the Center's Study Programs, saying they reminded her of the importance of taking both hard and soft approaches to things. This was followed by an introduction to the Center's programs and a tour of its facilities, during which Center volunteers performed the tea ceremony in Hibiki-Shoin. The Minister-Counsellor appeared delighted to have had the opportunity to experience traditional Japanese culture as well as being introduced to the Center's programs.



On Wednesday, July 13th, 2005, Dr. Kim Namhee and Dr. Chang Mi Hye, two researchers from the Korean Women's Development Institute (KWDI), visited the Center. Following a tour of the facilities and a courtesy call on the President, they engaged in opinion exchange with staff and a lively discussion ensued.

This discussion enabled both parties to share common awareness of the fact that although various issues are involved in supporting women's re-employment in both Japan and Korea, it is important to provide incentives for women to find employment and various things can be achieved through collaboration between institutions such as NWEC and KWDI, and the opinion exchange proved to be very fruitful.

Visit to the Embassy of Kuwait

On Thursday, April 21st, 2005, the President, Secretary General and four other staff from the Center paid Ambassador Azzam Al-Sabah a courtesy call at the invitation of the Embassy of Kuwait. Given that Kuwaiti women were to be granted the right to vote on a local level, this visit was designed to enable the President of NWEC, Japan's national center for women's education, to express her congratulations and engage in information exchange. The President introduced the roles of the Center and its training programs for women in developing countries and the ambassador conveyed his desire to strengthen cooperation with the Center hereafter and for Kuwaiti women to participate in such training in order to promote women's education in Kuwait. Uniting in celebration of women's acquisition of voting rights in local elections in Kuwait, a huge stepping stone in terms of improving the status of women in the Middle East, and being able to confirm the promotion of cooperation towards further measures was deeply significant for the Center's future.

[Subsequent to this visit, the Kuwait National Assembly approved women's voting rights on May 16.]

Report on Women's Worlds 2005

The President and a number of researchers from the National Women's Education Center participated in Women's Worlds 2005 (The 9th International Interdisciplinary Congress on Women) which was held around the theme "Embracing the Earth: East-West/North-South" at Ewha Woman's University in Korea from Sunday, June 19th through Friday, June 24th, 2005. A workshop on the theme "International Comparative Research on the Women's Lifelong Learning" was held at this congress, and NWEC researchers joined project members from America and Korea to present the results of an investigative

research entitled "International Comparative Research on Women's Learning Needs and Practices" which the Center conducted between fiscal 2001 and 2004. (The content of this research was introduced in the previous NWEC Newsletter, Vol.21 No.2.) Held once every three years, Women's Worlds 2005 was the first such congress to be held in Asia. More than 2000 individuals from about 70 countries attended the congress. Approximately 540 presentations were made on 20 sub-themes such as Globalization; Gender Identity; Peace, War & Conflict; Family & Everyday Lives; Culture & Creativity; and Gender & ICT, making it an extremely large-scale international congress. Keynote speaker Ms. Gertrude Mongella, President of the Pan-African Parliament, and other world-famous women activists and researchers were invited to participate in the plenary sessions held each day. In the midst of the many sessions, the Center's workshop attracted approximately 50 participants. An animated question and answer session about education, culture and support systems for lifelong learning in different countries ensued, and our research presentation turned out to be extremely rewarding.



(Kuniko YAMASHITA, Staff of International Affairs Unit, NWEC)

EDITOR'S NOTE

The Independent Administrative Institution-the National Women's Education Center (NWEC) 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.

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