

文部科学省「社会システム改革と研究開発の一体的推進」戦略的環境リーダー育成拠点形成
MEXT “Integrated Promotion of Social Reform and Research and Development” Building Training Bases of Strategic Environmental Leaders Program

「地域からESDを推進する女性環境リーダー」シンポジウム 地域・女性・ESD 日本とアジアを結ぶネットワーク

“Women Leaders Promoting ESD Based on Local Community” Symposium
Local Community, Woman, and ESD Networks Linking Asia and Japan

報告書

Report



2013年11月16日(土) 10:00 - 16:00
神戸女学院大学 エミリー・ブラウン記念館202号室

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Room 202, Emily Brown Memorial Hall, Kobe College

刊行のことば

Message from Dean

人間科学部 環境・バイオサイエンス学科 教授
遠藤 知二

文部科学省「社会システム改革と研究開発の一体的推進」の「戦略的環境リーダー育成拠点形成」の1つとして、2009年より神戸女学院大学大学院 人間科学研究科が中心となって取組んできた「地域からESDを推進する女性環境リーダー」が5年の実施期間の最終年度を迎えるにあたり、今までの成果を明らかにし、今後を展望するためのシンポジウムを企画しました。そのシンポジウムのタイトルが、「地域・女性・ESD 日本とアジアを結ぶネットワーク (Local Community, Woman, and ESD: Networks Linking Asia and Japan)」です。

その企画書の中では、こう書きました。

「このプロジェクトでは、さまざまな環境問題に取り組んできた日本のすぐれた科学技術の知見とともに、日本の社会が培ってきた市民活動や市民参画のあり方を学ぶことで、地域に根ざしたESDを推進できる女性環境リーダーの育成をめざしてきました。生活スタイルや地域社会を持続可能なものに転換していくためには、女性環境リーダーはきわめて重要な役割を果たします。

また、このプロジェクトはアジア諸国から受入れた留学生と日本人学生が互いに刺激を受けながら学ぶ場をつくっています。大学間ネットワーク、学生同士の交流を通じてできる人的ネットワーク、また地域のコミュニティと人とをつなぐネットワークなど、それぞれは小さなネットワークかもしれませんが、それらが重層的に形成されていくことで本学が環境リーダー育成のための『小さな』拠点のモデルとして機能することも、このプロジェクトが構想してきたことでした。」

実際にこのシンポジウムを開催した後での思いとして、「地域」と「女性」と「ESD」という3つのキーワードの組合せは、プログラムを実施しているわれわれにとってだけでなく、ESDの今後にとってもきわめて重要なものと再確認できたという感が強まりました。シンポジウムの前半では、「ESDプログラムの成果から女性環境リーダーの役割を考える」として、アジアの各大学や西宮市のNPO法人からこのプログラムに参画していただいている先生方とプログラム修了生をお招きし、それぞれの立場からこのプログラムに何を期待しているか、女性環境リーダーの役割とは何かなどを話してもらいました。後半は、本シンポジウムの中核となる部分で、日本とアジア諸国を場として結びつけながら、地域、女性、ESDをさまざまな角度から報告してもらいました。今後のESD推進を各方面から期待されていることが、いまさらながらわかったということが大きな成果といえるかもしれません。

独立行政法人 科学技術振興機構、西宮市、一般財団法人 日本国際協力センター、NPO法人 こども環境活動支援協会 (LEAF)、アジア諸国の大学関係者、本学教職員など、日頃からESDプログラムの運営と本シンポジウムの開催にあたってご協力いただいた多くの方々に改めて感謝の言葉を申し上げます。

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1. 関係各位挨拶

Welcome Remarks and Greetings

遠藤 知二 教授 (神戸女学院大学 人間科学部)
Prof. Tomoji Endo (*School of Human Sciences, Kobe College*)

Ladies and Gentlemen, good morning.

I am Tomoji Endo, Dean of Graduate School of Human Sciences, Kobe College. I'd like to say short welcome remarks. Thank you very much for your participation to today's symposium.

I am honored to held the symposium "Local Community, Woman and ESD : Networks Linking Asia and Japan" today. This is a symposium of our ESD program, "Environmental Leaders Promoting ESD based on Local Community". This ESD Program is one of the projects adopted as "Building Training Bases of Strategic Environmental Leaders" of "Integrated Promotion of Social System Reform and Research and Development". This is a big program, which is promoted by Japan Science and Technology Agency. This is financially supported by MEXT.

Our ESD program is only a small part of the whole program. We have conducted the program since 2009. This year is the last year of financial support. Then we planed the symposium to look back the results of the ESD program and feed back the results to future program.

Today we invite four Asian professors and two Japanese lecturers contributing to our ESD program. We also invite two specialists engaging in ESD in Japan and Asia long time as guest speakers. In addition, we invite one of finished students of the ESD program. And three speakers from Kobe College will give talks. I believe that the keywords of "Local Community", "Woman", and "International collaboration" are inseparable key concepts to promote ESD. I expect this meeting will be fruitful for all members of participants.

I'd like to express special thanks to all speakers and all participants, again. Thank you for your attention.



飯 謙 教授 (神戸女学院大学 学長)
Prof. Ken Ii (*President, Kobe College*)

Ladies and gentlemen, thank you very much for coming to Kobe College. I am very happy to tell you, 'welcome to Kobe College' in this wonderful occasion, in the beginning of this symposium, "Local Community, Woman and ESD : Networks Linking Asia and Japan." I am sure that this symposium will be fruitful. I am grateful to you, Mr. Kouno, Mayor of Nishinomiya City, and Prof. Yamashita, from Japan Science and Technology Agency, for supporting our activities.



Kobe College was established in 1875. Now we have 138th. year. Our college was established by two women missionaries from the United States. That was the Meiji era, the dawn of the modern Japan. One of our founders, Eliza Talcott, grew up in the state of Connecticut in the 19th century. She was an 8th generation of the immigrant from England to America. Her father reclaimed and developed a wilderness and established a town, the town where she grew up. She learned that she should find what was needed for the town and for others. She studied at the normal school and became a teacher. She taught in the high school for several years and worked for the emancipation of slaves from the south part of the United States during the American Civil War in the 1860s. She learned to respect others, to live with others and to harmony with others. Then she applied for missionary work, and she brought a message to Japan to respect others, to live with others, to harmony with others. That became our motto 'Love your God, love your neighbor', that means, to respect others, to live with others, to harmony with others.

I think that we can apply this spirit to the environmental studies -- to respect others, to live with others, and to harmony with others. I am sure that this is the purpose of Kobe College and the purpose of this program will cross in this point. I am sure, again, that the symposium, today, will be a fruitful time for us all. Thank you very much.

河野 昌弘 市長（西宮市）

Mayor Masahiro Kouno (*Nishinomiya City*)

Good morning. I am Masahiro Kouno, Mayor of Nishinomiya City. Welcome to Nishinomiya.

皆さん、おはようございます。西宮市長の河野でございます。本日は「地域からESDを推進する女性環境リーダー」のシンポジウムが、関係各位のご尽力によりまして、このように盛大に開催されますこと、心からお喜び申し上げます。また、環境行政をはじめまして、日ごろより本市行政のいろいろな分野にわたりまして、皆さまにはご支援をいただいております。この場をお借りいたしまして厚く御礼申し上げます。さて、今年度、本市は文教住宅都市宣言50周年、そして2003年に環境学習都市宣言をいたしましてから10周年という節目の年を迎えました。

本市では、環境学習都市宣言の基本理念となります持続可能なまちづくりを目指しまして、さまざまな施策を推進しているところでございます。今年（2013年）の4月からは、本市の全域で循環型社会の形成を目指しまして、その他プラスチック容器包装の分別収集を行っております。また、マイバッグでの買い物を推進し、ゴミの減量とレジ袋の原材料となる石油の消費を減らすことを目的として、レジ袋削減の推進キャンペーンを実施しているところでございます。市内の事業者の皆さまにも大変ご協力をいただいております。

昨年度末の3月には、「未来につなぐ生物多様性にしのみや戦略」を策定いたしまして、本市の海と山と川という、素晴らしい自然に恵まれた環境を次世代に引き継ぐための努力をしているところでございます。特に広田山公園にございますコバノミツバツツジ群落が現在衰退をいたしておりますので、その再生のための取組みを進めているところでございます。

また、環境学習都市宣言の行動憲章では各主体のパートナーシップの精神に基づき、地域社会に根付いた環境活動の推進をうたっております。西宮には市立中学校が20校ありますけれども、中学校区ごとにエココミュニティ会議の設置をお願いしております。現在は、19のエココミュニティ会議が設置できておりますが、このエココミュニティ会議では市民、事業者、行政などさまざまな立場の方々々が参画し、各地域の課題を自ら考えてそれぞれの地域の特色を生かした活動の展開をお願いしており、皆さんに頑張ってもらっております。

私たちをとりまく環境に関する諸課題を解決していくためには、このエココミュニティ会議のような地域社会でのネットワークづくりが今後ますます重要となってまいります。このたびの神戸女学院大学大学院が取り組んでおられる「地域からESDを推進する女性環境リーダー」や、大学が取り組んでおられる「地域創りリーダー養成プログラム」では、さまざまな視点から環境問題にアプローチできる人材の育成、それによって地域社会に貢献することのできる女性リーダーの育成を目的としていると伺っております。このプログラムに参加しておられる方々が未来の地域社会を担う人材に成長され、それぞれの地域でリーダーとなられますことを大いに期待しているところでございます。



結びになりますが、本日のシンポジウムが国際的な環境問題について理解を深めていただく上で実りあるものとなりますことを、そしてご参加いただきました皆さまがご活躍されますよう心よりお祈り申し上げて、シンポジウムの開催にあたりましてのお祝いの言葉とさせていただきます。

本日は皆さま、誠におめでとうございます。ありがとうございました。

山下 廣順 プログラム主管（独立行政法人 科学技術振興機構） Prof. Koujun Yamashita (Japan Science and Technology Agency)

私は、文部科学省の「環境リーダー育成プログラム」を統括するプログラム・オフィサーを務めております。このプログラムには、17の大学のプロジェクトが採択されていますが、発足から5年経過した昨年度で5大学の財政支援が終わっています。神戸女学院大学は、今年度でそれが終了します。ただし、その後も、プロジェクトとしては自己資金で引き続き進めていただきたいと申しておるところでございます。教育は、そんなに短期で終わるのではなくて、もっと長期的な展望の下にやるべきだと考えるからであります。



そもそも環境リーダーのプログラムが始まったのは、2007年、第1次安倍政権のときに、イノベーション25という長期的指針が示され、2025年までに環境関連の問題の取組みをどうするのかという、非常に長期的な展望が出されたことによるわけです。それに基づいてこの環境リーダーのプログラムが2008年からスタートしましたが、このとき、研究開発の国際化、持続可能な社会の構築 — これは環境問題で一番重要であり、サステナビリティが非常に強調されました。さらに、これを進めるにあたって、ワールドクラスのリーダーの育成を進めなくてはならない、そのためには、特に大学院の教育システムの改革が必要である。なかでも、各国からの留学生と日本人の大学院生が、国際的な雰囲気の中で一緒に教育を受けながら、環境問題の解決のために研究を進めていくことが有意義であろうといわれております。

通常、大学院はそれぞれの研究科のみで運営することが一般的なやり方ですが、そうではなくて、複数の研究科の専門領域や、あるいは他の分野が一緒になって1つの教育システムを作り上げる「拠点形成」が大学にとって重要になってくるわけです。したがって、その教育プログラムとして、環境科学、環境技術あるいは環境政策などのみならず、もっと極端に言えば哲学的な側面まで含めた教育、特に holistic view、deep thinking が不可欠になり、それをいかに身に付けるかが問われることになります。skill とか knowledge だけではなく、ここではリーダーシップの習得が必須となります。大学としても、リーダーシップ教育というのは初めての試みでございまして、どういう方法で進めていったらいいのか、それを5年間模索しながらある方向を出していくということになるかと思えます。この教育の中で一番大事なことは、フィールド研修であり、自ら実践の場を体験する、特に国内外での長期にわたるインターンシップ等のフィールド研修は非常に大事で、そこで問題を発掘し、解決し、提案をする、そういうリーダーとしてあるべき素養を身に付けていくことが必要であると思っております。環境リーダー育成のプログラムは、要するに大学の実験室に閉じこもっているのではなく、社会全体を実験場として実施するものです。そういう捉え方で研究教育を進めることが大事だと思います。

採択された17大学の現在までの状況を見ますと、5年が終了したこの3月の時点で、長期コースでは、外国人800人、日本人500人の合計1,300人、基本（短期）コース（外国人のみ、1年間）では800人の環境リーダーが育成され、79カ国から学生を受入れています。特に中国、インドネシア、ベトナムが非常

に多く、半分以上を占めています。学生の受入れは、長期コースである修士課程、博士課程、それから基本コース（1年）と3つに分かれており、修士課程、博士課程で受入れた学生が1,300人ということです。あと2年続きますので、そのときまでには多分1,500人ぐらいになるのではないかと思います。現在までのところおよそ47億円の経費が投下されています。大学教育の中で、1人養成するのに数百万円かかるというのが一般的な話だと思いますが、その線に沿った経費ではないかと思います。最終的にはおそらく60億円ぐらいが使われるのではないかと考えております。

神戸女学院大学についてちょっとお話ししておきますと、そもそも採択されたときに、他の16大学に比べて、女子大でしかも規模も小さく、はたして採択したのは良いけれども、どこまでやれるかという懸念がございました。しかし、関係教員等をはじめ大学の努力によりまして、基本コースは外国からの学生、修士課程は日本人の学生というふうなシステムを作られ、ビデオシステムも充実されまして、1年に5名ぐらいを育成するというので、現在まで6カ国から19名ほどの外国人学生が育成されております。非常に努力をされて、大学として立派な成果を上げられているのではないかと思います。とりわけ特徴的なことは、先ほど市長からもお話がありましたように、地域に密着した環境リーダーの育成、あるいはESD教育ということでございまして、それは自治体や企業と連携しながら進めておられるということかと思っております。

これからのこのプログラムは、やはり先ほどいいましたように継続して欲しいということと、それから修了生と大学との間のネットワークをいかにきちんと作っていくかということが大事になるかと思っております。リーダーシップを身につけた学生がこれから社会で活躍することを期待しているところでございます。ありがとうございました。

2. 報告者プロフィール一覧 Speaker's Biographies

	<p>Teresita Ramos Perez 氏</p> <p>アテネオ・デ・マニラ大学（フィリピン） 環境科学学部 教授 専門：陸水学、バイオレメディエーション、 水質研究</p>	<p>Prof. Teresita Ramos Perez</p> <p><i>Ateneo de Manila University</i> (the Philippines) Department of Environmental Science major: Liminology, Bioremeditation, Water quality studies</p>
	<p>Inneke F.M. Rumengan 氏</p> <p>サムラトランギ大学（インドネシア） 水産学・海洋科学学部 教授 専門：バイオテクノロジーを用いた環境研 究</p>	<p>Prof. Inneke F.M. Rumengan</p> <p><i>Sam Ratulangi University</i> (Indonesia) Faculty of Fisheries and Marine Science major: Environmental Studies with Biotechnological Approaches</p>
	<p>Hoang Hai 氏</p> <p>ダナン大学（ベトナム） 国際学部 部長 教授 専門：環境経済評価、科学技術のリスク 分析、環境教育、環境政策分析</p>	<p>Prof. Hoang Hai</p> <p><i>The University of Danang</i> (Vietnam) International Cooperation Department major: Environmental Economic Evaluation, Risk Analysis of Technology, Environmental Education, Environmental Policy Analysis</p>
	<p>Gao Lingbiao 氏</p> <p>華南師範大学（中国） 環境教育センター、基礎教育カリキュラム 研究センター、カリキュラム研究・教材開 発研究所 教授 専門：教育学、環境教育</p>	<p>Prof. Gao Lingbiao</p> <p><i>South China Normal University</i> (China) Centre of Environmental Education, Centre of Curriculum Studies in Basic Education, Institute of Curriculum Studies & Teaching Material Development major: Pedagogy, Environmental education</p>
	<p>長手 聖美氏</p> <p>NPO法人 こども環境活動支援協会（西宮市） 事務局次長</p>	<p>Ms. Satomi Nagate</p> <p><i>Learning and Ecological Activities Foundation for Children</i> (Nishinomiya, Japan) Deputy Director</p>
	<p>Alma Bernadette L. Regalado 氏</p> <p>パシグ川再生委員会（フィリピン） 神戸女学院大学ESDプログラム1期修了生 専門：環境科学</p>	<p>Ms. Alma Bernadette L. Regalado</p> <p><i>Pasig River Rehabilitation Commission</i> (the Philippines) major: Environmental Science</p>

	<p>平川 伸明氏 一般財団法人 日本国際協力センター 総務部長兼国際交流部長</p>	<p>Mr. Nobuaki Hirakawa <i>Japan International Cooperation Center</i> General Affairs Department & International Exchanges Department, Managing Director</p>
	<p>小川 雅由氏 NPO法人 こども環境活動支援協会 事務局長</p>	<p>Mr. Masayoshi Ogawa <i>Learning and Ecological Activities</i> <i>Foundation for Children</i> (Nishinomiya, Japan) Director</p>
	<p>武中 桂氏 神戸女学院大学 人間科学部 環境・バイオサイエンス学科 特任助教 専門：環境社会学</p>	<p>Dr. Katsura Takenaka <i>Kobe College</i> Department of Biosphere Sciences, School of Human Sciences Research Assistant Professor major: Environmental Sociology</p>
	<p>Velma I. Grover 氏 神戸女学院大学 人間科学部 環境・バイオサイエンス学科 客員准教授 専門：廃棄物管理</p>	<p>Assoc. Prof. Velma I. Grover <i>Kobe College</i> Department of Biosphere Sciences, School of Human Sciences major: Waste Management</p>
	<p>遠藤 知二氏 神戸女学院大学 人間科学部 環境・バイオサイエンス学科 教授 専門：動物生態学</p>	<p>Prof. Tomoji Endo <i>Kobe College</i> Department of Biosphere Sciences, School of Human Sciences major: Animal Ecology</p>
	<p>〈司会〉 寺嶋 正明氏 神戸女学院大学 人間科学部 環境・バイオサイエンス学科 教授 専門：食品科学</p>	<p>〈Chair〉 Prof. Masaaki Terashima <i>Kobe College</i> Department of Biosphere Sciences, School of Human Sciences major: Food Chemistry</p>

3. 報告資料一覧

Report materials

文部科学省「社会システム改革と研究開発の一体的推進」戦略的環境リーダー育成拠点形成

「地域からESDを推進する女性環境リーダー」シンポジウム

地域・女性・ESD 日本とアジアを結ぶネットワーク

2013年11月16日（土）10:00-16:00（9:30 開場）

神戸女学院大学 エミリー・ブラウン記念館 202号室

10:00-10:10 主催者挨拶

遠藤知二 教授（人間科学部）

飯 謙 教授（学長）

10:10-10:20 来賓挨拶

河野昌弘 市長（西宮市）

山下廣順 プログラム主管（独立行政法人 科学技術振興機構）

10:20-12:00 午前の部 ESDプログラムの成果から女性環境リーダーの役割を考える

司会：遠藤知二 教授（神戸女学院大学）

101 10:20-10:35 環境的危機に直面するフィリピンの女性

Teresita Ramos Perez 教授（フィリピン アテネオ・デ・マニラ大学）

102 10:35-10:50 インドネシアにおける女性環境リーダーへの期待像

Inneke F.M. Rumengan 教授（インドネシア サムラトランギ大学）

103 10:50-11:05 ベトナムの環境活動における女性の役割

Hoang Hai 教授（ベトナム ダナン大学）

104 11:05-11:20 中国における女性環境リーダーへの期待像

Gao Lingbiao 教授（中国 華南師範大学）

105 11:20-11:35 西宮の地域社会におけるESD実践事例及び女性の役割

長手聖美 氏（NPO法人 こども環境活動支援協会）

106 11:35-11:50 ESDを学ぶことで広がった視野

Alma Bernadette L. Regalado 氏（フィリピン パシグ川再生委員会）

11:50-12:00 質疑応答

12:00-13:15 昼食

13:15-16:00 午後の部 地域・女性・ESD 日本とアジアを結ぶネットワーク

司会：寺嶋正明 教授（神戸女学院大学）

201 13:15-13:35 日本のESDからアジアのESDへ（北九州市を事例として）

平川伸明 氏（一般財団法人 日本国際協力センター）

202 13:35-13:55 環境学習を通じた人づくり、まちづくり

小川雅由 氏（NPO法人 こども環境活動支援協会）

203 13:55-14:15 震災復興と地域女性の実践 -東日本大震災被災地・宮城県北上町の事例から-

武中 桂 特任助教（神戸女学院大学）

14:15-14:30 休憩

204 14:30-14:50 リージョナル VS グローバル -ESDのカリキュラムとネットワーキング-

Velma I. Grover 客員准教授（神戸女学院大学）

205 14:50-15:10 ESDプログラムからの学びと今後の展望

遠藤知二 教授（神戸女学院大学）

15:10-16:00 総合討論

16:00 閉会

17:00 懇親会 於：ラウンジ

MEXT "Integrated Promotion of Social Reform and Research and Development" Building Training Bases of Strategic Environmental Leaders Program
"Women Leaders Promoting ESD Based on Local Community" Symposium

Local Community, Woman, and ESD: Networks Linking Asia and Japan

November 16, 2013 (Saturday) 10:00–16:00 (opens at 9:30)

Room 202, Emily Brown Memorial Hall, Kobe College

10:00 – 10:10 Welcome Remarks

Prof. Tomoji Endo (*School of Human Sciences*)

Prof. Ken Ii (*President*)

10:10 – 10:20 Greetings

Mayor Masahiro Kouno (*Nishinomiya City*)

Prof. Koujun Yamashita (*Japan Science and Technology Agency*)

10:20 – 12:00 Session I

Reconsidering Roles of Women Environmental Leaders with Looking Back Activities of ESD Program

Chair: Prof. Tomoji Endo (*Kobe College*)

101 10:20 – 10:35 **The Filipino Woman Amidst the Environmental Crisis**

Prof. Teresita Ramos Perez (*Ateneo de Manila University*)

102 10:35 – 10:50 **Expectations for Women Environmental Leaders in Indonesia**

Prof. Inneke F.M. Rumengan (*Sam Ratulangi University*)

103 10:50 – 11:05 **The Role of Women in Environmental Activities in Vietnam**

Prof. Hoang Hai (*The University of Danang*)

104 11:05 – 11:20 **Expectations for Woman Environmental Leaders in China**

Prof. Gao Lingbiao (*South China Normal University*)

105 11:20 – 11:35 **ESD Practical Activities and Women Leadership for the Local Communities in Nishinomiya**

Ms. Satomi Nagate (*Learning and Ecological Activities Foundation for Children*)

106 11:35 – 11:50 **How ESD Widened My Perspective**

Ms. Alma Bernadette L. Regalado (*Pasig River Rehabilitation Commission*)

11:50 – 12:00 **Q&A**

12:00 – 13:15 Lunch

13:15 – 16:00 Session II

Local Community, Woman, and ESD: Networks Linking Asia and Japan

Chair: Prof. Masaaki Terashima (*Kobe College*)

201 13:15 – 13:35 **From "Japanese ESD" to "Asian ESD" (Case in City of Kitakyushu)**

Mr. Nobuaki Hirakawa (*Japan International Cooperation Center*)

202 13:35 – 13:55 **Human and City Development through Environmental Education**

Mr. Masayoshi Ogawa (*Learning and Ecological Activities Foundation for Children*)

203 13:55 – 14:15 **Women's Role in Reconstruction after the Great East Japan Earthquake**

— a Case Study of One of the Worst Hit Areas: Kitakami-cho, Miyagi, Japan

Dr. Katsura Takenaka (*Kobe College*)

14:15 – 14:30 **Break**

204 14:30 – 14:50 **Regional versus Global: Curriculum and Networking ESD**

Assoc. Prof. Velma I. Grover (*Kobe College*)

205 14:50 – 15:10 **Lessons from the ESD Program and Future Perspectives**

Prof. Tomoji Endo (*Kobe College*)

15:10 – 16:00 **Discussion**

16:00 Closing

17:00 Reception at Lounge

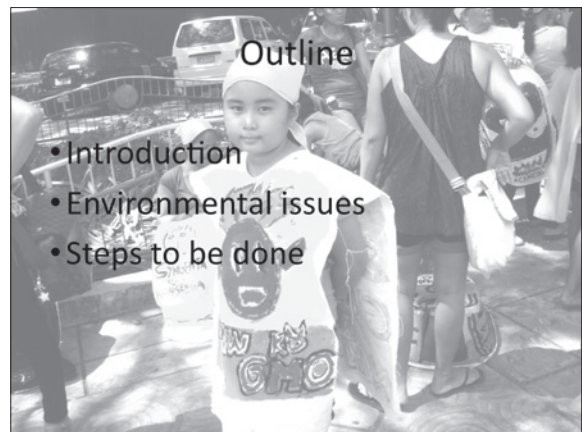
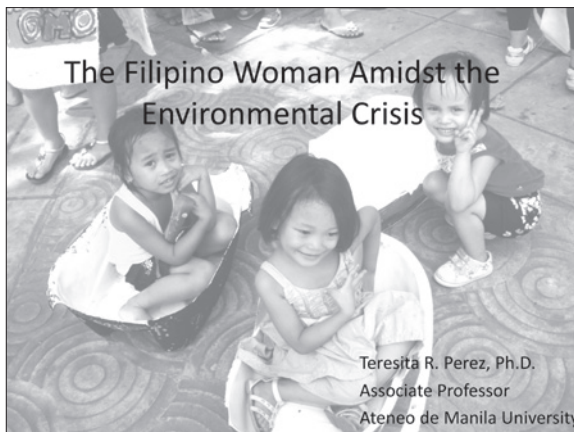
午前の部 ESDプログラムの成果から女性環境リーダーの役割を考える
**Session I Reconsidering Roles of Women Environmental Leaders
 with Looking Back Activities of ESD Program**

101 The Filipino Woman Amidst the Environmental Crisis

Teresita Ramos Perez
Ateneo de Manila University

The role of women in our society has changed significantly in the past three decades. There are more opportunities for them but at the same time face many challenges. It is a reality that women have a significant role in the family and this gender comprise about fifty percent (50%) of the population.

One of the challenges the Filipino woman is faced with are impacts of environmental pollution and the issues of climate change. To maximize the potential of the Filipino woman, one must be able to understand the realities of the status of women and their corresponding roles in each sector of the Philippine population. The international program for Asian women on Education for Sustainable Development (ESD) managed by Kobe College in Japan is very relevant for preparing the Filipino women leaders face the challenges of emerging environmental issues.



The role of women in our society has changed significantly in the past three decades

Women have many more opportunities and face different challenges

When you educate a woman, you educate a generation

Woman makes a family, family makes a home and homes make a society

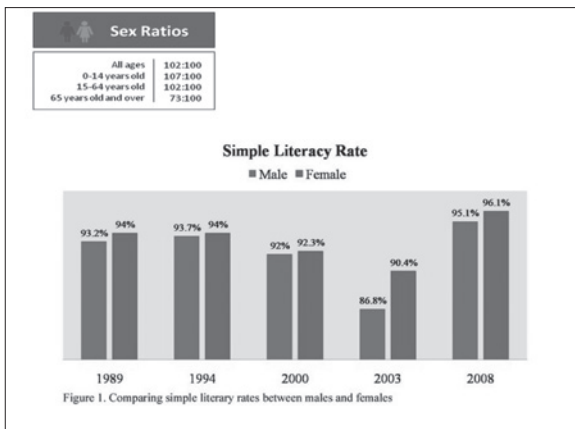
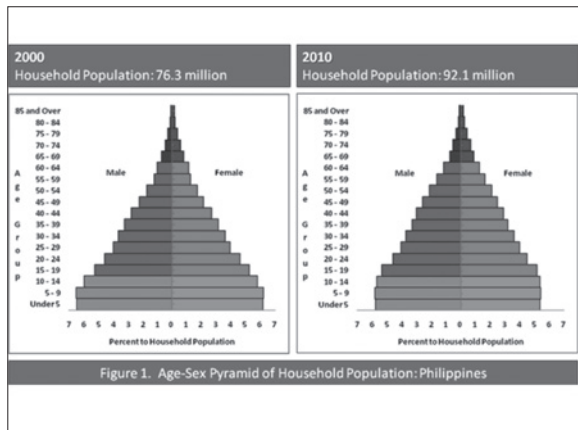
Women produce 50 percent of agricultural output in Asia

With the 7 Billion world population, reducing maternal mortality and achieving universal access to reproductive health is critical to sustainability

The very first and best school of a child is its mother's lap

In war, natural disasters, women and children are most vulnerable

Women are most affected by fluctuating commodity prices




Environmental issues in the Philippines

- Extreme weather events
- Biodiversity loss
- Quality of Air, water and soil
- Solid waste and effluent management

- Rich in limestone
- Rich in mineral resources
- Highly volcanic
- Earthquake-prone


In a few tens of millions of years, islands can disappear!



Philippines: A Center of Biodiversity BUT a Hotspot


84,000,000

Plant and animal species abound most profusely in the humid tropics, where population pressures are also greatest.



What to do.....

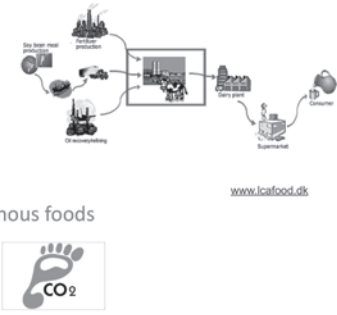
- Understanding the status of women in the Phil.
- Knowledge that women cuts thru various sectors of the society
- Understanding the potential role of women in mitigating environment problems



Role of Women in Sustainable Agri	Role of Urban-based sector of Women
Tend and nurture the land & garden	Adopt a "Green" Lifestyle
Harvest rainwater and recycle compost to fertilize the land	Uses "eco" cleaning products
Hold traditional knowledge linked to customary food systems	Eat locally produced and organic foods
	Recycle trash
	Conserves energy and water

One of the Roles of MOTHERS to mitigate impacts of environmental problems

- Breastfeeds the baby
- Breastmilk a Renewable Natural Resource that is Environmentally Sustainable
- Feeds babies with indigenous foods
- Uses cotton diapers



www.lcafood.dk

blogs.yogajournal.com

Sustainable Development

"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

- Our Common Future
(also known as the Brundtland Report)

The ESD program.... Relevant ?

Formation of future Women environmental leaders in Asia

Broadens their perspective on the protection and preservation of the capability of the Earth to support Life

Prepares them to manage issues of climate change

Women have an intergenerational responsibility to maintain the sustainability of the earth's resources

*Thank you very much for your
attention*

Arigato Gozaimasu

Maraming Salamat po !!!

102 Expectations for Women Environmental Leaders in Indonesia

Inneke F. M. Rumengan
Sam Ratulangi University

Since more than ten decades ago, the implementation of women's rights have become central issue that motivated many Indonesian women moving away from the traditional cultural dictates to the realm of national development. The role of women as environmental leaders has been the emphasis of numerous movements promoting environmental conservation and biodiversity protection. Since most environmental risks are considered to affect mostly women in their everyday lifestyle, their perspectives toward the environment are sensitive and insightful. In Indonesia particularly, there is a large number of environmental issues needed to be addressed carefully and immediately due to their extreme health and safety risks. The emergence of women leaders throughout the years has been valuable in facing the current and to come environmental challenges. This presentation draws attention to a number of environmental movements initiated by and for women in Indonesia. International networks of women ministries and leaders are also underlined to set an example for Indonesia. Based on these discoveries, recommendations were made to help develop and expand the role of women in confronting major environmental issues in Indonesia.




報告資料一覧



CONTENTS

- Women and the environment
- Major environmental pollution in Indonesia
- Indonesian women responses to the environmental challenges
- International network of women ministries and leaders for environment
- Recommendations





Women face the risks

- Women who are often most affected by the increased frequency of extreme weather events wrought by climate change.
- It is rural women who frequently spend half their days trekking long distances to collect water and fuel wood, which in conflict settings
- Women face conflicts while working for family additional income, increases their vulnerability to sexual and gender-based violence,
- In all settings, women reduce the amount of time for education, employment, childcare, and other more economically productive activities.
- It is women who represent the majority of the world's small-holder farmers and who face the disproportionate burden of food insecurity

http://www.buffingtonpost.com/melanne-verveer/women-environmental-movement_b_852124.html

Women's Perspectives of the Environment


- Environment and women are interrelated based on the roles that they play.
- Just like the environment, women are also life-givers, nurturers of life and providers for the sustenance of life.
- In terms of resource utilization, women are the major users of natural resources. Thus, women are directly affected by the state of the environment because of their social and household functions.
- Because their roles are highly dependent on the environment, the women believed that environmental degradation would also lead to women degradation, as this would deprive them of a better quality of life and a healthy environment to the children that they nurture.



http://www.un1998.org/pictures/pdf/ARSA_X_FRCDGS_Y01/GENDER%20C05%20%20R0A%20DEVELOPMENT/4_GURBA_106-112.pdf

Women's Participation in Environmental Protection


- Women's nature of involvement in the environmental protection is along the technical training, policy advocacy, project proposal preparations, planning and program designing and supervision of environmental programs.
- The women have also developed their own informal approaches to problem solving. Rural women groups represent the first level of the institutional framework needed to ensure **bottom-up development processes**. The traditional knowledge of women are vital inputs to activities involved in the sustainable use of natural resources.



http://www.un1998.org/pictures/pdf/ARSA_X_FRCDGS_Y01/GENDER%20C05%20%20R0A%20DEVELOPMENT/4_GURBA_106-112.pdf

Women's Motivations to Work for Environmental Protection and Conservation

- Women believed that the only way to protect themselves and their families is to protect the environment around them.
- They also recognized the need to conserve the natural resources for the next generations and believed that they could contribute to environmental conservation and management in their own personal capacities.
- These women used their creative and productive energies to work for the environment to express their deep concern for their children and future generations.




http://www.un1998.org/pictures/pdf/ARSA_X_FRCDGS_Y01/GENDER%20C05%20%20R0A%20DEVELOPMENT/4_GURBA_106-112.pdf

MAJOR ENVIRONMENTAL POLLUTION IN INDONESIA



INDONESIA - A nation in Southeast Asia, shares borders with Singapore, Malaysia, Brunei Darussalam, Philippines, Timor and Australia
Population : 237,841,326 (2010, national Statistic Bureau)


Major Issues



FLOOD **DEFORESTATION** **DROUGHT**
HIGH POPULATION **WATER WASTE** **SOLID WASTE DISPOSAL**


Air Pollution

Rapid urbanization, industrialization and land clearing palm oil plantation (forest fire) in Indonesia tend to cause chronic air pollution problems



Indonesia Fuels, Vehicle Status - <http://www.kubbb.org/>


INDONESIAN WOMEN RESPONSES TO THE ENVIRONMENTAL CHALLENGES



President Sukarno with leaders of the Indonesian Women's Congress in June 1950


Raden Ayu Kartini (1879-1904), was known as a pioneer in the area of women's rights for Indonesians.

Out of Dark Comes Light



Indonesian Women

- Many women in Indonesia choose to reside in cities instead of staying in townships to perform agricultural work because of personal, professional, and family-related necessities, and economic requirements.
- These women are moving away from the traditional dictates of Indonesian culture, wherein women act simply and solely as wives and mothers.
- At present, the women of Indonesia are also venturing actively into the realm of national development, and working as active members of organizations that focus and act on women's issues and concerns



http://www.kufca.org/ourwomen/Indonesia/Indonesia_wom.html

Demographic Profile of Women in Indonesia

Total percentage of female demographic	49.7% (2010)
Females over 25 with secondary education	36.2% (2010)
Women in labor force	51.2% (2011)
Gender Inequality Index	0.494 (2012) Ranked 106 th out of 148
Global Gender Gap Index	0.651 (2012) Ranked 97 th out of 135

<http://data.worldbank.org/indicator/SP.POR.TOTLFE.ZS>
http://www.indexmundi.com/Indonesia/demographics_profile.html


Indonesian Women's Movement

- The roles of **Indonesian women** today are being affected by many factors, including increased modernization, globalization, improved education and advances in technology
- After a surge of foreign multinational investors began investing in Indonesia during the **1970s**, many Indonesian women became the "prime workforce" and a source of cheap laborers in manufacturing businesses
- In most major cities like **Jakarta** and **Surabaya**, the modernized and enlightened female workforce tends to postpone the marital age until most possibly late 20s and early 30s
- In 2001, Indonesia's first woman president, **Megawati Soekarno Putri**, got elected—proving that democracy really rolling in the archipelago
- More **scholarships** awarded by Indonesian government (and also some other institutions other than the government) were given to women, and resulted in higher achievement in their latter life

http://en.wikipedia.org/wiki/Women_in_Indonesia

Women and Youth Leadership Focus of IRI (International Republican Institute) Conference

- To discuss the emerging role of women and youth as agents of social change
- Share their own leadership experiences and discuss challenges to youth and women political participation and empowerment in their provinces.



<http://www.iri.org/news-events/press-center/news/women-and-youth-leadership-focus-iri-conference-indonesia>

State Ministry for Women's Empowerment

- Since 1983 Indonesia has *Menteri Pemberdayaan Perempuan dan Perlindungan Anak Indonesia* who manages woman empowerment and children protection
- the economy now seems to be improving (high GDP growth in 2012 as high as 6.2%)⁽⁶⁾ and some programs had been done by the government to help promote the health and welfare of women and child.



Linda Amalia Sari

<http://www.humantrafficking.org/organizations/104>

Program for Pollution Control, Evaluation, and Rating (PROPER)

- The program was an innovative attempt to mitigate the problems associated with pollution under the umbrella of the Government of Indonesia's Environmental Impact Agency (BAPEDAL). PROPER was launched in June 1995 with support from the World Bank, USAEP/USAID, and Canadian and Australian development agencies.
- The objectives of this novel regulatory tool are
 - to promote industrial compliance with pollution control regulations,
 - to facilitate and enforce the adoption of practices contributing to "clean technology,"
 - to ensure a better environmental management system.

<http://proper.menh.go.id/proper%20baru/Eng-Index.html>

Transformational Women's Leadership Program (TWL)

To strengthen the rights and roles of Indonesian women and to increase women's opportunities for political decision-making and representation in the public sphere.

With emphasis on:

- Building the capacity of women's organizations to provide ongoing **leadership development** for hundreds of community and political leaders across Indonesia
- Utilizing **media to empower women** around issues of political participation, rights and justice, and to **increase the population's awareness of women's roles** as agents of social change through civic and political participation

http://www.ufcg.org/programmes/Indonesia/Indonesia_wps.html

Electronita Duan



- Also known as Eton, is the 2011 N-PEACE (Engage for Peace, Equality, Access, Community and Empowerment) Award winner from Indonesia.
- Eton works to promote peace on a grassroots level in the Maluku Islands, which were devastated by a religious conflict from 1999 to 2002.
- She has worked to promote peace through education and economic activity; her microfinance programs, designed to help women reintegrate into postconflict society, now reach thousands of women across the Malukus.

http://www.sfcg.org/programmes/indonesia/indonesia_wp.html

Women Transforming Conflicts



In implementing this project, SFCG (Search for Common Ground) worked in divided neighborhoods in East Jakarta, Central Kalimantan, Madura and Papua to support the role of women in conflict transformation through micro-credit and income generation activities, participatory theater, and peace forums.

http://www.sfcg.org/programmes/indonesia/indonesia_wp.html

Political Constraints

- Countries such as Indonesia face a tough challenge in choosing and designing policy instruments to deal with industrial pollution.
- Conventional regulation (such as requirements to use best available technology) is known to be grossly inefficient, since it provides no incentive for firms to innovate.
- Furthermore, the whole process of setting standards is easily manipulated by powerful industrial lobbies.
- Indonesia was historically known for a high degree of centralization of both political and economic power . It is, therefore, hard for understaffed environmental regulators to enforce meaningful and costly requirements.
- Under such conditions, environmental regulations can even be co-opted to keep new, cleaner entrants out and further solidify the dominance of old, heavily polluting industries.

INTERNATIONAL NETWORK OF WOMEN MINISTRIES AND LEADERS FOR ENVIRONMENT



Women, Peace, and Security

- Despite promising developments such as quotas designed to ensure women's political participation, Indonesia remains a highly patriarchal society, and women are still underrepresented in government and civil society.
- The UN Security Council's Resolution 1325 on Women, Peace and Security stresses the key role women play in maintaining peace and reconstructing post-conflict societies and emphasizes the need for women's full participation in peace building and security efforts
- In line with this goal, Search For Community Ground (SFCG)'s programs aims to build the capacity of women as leaders and peace builders on multiple levels of Indonesian society in order to ensure lasting peace and stability


Women Environmental Leadership

- There is a celebration of green women during women's history month. An enormous difference is evident through their conservation work
- There is an increasing number of women who are in leadership roles in sustainability.
- Spotlighting ten women environmentalists in the United States who work tirelessly to protect the environment:

Erin Carlson (Director of Yahoo! For good), *Karen Flanders* (NGO), *Hannah Jones* (Vice President of Sustainable Business), *Diane MacEachern* (Founding of Green Moms Carnival), *Christina Nicholson* (Sustainable Development), *Bonnie Nixon* (Hewlett Packard), *Dianne Dillon-Ridgley* (Human Rights Activist), *Emma Stewart* (Autodesk's Sustainable Initiative), *Elizabeth Sturcken* (Environmental Defense Fund), *Kathrin Winkler* (EMC Corporation)

<http://greeneconomypost.com/women-in-sustainability-8302.htm>

N-PEACE
(Engage for Peace, Equality, Access, Community and Empowerment)



- October 2010 marked the tenth anniversary of the UN Security Council's Resolution 1325 on Women, Peace, and Security.
- In order to reflect on challenges that remain for women, as well as successes achieved in the wake of the resolution, the UNDP Asia Pacific Regional Centre brought together over thirty representatives from civil society, government and UNDP offices based in Nepal, Indonesia, Timor-Leste and Sri Lanka for a meeting in Bangkok, Thailand.
- A multi-country network - N-PEACE (Engage for Peace, Equality, Access, Community and Empowerment) - arose out of the meeting. N-PEACE primarily supports strengthening the role of women in leading community recovery, and in building and restoring peace.

AusAid, 2011

- The proposed Women in Leadership Program aims to strengthen the voice and influence of women through supporting national women's organisations and networks, build coalitions within the government and private sector to achieve positive change for poor women.
- This concept note is provided for the information of prospective tenderers and other interested stakeholders.
- A draft design document once finalised will be provided for the information of prospective tenderers in advance of the release of the Request for Tender (RFT).

<http://greenecconomy.govt.nz/women-in-sustainability-8309.htm>

Women, Environment, and Development (WEB) Debate

- The women, environment, and development debate (WED) began in the early 1970s due, largely in part, to the oil crisis.
- In Mexico-City, in 1975, at the First World Conference on Women, Vandana Shiva introduced the issue of **women and the environment.**^[5] Concern was raised about the depletion of forestry resources as people began to realize that those resources were finite.
- Women's role in agriculture and their role as woodfuel users began to come under scrutiny. Soon, a major connection was made between the impact environmental development had on women. According to Schultz et al.
- The WED debate continues today but is more focused on globalization and sustainable development.^[5]

<http://scholarcommons.usf.edu/ehd/1549>

UNEP – Women in Decision Making

- On the occasion of International Women's Day – 8 March 2006 – on the theme: "Women in Decision Making: Meeting Challenges, Creating Change", UNEP (United Nation Environment Programme) is paying tribute to the contributions of women to environmental conservation and management.
- UNEP invites individuals and organizations to add to this list by nominating women who they feel have made a significant and recognized contribution, nationally, regionally or globally, to the field of the environment. Eventually, UNEP would like to produce a comprehensive Who's Who of Women and the Environment.
- Persons can propose themselves, or they may choose to nominate a third party. Eligibility will be based on proven achievements.

http://www.unep.org/women_env/About/index.asp

RECOMMENDATIONS

By supporting new leadership and building up the organizational basis for improving women's access to decision-making over resources, rules, and operational procedures in domains of key importance to the poor, the program will be contributing to the promotion of transformational changes to the nature of gender relationships.

RECOMMENDATIONS

Develop program that enhance woman build leadership within government and civil society around a series of core thematic areas that have been identified through consultations and analysis as constituting key constraints to advancing the needs of poor women.

RECOMMENDATIONS

Equality

- We must ensure that women have an equal seat at the table in decision-making processes that shape environmental policies and natural resource investment decisions at all levels of government.
- From local village councils, to national planning processes, to international and multilateral development institutions and funds, it is essential that policies and programs be instilled with a spirit of inclusion, innovation, and equal participation of women.

RECOMMENDATIONS

Expanding opportunities for women

- Women and girls must be provided with opportunities to further develop knowledge and solutions to environmental challenges. This means that we must invest in girls' and women's educational opportunities in science, technology, engineering, and math (STEM), etc.
- We need to do a better job of removing barriers and developing opportunities for women in science through mentoring and by encouraging institutions, both public and private, to support women in science at every level, including in the environmental sciences

RECOMMENDATIONS

Building women's role in the burgeoning green economy

- Women confront barriers in starting or expanding small-and-medium-sized businesses, such as access to training, networks, finance, technology, and markets, among others.
- These challenges need to be addressed if women's potential to grow economies and generate green livelihoods is to be fully tapped

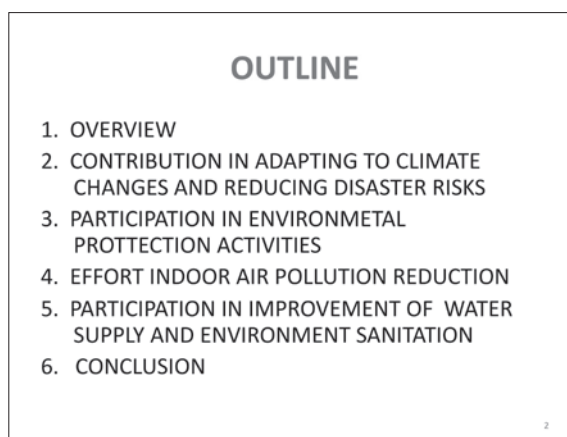
THANK YOU

103 The Role of Women in Environmental Activities in Vietnam

Hoang Hai

The University of Danang

In Vietnam as well as in the World, women's status is determined by a complex interaction of social, family, economic, and cultural factors. Women understand that natural resource conservation and environmental protection activities can have direct benefits for women and their families. Since the World Conference in Rio de Janeiro, Brazil in 1992', the role and position of Vietnamese women in environment protection have been recognized and enhanced. They have equally involved in the cause of environment protection and poverty alleviation. For example, Vietnamese women have a significant contribution to the implementation of the National Strategy on "Water Supply and Environment Sanitation in Rural Areas" to help rural people accessing to clean water and using hygienic latrines in the areas. Besides, they also contribute to climate change adaptation and disaster risk reduction with preparedness activities: preparing food and drinks, repairing houses and etc. Furthermore, they are rarely involved in making decisions on disaster management in local governments, such as the Committee for Flood and Storm Control and Search and Rescue Committees. On the other hand, to protect the environment, provincial Women's Union in Vietnam organized the writing contests on "Environmental protection activities" or established female groups of "self-management in environmental protection", clubs of "Women take part in environmental protection" and etc. Affirming the role of women in the environmental protection activities could help to bring the most effectiveness in environmental protection and sustainable development.



1. Overview

Key Indicators

Population	mn.	86.9	HDI	0.593	GDP p.c.	\$	3205
Pop. growth ¹	% p.a.	1.1	HDI rank of 187	128	Gini Index		37.6
Life expectancy	years	75	UN Education Index	0.503	Poverty ³	%	38.5
Urban population	%	28.8	Gender inequality ²	0.305	Aid per capita	\$	42.9

Sources: The World Bank, World Development Indicators 2011 | UNDP, Human Development Report 2011. Footnotes: (1) Average annual growth rate. (2) Gender Inequality Index (GII). (3) Percentage of population living on less than \$2 a day.

3

1. Overview

- GHG: CO2 emissions rose from 0.6809- 1.1768 metric tons in 2000- 2004.
- Consumption of ozone-depleting substances has risen from 369.4-458.7 metric tons in 2000-2005.
- Vietnam is one of world's most biologically diverse countries - 10% of the world's species - in danger due to agricultural expansion;
- The percentage of terrestrial and marine areas protected rose from 2.5% in 1998 to 3.6% in 2008;
- MONRE (Ministry of Natural Resources and Environment) initiated some positive changes, e.g. the capital city's first recycling plant, power-cuts to businesses....
- The land area covered by forest has increased from 28.8% (1990) to 39.7% in 2005 – due to reforestation initiatives - FAO & the MONRE.
- FAO are helping to promote sustainable deforestation – preserves bio-diversity, forest coverage & creates employment and industry.
- Livelihood of 70% of the rural population is based on exploitation of natural resources - sustainable agriculture practices are focusing.

1. Overview

To address the identified problems the Government has made strong efforts to improve the related legal and policy framework and has spent significant public resources on implementing various national targeted programs (including the 2006-2010 National Program for Plantation of 5 millions ha of Forest, the 2011-2015 National Program addressing the pollution in craft villages, and the 2011-2015 National Energy Efficiency Program). The awareness of the problems of climate change is reflected in the approval by the Prime Minister of the National Strategy on Climate Change and the 2009-2015 National Targeted Program to Address Climate Change..

Pollution, including air, water and solid waste, remains serious in Vietnam. The legal enforcement is an immense problem, despite the establishment of the Environment Police in the Ministry of Security and Police. No less than 70% of more than million m3 of waste water flows from industrial parks without pollution treatment. A majority of the operating industrial parks (57%) have not built a central waste water treatment system. The handicraft villages are also causing pollution, as there is not treatment of either waste water or solid waste.

5

1. Overview

Legislation, policies, programs and achievements

- In April 2000, the National Rural Clean Water Supply and Sanitation Strategy up to Year of 2020 was approved by the Government, with the target of 100% rural population using clean water, accessing proper toilet facilities and preserving the environment at the communal level.
- In December 2003, the Government approved the National Strategy for Environmental Protection 2010, which strives to ensure that 100% of the urban population and 95% of the rural population use clean water and hygienic systems.
- At present, the National Plan of Action for Environmental Protection in the period 2001-2005 has been implemented at all central and local levels and continue for phase 2, phase 3.
- The Ministry of Education and Training has implemented the project on strengthening the work of environmental education.

6

1. Overview

- Vietnam's population is still unbalanced, with 50.54 % females and 49.46 % males (2011);
- 32 % of the households are headed by women;
- Women make up 53% of farming population;
- Women hold dual responsibility for farm and household management;
- Women above 25 have a 15 % lower literacy rate than men in rice farming women have a substantial role, which is enlarging;
- Women are actively involved in aquaculture, artisanal fisheries and manage small livestock production;
- Marketing of agricultural products is mainly done by women;
- Women contribute actively to household income through marketing, petty trade, food processing and handicrafts;
- Women's contribution as family labour is undervalued and rarely included in accounting as work;
- There are no substantial gender disparities in basic human capacities, according to the last ratings in the HDI.

7

1. Overview

With high education and available micro financing, women have increasing opportunities, though gender roles still discourage them from participating in politics, leading businesses, or owning land

- | Policy & Employment | |
|--|--|
| • Law on Gender Equality, 2006 is an effort to close the gender wage gap. In 2007, the Law on Domestic Violence Prevention and Control was passed. | |
| • Women's liberation movement drove today's high labor force participation (74%) | |
| • The Vietnam Women's Union, one of the strongest rural organizations, has over 13 million members | |
| • Microfinancing will be available to 60% of rural women by 2015 | |
-
- | Cultural Background | |
|---|--|
| • Female-headed households are particularly affected by high and rising food and energy costs (20% of all HH) | |
| • Family-based violence is little discussed, as it is culturally accepted, with nearly 30% of women having experienced it within the last year, and 58% in their life | |
| • Gender based violence perpetrated by strangers is rare and largely unreported | |

Gender Equality Statistics		
	Male	Female
Primary school attendance	96%	91%
Secondary school attendance (net)	80%	78%
Representation in National Assembly	74.24%	25.76%
% of Entrepreneurs	75%	25%
Literacy	96.1%	92%
Gender Inequality Index Rating	128P/187 (Medium)	
Income Ratio	116P/182	

8

1. Overview

In recent years, the Vietnamese government has taken some positive steps to promote gender equality, including supporting policies and programs aimed at increasing women's participation in public decision-making and political life. While these efforts have been quite successful in increasing the number of women who hold public office, little effort has been made to build capacity of women to be effective once in office. As a result, even when women do manage to enter the political arena, they often find themselves marginalized in the male dominated culture, with real power remaining in the hands of a select group of men



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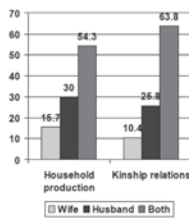
1. Overview

- Women's representation in the National Assembly is currently at 24.4% which is the lowest percentage over the last 4 terms.
- At sub-national level, women represent 26% of elected officials in People's Councils. At this time, 3% of People's Council Chairs are women.



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Power in the household



- Rural women have less decision making power regarding family businesses
- Attending village or commune meetings is commonly considered a man's task.
- Women only go to public meetings when men are busy

VASS 2008:166

10

(Source: L C Thanh, 2008, Women's vulnerability and Policy Framework for Climate Change Adaptation – Vietnam)

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1. Overview

Table 3: Percentage of Women in Central, Provincial, District and Commune Party Committees during 2001-2005, 2006-2010 and 2011-2016

Executive Committee	2001-2005	2006-2010	2011-2016
Central level	8.6	8.13	8.57
Provincial level	11.32	11.75	11.37
District level	12.89	14.70	15.01
Commune level	11.88	15.08	18.01

Source: Viet Nam Women's Union, 2011

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1. Overview

Table 4: Percentage of Women in Provincial, District and Commune Levels for the Ten-Year Period 2001-2016

	Provincial level		District and Commune level			
	2001-2005	2006-2016	2001-2005	2006-2010	2011-2016	2017-2021
Party Secretary	1.6	6.1	5.5	0.9	4.59	7.25
Vice Secretary	6.6	3.1			7.25	
Permanent Committee	7.3	7.1		3.7	5.83	
Executive Committee	11.3	11.1	15	11.9	14.36	18

Sources: Document of the Xth National Committee <http://www.vass.gov.vn>

and website of Central Organizing

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1. Overview

Women's Union (WU) in Vietnam:

- WU is a mass organization which broadly mobilizes Vietnamese women, affiliating 4 levels from central to grassroots level. The WU has obtained many achievements on poverty reduction, improving educational level, reproductive health care and promoting women's participation to politics in multi levels and sectors
- The Women Unions at all levels has held many IEC activities aiming to enhance gender awareness in community, extend awareness on women's roles in leadership and decision-making, highlight case studies of outstanding performance of women in management via public media, strengthening women's confidence and mobilizing social recognition to women in leadership and decision-making.
- The WUs at all levels has initiated events on annually occasions, for instance, organizing women's cadres meeting on occasions of International Women's Day or Establishment of Vietnam WU (20th October), praising achievements of women's cadres and providing them opportunities of information exchange and experience sharing, networking and cooperating activities toward gender equality.

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1. Overview

Women in Environmental activities: Obstacles and challenges

- A number of environmental trends have an impact on rural livelihood in general and on women's lives in particular. Women are usually disproportionately affected because they are more dependent on natural resources in order to carry out their farm and household activities:
 - Soil degradation is apparent due to intensive use of chemical fertilizers, pesticides
 - Soils in upland areas have grown thinner
 - Paddy crops are grown soils have become saline
 - Pest and disease outbreaks have been occurring more frequently because of improper use of pesticides.
 - Rice and fish production system is adversely affected by pesticide use. The process of deforestation reduces forest resources available to the households and leads to soil degradation. Fish resources are declining due to overfishing.

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Better?



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1. Overview

In environment (con't.)

- Women are not yet fully aware that environment is one factor to ensure sustainable development. Coordination between functional agencies and the women's unions at all levels in implementing programmes, activities on environment is not effective.
- The impact of environmental policies related to women and the integration of gender into environmental protection is weak.

Therefore,

- Research on the interaction between women and environment in Vietnam is necessary to develop a suitable proposal to strengthen women's role in policies, programmes of environment and sustainable development.

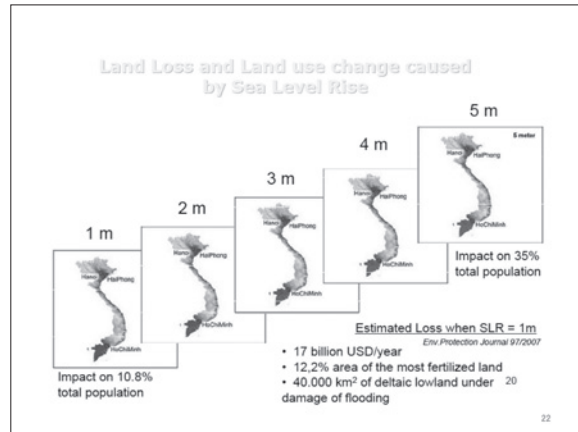
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2. Contribution in adapting to climate changes and reducing disaster risks

- Between 1990-2010, Viet Nam ranked sixth among countries suffering the biggest losses from disasters with 445 deaths and damages worth US\$1.8 billion every year. Seven storms had occurred since early this year, leaving about 200 dead and missing and causing total losses of VND4.4 trillion (\$211 million) (UN)
- Some areas of Vietnam has long suffered from floods, storms and drought. During the flood season most of the households here have no electricity or running water because of the damages caused to the electric lines.
- Women in Vietnam plant casuarinas to prevent flooding and have contributed considerably in adapting to climate changes and reducing disaster risks by disaster preparedness activities, including preparing food and drinks, harvesting, repairing houses, packing and finding safe places for valuables and having plans for evacuation;
- Local women were more active and knew exactly what to do before, during and after floods and storms to regain their life. More and more husbands were agreeing to let their wives join disaster prevention work;

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2. Contribution in adapting to climate changes and reducing disaster risks

- Community-Based Disaster Risk Management project supported by the Women's Union, women had the opportunity to participate in several trainings and workshops on how to deal with disasters, reduce risk and prevent diseases during floods and storms;
- Together with the Viet Nam Women's Union, local women association have planned and organized information sessions for other women in the villages; make performing plays on disaster risk reduction and disease prevention;
- The awareness raising activities on disasters and the prevention of diseases were very useful and practical for all members of the communities; women, men and children;
- Women and people in the community participated in the **construction** of the evacuation roads by dedicating their time and money to buy the cement;
- Vietnamese women were rarely involved in making decisions on climate change adaptation and disaster risk reduction in local governments, such as the Committee for Flood and Storm Control and Search and Rescue Committees. They simply accepted tasks of food distribution and first aid. Now a days, women's union had become a permanent member of the provincial Committee for Flood and Storm Control and had had their own voice over natural disaster prevention and control.

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2. Contribution in adapting to climate changes and reducing disaster risks

- Findings - Under the same natural conditions, people living in more urbanized districts suffer with more inundation and risks from polluted floodwater than those who live in less urbanized districts. Notwithstanding, people in lower urbanized districts are more vulnerable since they have a low capacity to cope with flood and pollution due to flood-prone living conditions, poverty and lack of awareness on the changing variability and water pollution. Gender analysis in this research has found that men and women play different roles in coping with hazards, and women suffer with more risks
- (Source: Tran Thanh Tu, Adaption to flood risks in Hochiminh City, Vietnam)
- could be mobilised and co-ordinated to give support to humanitarian work through their networks. This would also boost the decision-making of women at all levels:
- Viet Nam should have a law that included provisions to ensure taking disaster risk reduction measures were the responsibility of both sexes.

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Voice in the community

- Women participating in local People's Council = 23.8% at provincial, 23.2% at district and 20% at commune level.
- Women's involvement in local Committees for Flood and Storm Control is limited to child-care and food distribution, women tend not to be involved in decision-making
- ➔ Needs and views of women may be not taken into account in adaptation plans

(Source: L C Thanh, 2008, Women's vulnerability and Policy) Framework for Climate Change Adaptation - Vietnam)

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3. Women with environmental protection activities

WU at all levels have organized the activities as below:

- Community in environmental protection: Synchronous way to have a clean and beautiful environment at requirements for the local sustainable development;
- Provincial Women's Union organized a writing contest on "Initiative on environmental protection and management, use of land" with 10,500 entries from officials and members;
- Provincial Women's Union and its affiliates also launched the campaign of building "5 no, 3 clean" families, which was concretized by 2 clubs of "5 no, 3 clean" families and 40 female groups of "self-management in environmental protection", 2 clubs of "Women take part in environmental protection", implementing the models of "voluntary Saturday", "green Sunday" ...;
- To take part in environmental protection: Establishing "self-management groups on environmental protection" with households in areas signed pledges on environmental protection;
- Speed up the propaganda work on environment to raise public awareness of environmental protection; promoted exchange visits and shared experiences in the field of environmental protection; strengthened community-level mechanism and policies...

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3. Women with environmental protection activities

Women activities in environment:

- Work to help protecting the environment;
- Collecting garbage;
- Going to schools and universities to meet students and discuss about environmental problems;
- Working with poor women at fisher village, mountainous villages and rural village to promote environmental conservation and sanitation;
- Do fund-raising for the poor women by involving them to micro-finance projects;
- Take part in workshops for information about environment in the country.

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3. Women with environmental protection activities

In rural:

- Rural women unions encourage female farmer recycle agricultural wastes for composting. It would help to reduce solid waste discharged to rural environment;
- Raising micro-finance to build biogas digestion at pig framers;
- Encourage women use **their own shopping bag** instead of the use of nylon bag;
- Burry organic waste at home garden to reduce bad smelling;
- Encourage female farmer to reduce in the use of pesticides and collect pesticide containing bags, can after used;
- Ask the female retailer at the markets don't give much nylon bags to the consumers.

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3. Women with environmental protection activities

- Establish club of "solid waste change to money"; "paper bag producing" group; "Electric power saving" group; "Wetland re-forestation" association;
- Mobile dustbin event in rural areas;
- Participate in National Programmes: Poverty alleviation, "Water Supply and Environment Sanitation in Rural Areas" and etc.
- Each woman have duty to collect information about solid waste collection and treatment; wastewater treatment, non-sanitation areas, hot spots on environmental problems in their areas; establishing "Women in environmental protection" movement;
- To keep continue for the programs or movement, women union hold meeting to award or evaluation regularly or monthly.



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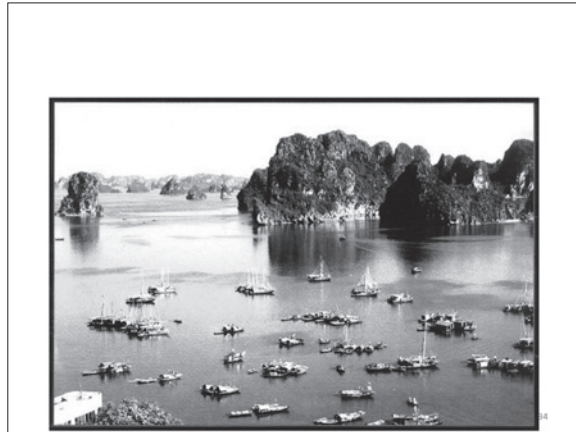


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3. Women with environmental protection activities

Some results:

- As a member of the National Steering Committee on Rural Water Supply and Sanitation (RWSS), the VWU has conducted many programs and activities related to environment. Their objectives are to enhance the awareness of all strata of women:
 - 400 VWU's key staffs have been trained on planning activities to protect environment and foster state management skills related to this work;
 - 49,000 VWU's motivators have been trained on communications skills for environmental activities at grassroots level;
 - A large number of VWU units participate in the Saturday clean up day of the lane, alley or street in which they live;

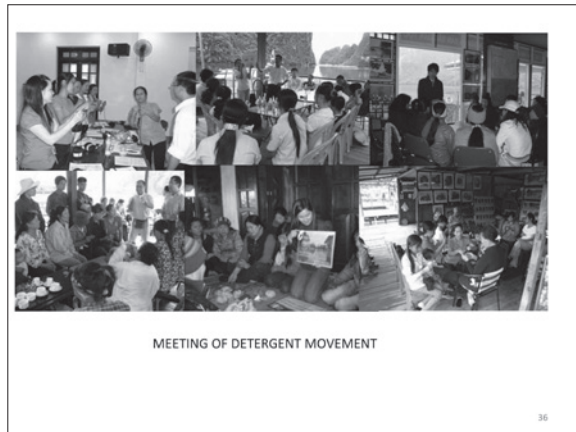


Movement on detergent use

In Quang Ninh province:

- In Vietnam, fish net is widely used when dish washing, but much detergent is used because of not easy to lather. In this regard, using acrylic scrubbing pads was introduced to wash dishes with less detergent.
- As for clothes washing, residents also used too much detergent without measuring. Therefore, it was promoted to use appropriate amount of detergent indicated on detergent packaging.
- To promote these approaches, workshops were organized to train some residents as community leaders at first, then resident seminars were organized to promote them among all residents.
- These activities were carried out with the close cooperation of the Quang Ninh Provincial Women's Union, in conjunction of their own activity to promote clean kitchen, clean house and clean community. Besides, when Women's Union staffs visit floating villages, they monitored the use of detergent at some households and provided additional instructions and assistances.

With these efforts, many residents have come to use acrylic scrubbing pads and care about the use of detergent at the end of the project.



MEETING OF DETERGENT MOVEMENT

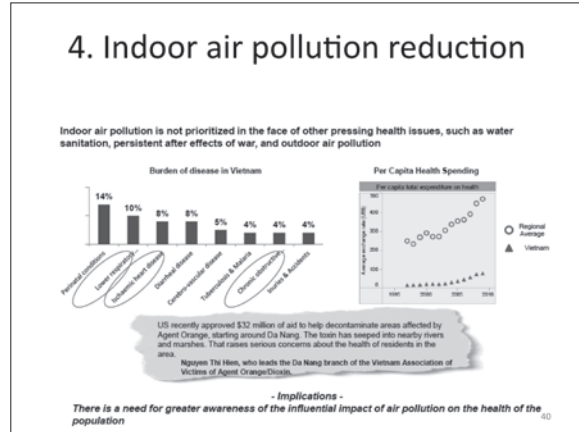
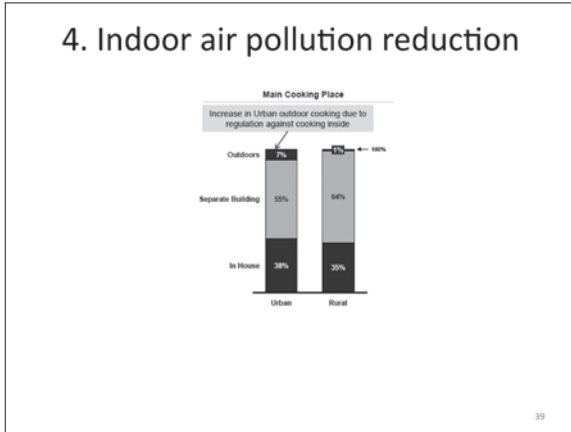
“Limit use of nylon bags” in Hanoi

- Being aware of the threat of the “nylon bomb” which is invading community life, the Government of Vietnam has implemented national-level programmes mobilizing people to minimize use of nylon bags in daily life, as well as issued policies to support and encourage enterprises producing packages and plastic to shift to environmentally friendly packages. In supermarkets and shopping malls in big cities, customers have nylon bag limits or are provided biodegradable or recycled bags.
- The environmental protection campaign limiting nylon bag use: Women in daily housework.
- Hanoi Environmental Protection Fund associated with Hanoi Women's Union to initiate the programme “Limit use of nylon bags”; exchange waste paper for environmental-friendly bags, made paper bags to replace nylon bags.
- The Union also mobilized all the staff, members and their families to observe the programme, playing a backbone role to maintain the programme “For a clean environment, the capital's women and people do not litter,” maintain and improve the quality of roads and streets with cleanliness – urban politeness, self-controlled roads, and clean, green and beautiful streets.

4. Indoor air pollution reduction

In the developing countries of Asia over 1.9 billion people rely on biomass for cooking. According to the cooking activities and cultures of Vietnam families, women usually are the people who collect wood and cook in the kitchen, so they are very interested in their cooking condition. On the other hand, the women and girls are usually suffered from smoke of the kitchen.

WU is an organization of Vietnam women which has network from national to commune, village levels. (Source: VUSTA, Final report) (Remedial et al. 2010). WHO (2009) estimates that 2.3 million deaths in the PRC, India, and ASEAN (children and women). Despite rising incomes, the IEA predicts that 1.77 billion people in developing Asia will still be using traditional biomass stoves in 2030 under existing policies (IEA 2010).



4. Indoor air pollution reduction

Cleaner cookstoves and industrialized production of fuels and fertilizers can help to reduce emissions, deforestation, and improve crop yields and soil quality

Emissions & Forests

- 158,264 tonnes of firewood will be saved every year by the biogas program
- In 2008, the World Bank estimated 44.5% of Vietnam's CO2 emissions came from solid fuel consumption
- One solar cooker can reduce CO2 emissions 1.026tons a year and protect 1,460 tons trees from being cut
- Though there is no current measure, it is widely accepted that CO2 emissions are increased by open camp burning

Food Security & Biochar cookstoves

- Both at an industrial level and for household use, Biochar cookstoves and Casifiers are being researched and produced with the aim of having a cleaner cookstove that also creates a superior organic fertilizer
- 1 month of meals from a PED Biochar cookstove can fertilize a 1000sqm field
- Biochar can increase crop yields 20-300%, in combination with small amounts of compost
- Biochar reduces harmful emissions by trapping gases in the char, which can then fertilize the soil and hold soil water better

Implications

Cookstove programs with a dual environmental benefit will be considered most interesting, and likely to be accepted by farmers, as long as the cookstove design is also consumer-friendly

Activity	Quality	Results and appreciations
1. Technician training		<ul style="list-style-type: none"> women union and technicians were combined in a good distribution network to supply cookstove for existing users and demanding people Sixty percent of trained technicians continue working. the technicians' ICS construction was affected by other activities that also bring income to them Builders don't like working on small and irregular jobs because their income from such jobs is non-stable. most of local people are willing to accept a high price of cookstove service. Concentrate on marketing training for good technicians .
2. Cookstove installation for household	<p>Thai Nguyen Province</p> <p>Thanh Hoa</p>	<ul style="list-style-type: none"> there were 1556 cookstoves installed (detail annex 1) there were 50 portable cookstoves had been produced and sold.

Activity	Quality	Results and appreciations
		<p>was not other organization of Vietnam to make before.</p> <ul style="list-style-type: none"> Much public foundations as church, pagoda, built ICS cookstove. It is good signal which is advertisement for ICS cookstove design of PED.
4. cookstove additional in Thanh Hoa project in 2006	247	<ul style="list-style-type: none"> After finishing project 2006, there are 247 cookstoves additions. This result shows that with sufficient support from PED, the number of ICS are increasing even after project period. This is the most visible evidence to the advantage of commercialization orientation proposed by EASE. Experiences in building ICS cookstove after finishing project and non-subsidy strategy were discussed and shared with local people.
5. Resisted cookstoves		<ul style="list-style-type: none"> Price of material for building ICS increases highly

5. Women's participation in improvement of water supply and environment sanitation

Vietnamese women have equally involved in the cause of environment protection and poverty alleviation. Water and sanitation are two basic elements of environment. In terms of water supply and environment sanitation, women play an important role.

- Women are the persons who reserve, manage and conserve sources of water, use and maintain their households' hygienic facilities and protect surrounding environment. Therefore, women's participation has become a fundamental guideline and a compulsory requirement for projects and programs concerning water supply and environment sanitation.
- In parallel with the economic growth, environment in urban areas, industrial zones and a number of rural areas has been polluted more and more seriously. Shortage of clean water, poor sanitation and frequent diseases have left profound impacts on the socio-economic development of people including women and children.
- Women's active participation will be a significant contribution to the implementation of the National Strategy on Water Supply and Environment Sanitation in Rural Areas with its target of 85 percent of rural habitants getting access to clean water and around 70 percent of households using hygienic latrines.
- Together with people all over the country participating in improvement of water supply and environment sanitation for the cause of the national economic growth and poverty alleviation.

5. Women's participation in improvement of water supply and environment sanitation

VWUs at all levels focus on the following tasks: "Women's action for clean water and environment protection"

- Strengthening women work on the benefits of clean water and sanitation to people's health and living condition targeted at all the Women's Union members, specifically those in remote, deep, mountainous and bordering areas in order to raise their knowledge and help them to lead a more civilized way of living;
- Women's Unions at all levels sign contracts with The Center for Rural Water and Environment sanitation, Provincial organizations to organize training for Women's union staff at grassroots level in objectives, contents and solutions for environment protection and to map out action plans on the basis of coordinating resources to solve the local pressing issues;
- Exploring resources to build up models run by communities and women such as Green - Clean - Beautiful Village, improved cooking fire, economic and effective utilization of energy, construction and usage of toilets, self-managed waste picking groups and so on, thus creating more and more models of environment protection based on the community's strength;
- Effectively implementing water supply and sanitation projects and programs funded by international organizations and considering them as the models for replicating and multiplying VWU's activities.

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5. Women's participation in improvement of water supply and environment sanitation

The Viet Nam participants recommended that the Centre for Rural Water Supply and Environmental Sanitation work with the Viet Nam Women's Union to improve mechanisms for the dissemination of information and education in WSS especially aimed at women; that the role and participation of women in rural WSS be clearly defined and promoted; that project procedures and manuals include items on women's participation in the study, planning, development and management of rural WSS projects; and that all related agencies collaborate to implement a national rural WSS strategy to supply 80% of the rural population with drinking water and appropriate sanitation by the year 2000.

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Conclusion

- **Justice** - Women make up half of the population and therefore it is their right to have half of all decision making positions.
- **Experience** - Women have different experiences than men due to social as well as biological reasons. Women need to be in positions of influence to bring these experiences and perspectives forward.
- **Interests** - Women and men have different interests and it is more effective and legitimate if each group represents their own interests.
- **Sustainable development** – In parliaments where women have a strong voice, more policies and legislation are developed that protect people and the environment than in parliaments with poor women's representation.
- **Economic growth** – As leaders, women provide innovative guidance in competitive environments leading to stability and economic growth

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Conclusion

To do that put more women on the ballot:

- Ensure the women candidates are highly qualified and capable to voice women's concerns
- Encourage more women to be political leaders and provide support to them
- Vote for women
- Accept and nominate more women into the Communist Party
- Showcase strong, capable women and men who actively voice the concerns of those most marginalized
- Raise awareness of the low representation of women in the political arena
- Bring men on board – this is not a woman's issue – women and men need to work together to increase women's representation

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Women and the environment are closely bound and interconnected. Throughout history, women have been immortalized as powerful symbols of nature: Mother Earth, Earth Goddess, Artemis in the Greek mythology, and Mother River (the Yellow River) in Chinese history. Women have personified nature and given nature its infinite meaning. Therefore, women as bearers and conservers of life, as those who first guide children, should be foremost in dedication to the environmental cause.

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THINK GLOBALLY
AND 
ACT LOCALLY

50



104 Expectations for Woman Environmental Leaders in China

Gao Lingbiao

South China Normal University

The China-America-Japan collaboration project, *Community-based Education for Sustainable Development*, suggested that woman ESD leaders are expected:

- to have a beautiful dream and strong beliefs for the peace, coherence & development of our society, and for the harmony, glory & perpetuity of mankind
- to be compassionate, responsible and ethical... towards nature, human being and society
- to be sensitive to and have a good understanding of ESD issues on environmental protection, social fairness, life quality and the future
- to be able to set clear objectives and to make plans for an ESD program
- to be capable of organizing people and activities
- to be able to communicate with different people and in different ways
- to be hard working



EXPECTATIONS FOR WOMAN ENVIRONMENTAL LEADERS IN CHINA

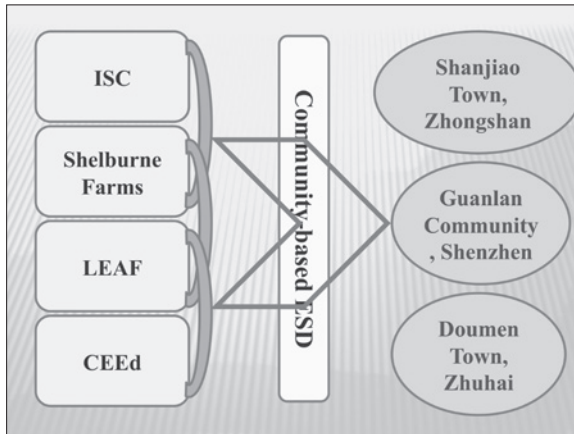
Reconsidering Roles of Woman
Environmental Leaders with Looking
Back Activities of ESD Program

*Professor Gao Lingbiao
South China Normal University*

What have we done?

The China-US-Japan Collaboration Project

**“Community based Education for
Sustainable Development”**



14.34

What have been done

SCHOOLS TEAM


- Training teachers
- Organizing school activities
- Compiling and recommending ESD materials

14.34


Teachers' workshops

5 workshops were organized from Jan 2009 to Dec 2010

Sharing experiences: 3
Internal exchanges: 4




14.3.4



School visits: 6

14.3.4

School activities

More than 20

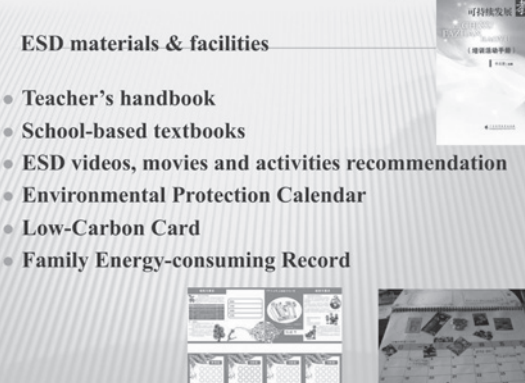
Eco-calendar
made by primary
students



14.3.4

ESD materials & facilities

- Teacher's handbook
- School-based textbooks
- ESD videos, movies and activities recommendation
- Environmental Protection Calendar
- Low-Carbon Card
- Family Energy-consuming Record




14.3.4

COMMUNITY TEAM

What have been done


- Green community activities
 - Door-to-door survey / communication
 - Community Counseling
 - Garden party (in schools, including parents)
 - Small hands holding big hands
- Brochure edition



15

Community activities: 11+15

Door to door survey



Preparation



Game of the food

I and The community


14.3.4

ENTERPRISE TEAM

What have been done

- Brochure design and delivery

In 3 factories



16

14.3.4

ENTERPRISE TEAM

What have been done

- Green factory/company activities
 - Workshops for staff
 - Energy-safe Counseling
 - Working-efficiency statistics
 - Surveys
 - Poster presentation in the factory




In 3 factories

14.3.4

COURSES IN UNIVERSITY

What have been done

- Optional courses in Shipai and U-city campus.
- Methodology
 - Group discussion/ Share with other groups/hands-on
 - Field-trip and survey
 - ESD Program Design
 - Invited different lecturers
 - Network exchange



Students on the courses

20

14.3.4

ACTIVITIES IN UNIVERSITY

What have been done

- Regular Activities
 - International Environment Day
 - Bird Watching on Campus of SCNU
 - Serial activities of Ecological civilization month
 - Poster presentation on campus

14.3.4

ACTIVITIES IN UNIVERSITY

What have been done

- Out-of-University Activities
 - Survey and observation



14.3.4

ESD: WEBSITE

What have been done

- Working / communicating platform
- Information exchange
- Materials collection



14.3.4

INTERNATIONAL EXCHANGES

What have been done

- Study tours
 - 3 times: USA(1) Japan(2)



14.3.4

INTERNATIONAL EXCHANGES

What have been done

- Study tours
 - 3 times: USA(1) Japan(2)



14.3.4

ESD: WEBSITE

What have been done

- Working / communicating platform
- Information exchange
- Materials collection





14.34

INTERNATIONAL EXCHANGES

What have been done

- Personnel exchanges
 - Scholars
 - students
- Lectures

Expectation for Woman Environmental Leaders in China

Have A Dream

For the Peace, Coherence & Development of Our Society

For the Harmony, Glorious & Perpetuity of the Human Being



AWARENESS AND GOOD UNDERSTANDING OF ESD ISSUES

ENVIRONMENTAL PROTECTION

- The urgent situation
- Environmental pollution
 - greenhouse effect/global warming
 - desertification; deforestation
 - species distinctions /decrease of bio-diversity
 - water resource crisis
 - water and soil loss
 - urban solid waste

33

SOCIAL FAIR

- The faire of the use of resources, fortune making, technology and techniques, life environment, life quality between nations, regions, in the same generation, between the generation and the next

34

LIFE QUALITY

- The use of water
- Food
- Living and environment
- Transportation and communication
- Health care and medication treatment
- Safety
- Education & work
- Cultural and entertainment
- Religious

35

FOR THE FUTURE

- What are we doing? What will we do?
- What's our dream of ourselves, the others, our home country and the Earth?
- What should we do for a brighter future?
- What are the material desire in our daily lives? Are they reasonable?
- Apart from materials, what do we need in life?

36

SETTING CLEAR OBJECTIVES

- For students at different ages
- For teachers & principals
- For parents
- For enterprises workers & managers
- For communities: residents & leaders

37

CAPACITY OF ORGANIZING

- Working Team & society
- Workshops for pioneers
- Activities towards the nature
- Activities within the community, school, enterprise and others

38

ABILITY OF COMMUNICATING

- Ability to communicate with different people, i.e.
 - Working team members
 - People work in other ESD organizations
 - offices in government, NGO, financial foundations,
 - school kits, teachers, parents, community residents, workers, engineers & managers,

- Ability to communicate in different ways, i.e.:
 - Face to face
 - In group
 - via internet
- Ability to listen & express yourself
 - Reading & Writing
 - Listening & speaking
- Positive attitude in communication

HARD WORKING

- High concentration
- Overtime
- Uncomfortable working condition
- Insufficient assistance
- Low support from the objects

Thank
you!
Comments
Are welcome

105 ESD Practical Activities and Women Leadership for the Local Communities in Nishinomiya

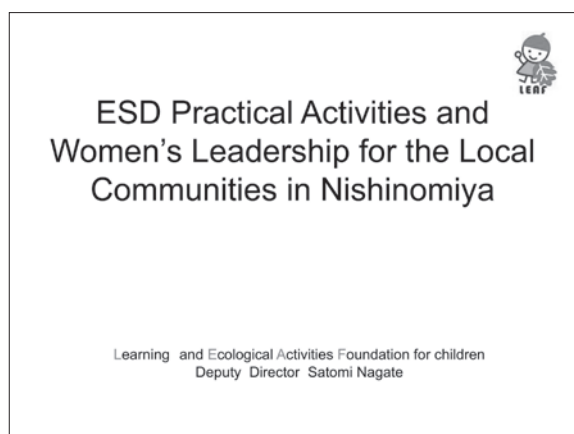
Satomi Nagate

Learning and Ecological Activities Foundation for Children

At LEAF, we have conducted research and its practical implementation on Education for Sustainability (EFS) since the organization was formed in 1998, together with Shelburne Farms in Vermont, United States (an environmental education organization operated by the current LEAF director).

In global rankings, Japan's gender equality index is a low 101 out of 135 nations. The reason for this is thought to be the small number of women in leadership positions in economic and political fields. This is perhaps due to the fact that there are few people aware of the need to proactively promote women's social participation.

The values of 'men at work' and 'women in the home' are still strongly entrenched in Japanese society. Workplace environment reform that would enable women to reenter society after marriage and childbirth is still under development. On the other hand, while there is significant participation by women in local communities, this is not recognized as social labor. There is a need for social structures that accept community activities as social labor. If this can be achieved, we will have a society that produces more female environmental leaders who promote ESD from regional areas.



Global Gender Gap Index Rankings

Rank	Country	Score
1	Iceland	0.8640
2	Finland	0.8451
3	Norway	0.8403
4	Sweden	0.8159
5	Ireland	0.7839
6	New Zealand	0.7805
7	Denmark	0.7777
8	Philippines	0.7757
9	Nicaragua	0.7687
10	Switzerland	0.7672
22	U.S.A	0.7373
69	China	0.6853
80	Italy	0.6729
101	Japan	0.6590

Gender Equality Bureau Cabinet Office, Gender Gap Index 2012

Management Positions Occupied by Women at Municipal Agencies in Nishinomiya City

- City Councils and Inquiry Commissions
28.1% (2011) ⇒40.0%(2016)
- Executive Positions in Municipal Offices
Assistant Mgr or above (general office work)
16.9% (2011) ⇒20.0%(2016)
Section Chief or above
8.1% (2011) ⇒10.0% (2016)

Nishinomiya City Gender Equality Plan

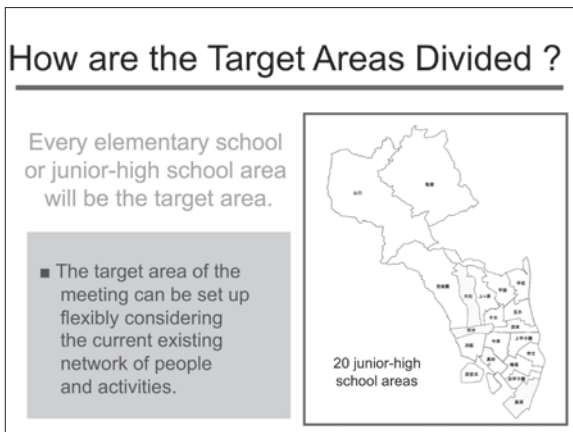
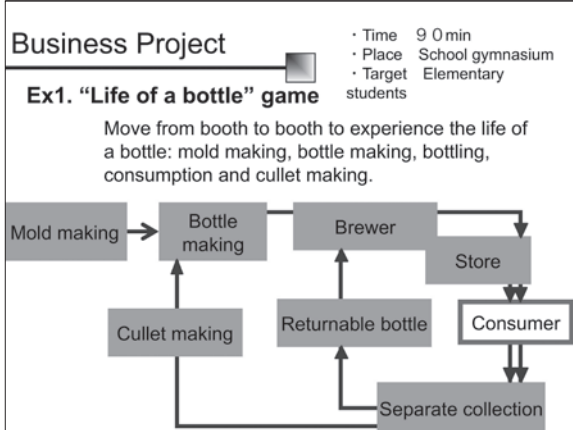
Research Projects on Community-based Education for a Sustainable Society

Developing environmental learning systems and programs (Nishinomiya eco-card system)

Eco-cards Earth Friendly cards

Civic action cards





Women Leaders in Eco-community Meetings



Promulgation of ESD Concepts

- Support for comprehensive learning such as timing
- Lecture at NPO Management (KC sophomores)
- Practical instruction as part of Community Leaders Training Program (KC juniors)
- Participation in "Nishinomiya Furusato-walk" organized by ESD Promotion Committee
 ⇒Other participants are: Nishinomiya Furusato-walk Committee, City of Nishinomiya, Nishinomiya City Board of Education, Kobe College, Consumer Cooperative, NPO(LEAF) etc.

報告資料一覧

Discussion in NPO Management



Community Leaders Training Program

Practical instruction in preparation for the event of Practical in Local Revitalization, 2012 (planned by students)



Rice planting guidance



Meeting with students



Orientation at the event

Nishinomiya Furusato-walk in Collaboration with Various Local Organizations



Holding seminars aiming to learn from the past, know the present and think about the future

When you talk about the future, you have to not only engage in discussion on the challenges, but also consider the regional communities that have their roots in the past

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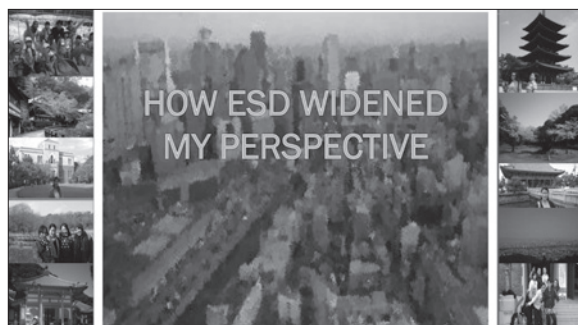
How ESD Widened My Perspective

Alma Bernadette L. Regalado

Pasig River Rehabilitation Commission

ESD has shifted my worldview. After ESD life in Kobe College, I understand better the incredible inter-connectedness of society, economy and environment in achieving sustainable development. The understanding of sustainable development has become more important than ever, knowing that every year Asia Pacific region is directly affected by disasters affecting millions of lives and loss of livelihoods.

Part of my job in undertaking Environmental Impact Assessment, sustainable development is a key part where it recognizes the key players in building a sustainable society: government, business and private sectors, academe, church, and NGO's. Each of them has a role. In my work and everyday life, I am able to apply the learning from ESD. I'm glad to be a part in creating awareness to the environmental challenges we are now facing – global warming, food supply shortage, resource depletion, and pollution. It is important that we understand the interconnections between natural environment and human environment in building a sustainable community keeping in mind that as much as we need development, environment should not suffer. Environment has direct impact on people's health and their livelihood. It is impossible to achieve sustainable development focusing only on the economic growth while the environmental integrity suffers. We have a role in creating a sustainable environment for everyone.



First batch of ESD class

My stay at Kobe College

- I learned a new language and learned to adapt to different cultures.
- Meeting new friends with different culture is fun and learning to adapt to their culture is also challenging.
- Being immersed in an entirely new set of culture is an opportunity to learn new things, adapt to new challenges, different perceptions, beliefs and values.
- Traveling is one way of learning things in a different perspective.

I enjoy the food so much that I gained so much weight after the program and it's hard to put it off since then. I love sushi, okonomiyaki and ramen.

Traveling is one way of learning things in a different perspective.

KABUTOYAMA

Learning the sustainable farming

Internship days with school kids

Sustainable Development

Philippines, being an archipelagic country is often visited by disasters - earthquake, typhoons, and floods. The number of people being affected is increasing. It is sad that oftentimes the loss is irrecoverable.

Typhoon Yolanda left Samar and Leyte with thousands of dead bodies, houses and buildings all destroyed, communication and power facilities cut off, no food and water for days, roads are not passable, and forests destroyed.

ENVIRONMENTAL IMPACT ASSESSMENT

Public health and livelihood

Sustainable development is a key part where it recognizes the key players in building a sustainable society: government, business and private sectors, academe, church, and NGO's. Each of them function differently, thus their participation is important.

It is through the dynamic interaction of civil society, government and private sectors that sustainable development can be achieved. One cannot do without the others. We all act together as one with a common purpose to achieve a sustainable future for all of us and for the future generations.



午後の部 地域・女性・ESD 日本とアジアを結ぶネットワーク

Session II Local Community, Woman, and ESD: Networks Linking Asia and Japan

201 From “Japanese ESD” to “Asian ESD”

Nobuaki Hirakawa

Japan International Cooperation Center

Since the establishment of Japan's first state-owned steel works in Kitakyushu in 1901, the City of Kitakyushu has played an important role in modernization of Japan. As a driving force of industrialization in postwar period, Kitakyushu has been leading Japan's reconstruction.

However, rainbow colored smoke emitted from factories which had been once believed as a symbol of prosperity also caused extremely serious air and water pollution.

It was local women's societies that stood up to battle against the industrial pollution, worrying about their children's health. They initially started to learn at community centers, whose research results with the help of university professors were later developed as a media campaign with the slogan of “we want our blue sky back”.

Thus, strong partnership among citizens, local government and private companies has conquered the industrial pollution. These activities are regarded as one of the origin of Japanese ESD.

Started with “we want our blue sky back movement,” the City of Kitakyushu overcame the industrial pollution, and nowadays the City of Kitakyushu is making effort to become the World Capital of Sustainable Development.

I would like to share with you “discoveries” of overseas participants who experienced Kitakyushu's environmental education and learning as part of international cooperation/exchange programs. For example, discoveries about what they felt and how they would like to apply their experiences in respective countries.

I hope that you will obtain some insight from those “discoveries” for your future research in relation to possibilities of ESD dissemination in Asia.



FROM JAPANESE ESD TO ASIAN ESD
(CASES IN CITY OF KITAKYUSHU)

Japan International Cooperation Center
Nobuaki HIRAKAWA

PROFILE

> Name : Nobuaki HIRAKAWA

> Occupation :
Japan International Cooperation Center (JICE)

 Share knowledge and experience. For our world. For the future.
JAPAN INTERNATIONAL COOPERATION CENTER

> Present Post:
Managing Director,
General Affairs Dept. & International Exchanges Dept.

> Education: Mar 1984 Kwansei-Gakuin University,
School of Business Administration

> Other: A Member of Kitakyushu Supporters Group

TODAY'S POINT

◆ Key words: "Local community," "Women,"
"Environment," "ESD" and "Overseas (Asia)"

◆ What I would like to share (as a hint for further action)

➡ No.1: Kitakyushu's ESD

➡ No.2: Observations of overseas participants of international training/exchange programs (from experiences in Kitakyushu)

【Contents】

I. ESD in Japan (From Cases in Kitakyushu)


1. Outline of the City of Kitakyushu
2. History of Industrial Pollution- Outbreak, Overcome and Present of Kitakyushu
3. Activities of the City of Kitakyushu Environmental Education/Learning
4. Summary on ESD from Cases of Kitakyushu

II. Observations through Experiences of International Training/Exchange Programs

1. Management of International Training Programs
2. Management of International Exchange Programs
3. Summary from Overseas Participants' Observations

I . ESD IN JAPAN (FROM CASES IN KITAKYUSHU)

1. OUTLINE OF THE CITY OF KITAKYUSHU



【Outline of the City of Kitakyushu, FUKUOKA】
Established in 1963 by equal amalgamation of the five cities of Kokura, Yahata, Tobata, Wakamatsu and Moji. This year marks the 50th anniversary.


1. Population: 968,233 (as of September, 2013)
2. Area: 488.78 km²
3. Industry:
In 1901 Yawata Steel Works started operation. Kitakyushu Industrial Complex of steel, chemicals, ceramics and electric machineries is formed.
Kitakyushu Eco-Town is the base of environment-industrial complex, including recycling industry.
(Companies whose headquarters are in Kitakyushu)
TOTO, Shabondama Soap Co. Ltd.,
YASKAWA Electric Corporation

【History of Kitakyushu's Initiatives in the Environmental Issues】

- Overcoming industrial pollution
- Creation of comfortable cycle city
- Promotion of international cooperation on the environment
- Formation of sound material cycle city
(The Japan's first Eco-Town Project was launched in 1997.)
- Aiming at the World Capital of Sustainable Development
(Principle) Create a truly affluent community and sustain it for future generation
(3 Pillars) "Live together, create together," "Develop economy with the environment," "Enhance urban sustainability"
- Pursuing for an Eco-Model City
In July 2008 the first authorized cities by the national government (Kitakyushu, Yokohama, Obihiro, Toyama, Shimokawa and Minamata)→ at present 20 authorized cities, including Kobe, Kyoto, Amagasaki, etc.
- Aiming at Future City
In December 2011 Kitakyushu was selected as a Future City by the national government (11 cities and regions in total)
Also, designated as "Green Asia International Strategic Comprehensive Special Zone" jointly with Fukuoka Prefecture and Fukuoka City.

**2. HISTORY OF INDUSTRIAL POLLUTION –
OUTBREAK, OVERCOME AND PRESENT**

2.1 PAST AND PRESENT OF KITAKYUSHU





(Photo: cited from City of Kitakyushu website)

The "Seven-colored Smoke" referred to as glorious symbol (Multi-colored smoke that overpowered the skies of Kitakyushu in the 1960s. Many citizens came down with asthma.)

(Photo : cited from City of Kitakyushu website)


Kitakyushu today
(A perfectly clear, blue sky)





The "Sea of Death" Dokai Bay
(Even E. coli bacteria could not survive.)

(Photo: cited from City of Kitakyushu website)



(Photo: cited from City of Kitakyushu website)

Dokai Bay transformed
(More than 100 species of marine life now call this body of water home.)

2.2 ACTIONS AGAINST POLLUTION (PARTNERSHIPS AMONG MULTI-STAKEHOLDERS)

(Photo: cited from City of Kitakyushu website)

Residents



Residents' observation of a private company



Learning how to measure air pollution levels with a university professor

Partnership




Environmental control & environmental infrastructure Local Government



Cleaner Production & pollution control equipment Private Enterprises

2.2.1. CITIZENS TOOK ACTIONS

Nakabaru Community and Sanroku Community in Tobata City (at that time) were polluted areas adjacent to large industrial zone.




(Photo: cited from City of Kitakyushu website)

- Nakabaru Women's Society**
 - "Complains do not solve problems! Let's study actual situation of pollution!"
 - Petition to Tobata City Assembly
- Sanroku Women's Society**
 - Conducted an autonomous survey on dust fall condition and presented the result at New Life Exhibition
 - Invited university professors as lecturers to learn how to measure pollution. Visited factories.
- Tobata Associated Women's Societies**
 - (After amalgamation of five cities) commit to deal with industrial pollution as an issue of all residents in Tobata Ward, not only the one of an area (Sanroku School Zone).
 - Carried out autonomous investigations (on measurement of dust fall, number of sick leaves of elementary school children, usage of National Health Insurance Service and questionnaire survey for members).
 - Published research material titled *We Want Our Blue Sky Back* as well as a documentary film, *We Want Our blue Sky Back*.

(Source: *Eco-Town Knowledge* 2011, Secretariat of Seminar for Eco-Town Managers)

2.2.2 MEASURES TAKEN BY COMPANIES

- Improvement of production process, installation of pollutants removing equipments, greening of factory site
- Introduction of low-pollution production technologies (cleaner production)
 - ⇒Improvement of the environment and productivity



Facilities for air pollution control


(Photo: cited from City of Kitakyushu website)

Source: City of Kitakyushu website

2.2.3 LOCAL GOVERNMENT'S INITIATIVES

- Setting up pollution monitoring center
- Financial measures for pollution control
- Establishment of regulations
- Conclusion of "Agreement on Pollution Prevention" with companies
- Preparation of sewage system, green area, waste incineration facilities and disposal site

Source: City of Kitakyushu website





Pollution Monitoring Center

(Photo: City of Kitakyushu website)

3. ACTIVITIES OF CITY OF KITAKYUSHU ENVIRONMENTAL EDUCATION/LEARNING

3.1 Promotion of Environmental Learning based at Environment Museum

Kitakyushu Environment Museum
(Yahatahigashi-ku, Kitakyushu)

At present several types of environmental problems are rapidly progressing such as global warming and waste management, which mostly caused by people's daily activities. In order to create a sustainable and environment-friendly society, all stakeholders including schools, industries, citizens, civil societies and government must cooperatively take initiatives. Kitakyushu Environment Museum is an "Environmental Learning and Community Center for Citizens" run by the City that aims to become the World Capital of Sustainable Development.

(Cited from website of Kitakyushu Environment Museum)

3.2 Activities of Eco Tour

Features:

Having three keywords,
 "Prevention of global warming,"
 "sound material cycle" and
 "harmonious coexistence with nature,"
 participants are invited to Eco Tour to environment-sensitive factories
 (Shahodama Soap Co. Ltd., FOTO), tree plantation at industrial waste disposal sites, hands-on
 practices to make compost from kitchen garbage and others.
 (Cited from website of Kitakyushu City Tourist Association)



3.3 Examination of Kitakyushu City Environmental Capital

In FY2008 Kitakyushu set up "Examination for the City of Kitakyushu, the World Capital of Sustainable Development." Through conducting City's original examination in environment field, citizens are able to increase learning opportunities on the environment, consequently awareness spreads to more people and its level is enhanced.
 (Reference) result in FY2012
 - Number of examinees
 (Junior Level 594; General Level 1,296; Senior Level 424)
 (Cited from City of Kitakyushu website)

3.4 Promotion of ESD



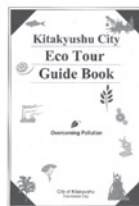
In Kitakyushu City ESD activities have been carried out since 2006 with a leadership of "Kitakyushu ESD Council" formed by government, industry, academia and community.
 (As of April 2013, 75 member organizations and 40 individual members)

(Cited from City of Kitakyushu website)

3.5 Promotion of Kitakyushu Environmental Future Learning System

(aiming to upgrade citizens' environmental capacity)

- ① Develop environmental guides
- ② Develop environmental interpreters
- ③ Implement the environment learning tour
- ④ Publish PR materials such as Eco Tour Guide Book



(Photo: City of Kitakyushu website)

4. SUMMARY ON ESD FROM CASES OF KITAKYUSHU

- ◆ Features of We Want Our Blue Sky Back Movement
 - ① Initiated as women's study activities at community centers
 - ② Objectivity based on scientific data
 - ③ Cooperation with mass media
 - ④ Housewives learning spreads among family members
 - ⑤ Effective utilization of resources

(Source: Learning about We Want Our Blue Sky Back Movement 2011 by Meiji Sato)

- ◆ Initiatives by the City of Kitakyushu

II. OBSERVATIONS THROUGH EXPERIENCES OF INTERNATIONAL TRAINING/EXCHANGE PROGRAMS

"How are training/exchange programs in Japan understood by international society?"



(Reference) Profile of JICE

- > **Name:** Japan International Cooperation Center
Share knowledge and experience. For our world. For the future. JAPAN INTERNATIONAL COOPERATION CENTER
- > **Objectives:** Contributing to the development of the global society through activities pertaining to strengthening mutually beneficial relationships between Japan and other nations.
- > **Activities:** Management of International Training Programs, International Exchange Programs and Overseas Student Programs and etc.,
- > **Operating Budget:** \8.7billion
- > **Number of Staff:** 227(as of Oct 2013)
- > **Number of Coordinators:** 1,023 (31 languages)
- > **Office:** HQ(Tokyo) & 5 Domestic Offices & 12 Overseas Offices

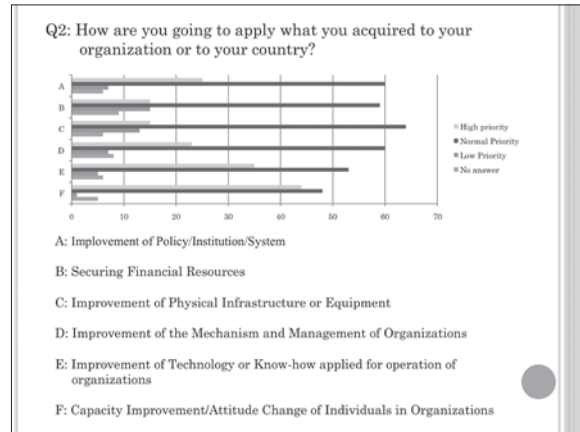
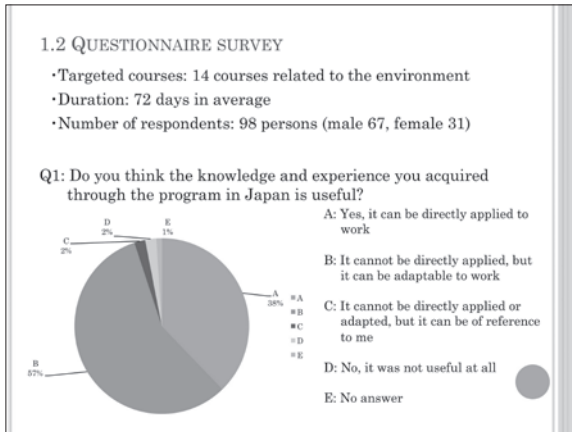
1. MANAGEMENT OF INTERNATIONAL TRAINING PROGRAMS

1.1 TRAINING COORDINATION OF JICA INTERNATIONAL TRAINING COURSES

Training courses related to the environment

- (1) Features: from City's history of overcoming industrial pollutions to latest environmental technologies
- (2) Target: mainly national government officials in developing countries
- (3) Examples of training contents:

General Orientation	General knowledge of Japanese politics, economy
Presentation of Job Report	To share participants' job descriptions
Lectures	Examples) Environmental policies/education; case studies of training of environmental education leaders; activities and roles in a community; composting technologies of domestic wastes; administration of industrial waste management
Field visits and practices	Examples) Kitakyushu Eco-Town; Environment Museum and supporters' activities; environmental education and exchange program at elementary schools; flow of general wastes; cardboard composting; waste reduction activities in a community
Discussion	Interaction with citizens on environmental education; action plan



1.3 PARTICIPANTS' OBSERVATIONS

I understood Japanese people's punctuality, way of thinking, behavioral patterns. Waste management is well done and Japan is the country of my dream. The education level in my country is high, but waste is not well managed. In order to improve my country's situations it is most important to address awareness raising and education.

I would like to establish volunteer youth group in order to implement publicity campaign and education.

I will share the methods and practices of environmental education for Kitakyushu citizens to staff members in charge of environmental education at schools and local government offices in my country.

People in my country are not aware that wastewater treatment requires money. Environmental education focusing on wastewater treatment is essential.

Shanghai is an advanced city in promoting environmental education in my country. Its hardware is as good as that of Japan, but its software is behind very much. The way of display and education is not precise. We should learn from Japanese careful approach and endless efforts in promoting environmental education.

In my country people are still living with nature and it is possible to establish schools of nature by following Japanese model. Also, in my country we have a common national holiday of "Tree Planting Day" and "Children's Day," which enables people to consider forest protection as part of nature preservation and incorporate it into children's education activity.

It is difficult to gain cooperation from people in my country, because their awareness for the environment is low. We have to change people's mind that they expect the government to help them.

I would like to sensitize people as a community leader. I also would like to take actions on school children's education.

2. MANAGEMENT OF INTERNATIONAL EXCHANGE PROGRAMS


2.1 JENESYS 1.0 PROGRAM (Japan-East Asia Network of Exchange for Students and Youths)

- Total Number of Participants: 15,518 (operated by JICE)
 - Junior High School 1,049
 - High School 7,934
 - University 1,857
 - Youths 3,529
 - Others 1,149
- Total Number of Countries: 31 (ASEAN, SAARC, Timor-Leste, Pacific Island, China, South Korea, Taiwan, Mongolia, Australia, New Zealand)


2.2 EXAMPLE OF GENERAL PROGRAM (IMPLEMENTED IN FUKUOKA PREFECTURE)

Day	Contents
1 day	Arrival / Orientation
2 day	Key Note Lecture "Japanese culture," School Exchange in Tokyo
3 day	Move to Kitakyushu, Courtesy Call to Kitakyushu City Hall
4 day	Observation of Kitakyushu Environment Museum and Kokura Castle
5 day	School Exchange
6 day	Home Stay
7 day	Farewell Party, Visit to Dazaifu Tenmangu Shrine, Workshop
8 day	Move to Tokyo, Reporting Session
9 day	Departure

2.3 PARTICIPANTS' OBSERVATIONS






(A high school student) Garbage segregation into several kinds and recycling techniques are creative. Carefully segregated garbage is collected on different days depending on the type.



(A high school student) Both in cities and in countryside I found the environment wonderful, there is neither trash scattered on a street nor polluted river. Breathing fresh air made me feel great.


(A high school student) (from workshop presentations)
We will send a message to our friends in Vietnam, "Let's protect the environment in Vietnam together. Let's build up a comfortable and environment-friendly country filled with beautiful green like Japan."

(A university student) (from workshop presentations)
In Vietnam environmental protection is not properly implemented. Waste segregation is performed only in limited areas. Education of environmental protection is not sufficient. We should learn from Japan what kind of effective environmental protection measures are available in Vietnam.

(A high school student) I was surprised at a man in business suit with a tie riding a bicycle. Even a CEO rides a bicycle. I think that this indicates a social direction to overcome the economic structure in order to preserve the environment.

(A high school student)(from workshop presentation)
"Japanese people value environmental protection. Garbage is carefully separated. Public transportation is well developed which reduces the risk of natural environment destruction. We would like to utilize our observations and experiences in Japan so that we are able to develop our country for the future."







Interaction with students of Faculty of Environmental Engineering, the University of Kitakyushu

Observation at Shabondama Soap Company

(A university student) This exchange program was a great opportunity to deepen my knowledge about not only Japanese culture but also about environmental issues as well as what young people can do for environmental protection.




(A young government officer)
Actions that I would like to take in order to reduce industrial pollution


①Purpose: Improve a condition of a school where garbage is left untreated.
Method: Motivate students ⇒Include in teaching subject ⇒ Hold a competition of reproduction from a trash ⇒ Evaluate amount of garbage generation in a month

②Through activities to promote people's understanding and raise awareness, let them recognize that the first step for a solution is to become conscious about environmental issues.

③I would like to propose to prepare ordinances on local governmental level in order to solve environmental problems and to control pollutions within a community.



Observation of Kitakyushu Environment Museum



3. SUMMARY FROM OVERSEAS PARTICIPANTS' OBSERVATIONS

- ◆Importance of experiences by visiting Japan
- ◆Importance to transfer experiences of Japanese
- ◆Others

Thank you very much for your kind attention!

202 Human and City Development through Environmental Education

Masayoshi Ogawa


Learning and Ecological Activities Foundation for Children

Japan's ESD implementation plan has as its aims "the incorporation of the principles, values and behaviors required for sustainable development into all sites of education and learning, to bring about changed behaviors that will enable the achievement of a sustainable future in terms of the environment, the economy and society". In order to achieve these aims in regional areas, it is important to proceed with this in an integrated, holistic and balanced manner, simultaneously incorporating the perspectives of education, civilization and town planning.




Nishinomiya City has stated its position as an environmental learning city that includes the ESD approach. The city aims to organize all activities into the areas of 'system-building', 'community-building' and 'training'. At the same time, Nishinomiya will purposefully set up certain activities to link these three areas, and lead from point to line, from line to surface, from surface to object, to create a system. The Kobe College graduate school internships will be hands-on activities based on the 'network' (creation of international links) that is one of the elements of Nishinomiya City's Action Charter.

Nishinomiya, An Environmental Learning City
- the city nurtures people, and people nurture the city -



**Human and City development
Through Environmental Education**

MASAYOSHI OGAWA (Executive Director of LEAF)

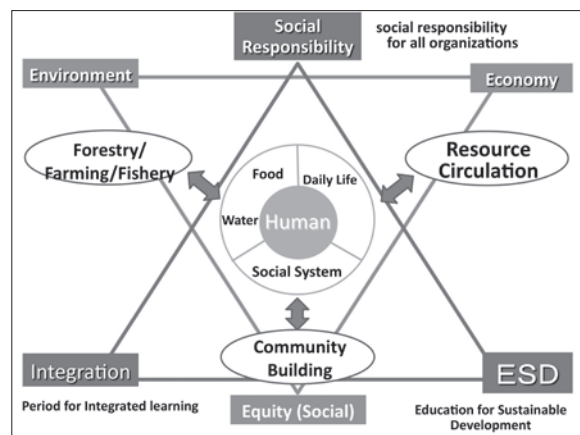
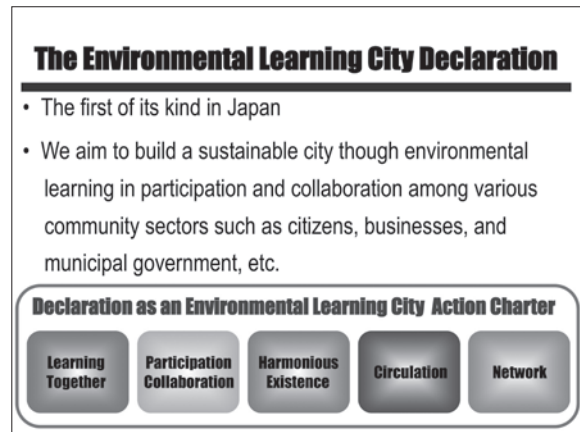
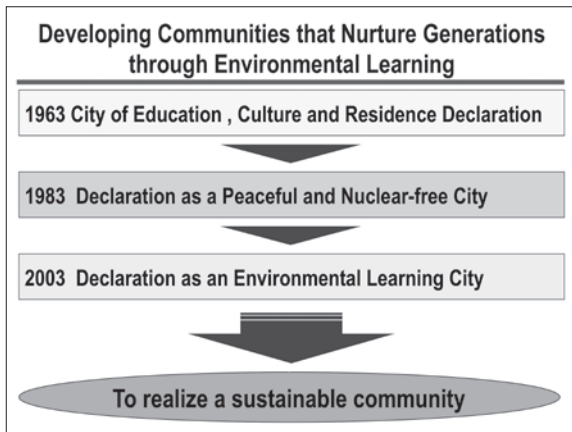
**Learning and Ecological Activities
Foundation for children (LEAF)** 

(URL: <http://leaf.or.jp>)

Through the initiative of Nishinomiya City, Learning and Ecological Activities Foundation for Children (LEAF) was established in 1998 as a partnership-based non-profit civic organization among citizens, businesses and the municipal government.

General scope of activities is as follows:

- Research projects on community-based education for a sustainable society;
- Promotion projects for nature experience activities;
- Environmental education projects in liaison with corporate LEAF members;
- Global environmental exchange projects for children.



Research projects on community-based education for a sustainable society

Developing environmental learning systems and programmes (Nishinomiya eco-card system)



Eco-cards


Earth Friendly cards

Civic action cards

Environmental Activities taken by Individuals - from children to adults -


"Earth-Friendly Cards"

Children younger than the age of primary school




"Eco-Cards"

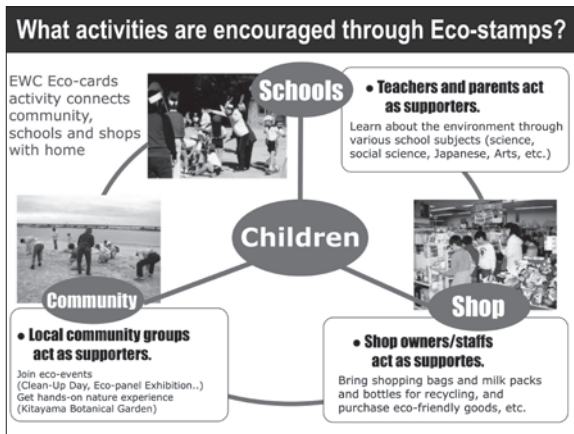
Elementary schoolchildren



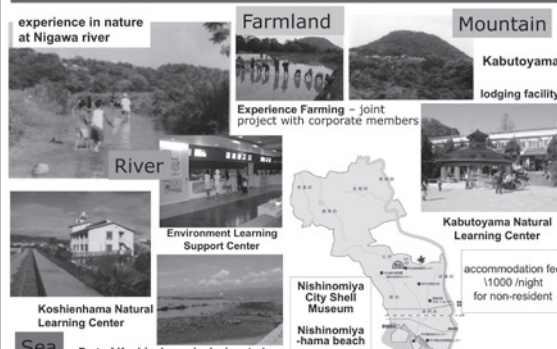
"Civic-Action Cards"

Citizens older than the age of middle school





Environmental Learning Fields in Nishinomiya City



Farmland
Kabutoyama
Experience Farming – joint project with corporate members

Mountain
Kabutoyama
lodging facility

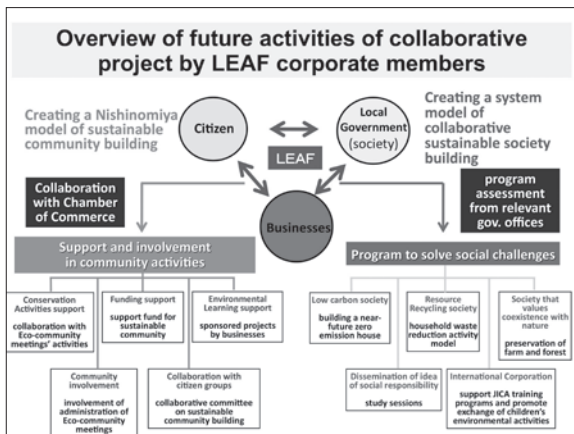
River
Koshienhama Natural Learning Center

Sea
Nishinomiya City Shell Museum
Nishinomiya-hama beach

Environment Learning Support Center

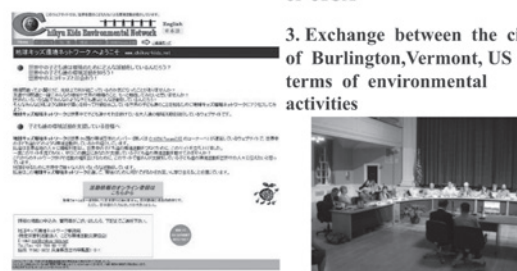
Part of Koshienhama is designated as Wildlife Preservation Area

accommodation fee 11000 night for non-resident




Global environmental exchange projects for children

- <http://www.chikyu-kids.net>
- International cooperation through contracted programs of JICA
- Exchange between the city of Burlington, Vermont, US in terms of environmental activities



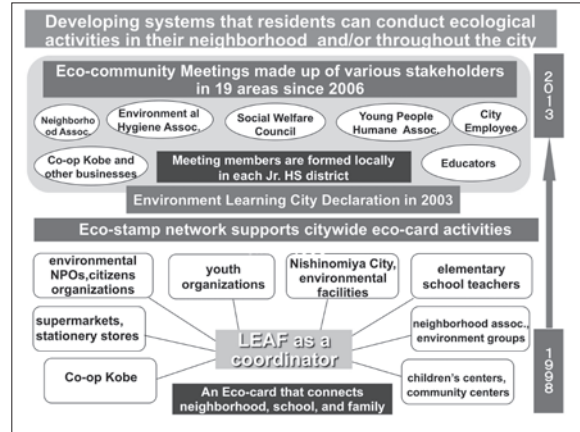
Eco-community Meetings and their activities

Every elementary school or junior-high school area will be the target area.



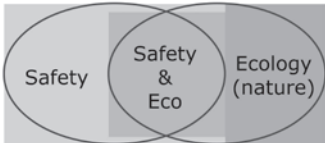
The target area of the Meeting can be set up flexibly considering the current existing network of people and activities.

Community residents expanding the scope of environmental activities by learning, thinking and taking action together



Safety & Eco-Guide Project

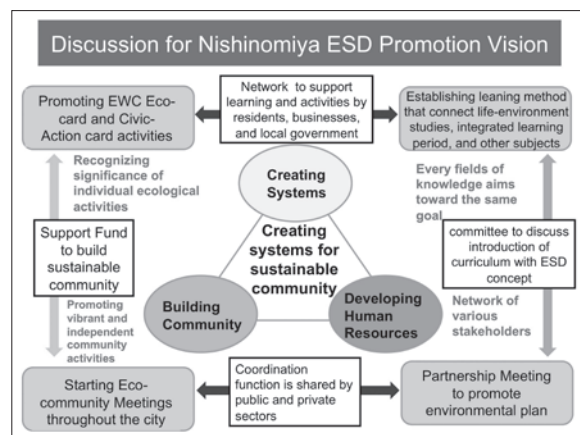
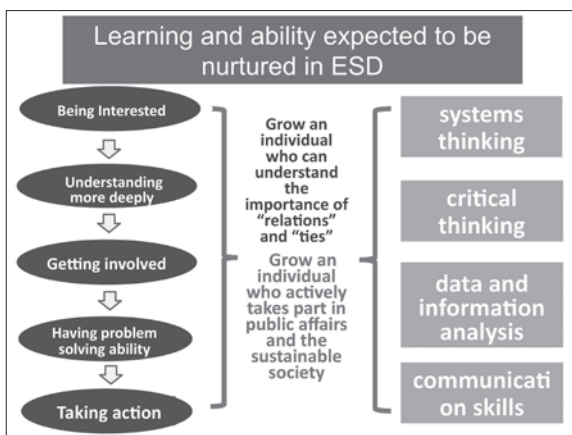
- This project provides an optimum source of initiatives from both environmental and disaster-management education.
- This project aims to provide opportunities for each citizen to feel more confident and safe by learning about our local history, nature, and geographical settings.

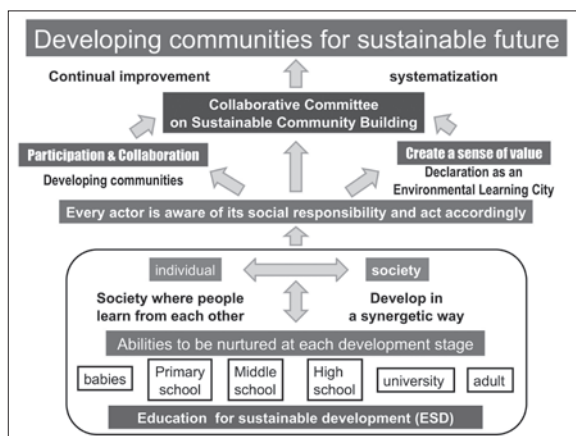


How are safety and nature in the town related each other?

Safety and Eco Watching Points in NISHINOMIYA

Natural systems	Town systems	Living systems	People awareness
Geological history	History of the town	Capacity of living	Understandings of natural ecosystem
Characteristics of the land	Characteristics of the town	Alternative lifelines	Understandings of natural disaster
Climate and geography	Urban structure	Structure of houses	Capability of learning from nature
Public space	Community	Way of consumption	Lifestyle
	Public space	Waste and recycle	Land ownership





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Women's Role in Reconstruction after the Great East Japan Earthquake

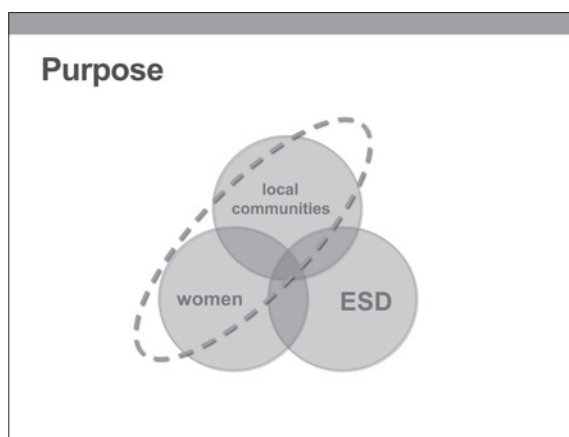
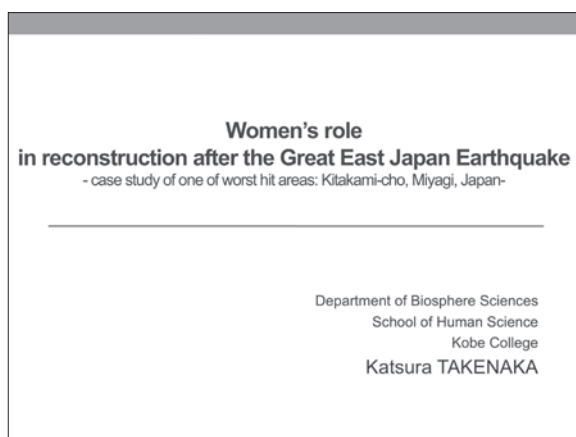
— a Case Study of One of the Worst Hit Areas: Kitakami-cho, Miyagi, Japan —

Katsura Takenaka

Kobe College

A deadly earthquake (also causing a tsunami) shook Japan on March 11, 2011. Kitakami-cho (Ishinomaki City, Miyagi Pref.) is one of the areas worst affected by the tsunami. This presentation introduces our research (based on environmental sociology) and our concerns (especially the role of women) in this area.

After the Great East Japan Earthquake, there was no activity base for women (with disorganization of communities, breaking up of women's organizations and so on). However, in the process of reconstruction, women played a crucial role. "Women leaders" had a great opportunity to solve problems in their own life. From an academic viewpoint of our research, we define what women's activities mean in the process of reconstruction, and also try to show an effective view for reconstruction by interviewing local people. On the other hand, from a practitioner's viewpoint, we found difficulties associated with women's activities. Particularly, it is extremely hard for women leaders to start a business and participate both in the economical scene and in the political decision making. In addition, we also want to focus our research on "child care in local communities". We will continue research in this area and concentrate on the relationship between "child care" and women's life in local communities.



Research methodology

- Field research
- Semi-structured and in-depth interviews
- Based on Environmental Sociology

Area description

Kitakami cho, Miyagi Pref., Japan



Situated in eastern Miyagi Pref., northern Japan

- Merger of 1 city and 5 towns in Ishinomaki city, 2005

- Population: 3,254 people (over 65 yrs old: 31%) (2010)

- Main industries: fishery, agriculture, construction industry, service industry etc.

- Many people commute to the center of city



About our research

- From Feb.2005~ visit and stay in Kitakami cho: twice a year (summer / winter) × about 5 days each

- "vast reed bed around estuary region of Kitakami river" and "life in local community around Kitakami river"

- Publication "History of human life in local community", 2007 『北上川河口地域の人と暮らしー宮城県石巻市北上町に生きる』

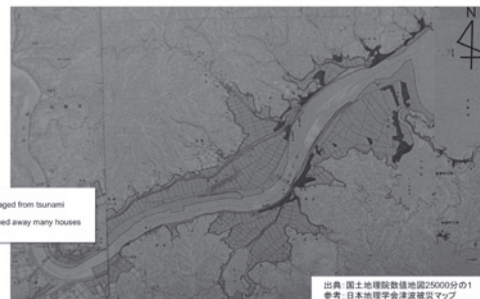
- My concern: Reclamation of swamp for rice field by local people
Transitioning of a social organizations for local women

- The Great East Japan Earthquake (March 11, 2011)



Damage caused by the earthquake in Kitakami cho

- One of the worst hit areas from tsunami damage

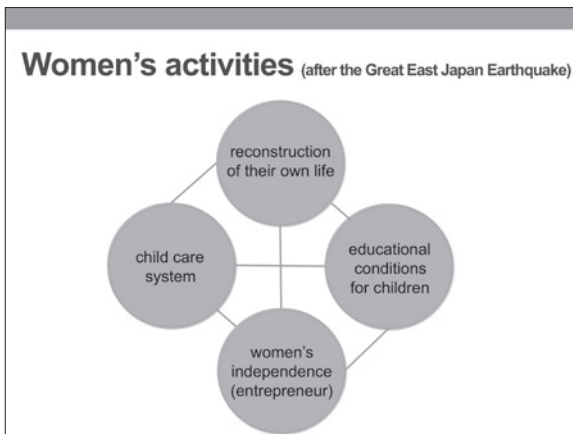


- Number of fatalities : 199 people
Number of people missing: 69 people
- Damaged houses
complete collapse: 633 houses
half or more than half collapse: 463 houses
- Temporary houses (April, 2013)
area A: construction 178 buildings · 472 tenants
area B: construction 41 buildings · 110 tenants
area C: construction 15 buildings · 44 tenants



Implement comprehensive measures for reconstruction and revitalization

- Reconstruction Acceleration Plans (Ishinomaki city and Miyagi Pref.)
- Disaster prevention massive emigration project (govt)
- Construction project for disaster public housings after disasters(govt)
: the fastest massive emigration from damaged areas
- Support activities for earthquake disaster reconstruction



The background of women's organizations

- KANNON-KO「観音講」
: under 45-60age, only women married in the community, required by own local rule, heredity, strict rules, meetings twice a year (spring and autumn, each whole day), etc.
- NENBUSTU-KO「念仏講」
: over 45-60age, only women, join only when a daughter-in-law comes, required by own local rule, heredity, less strict than KANNON-KOU, etc.
- Japan Agricultural Cooperatives(JA) women's department etc.
- Most of them don't work because of disaster
 - organizations ceased to operate
 - organizations terminated with local official authorization
 - organizations left as is

Reasons for focus on Women

Situation of worst hit area

- pressure for usual life on women
- non-regular employees / overdue wages / not employment insurance
- intensification of biological feminine role (e.g.: nursing, child care)

Women's independence

- non-economical value / economical value (way for business)
- "purpose for women", "pleasure「楽しみ」"(FUJII, 2011:139)
- characteristics of women's activities in local community
- pursuit "viewpoint of habitant" and "value of our life"(ABE, 2004)
- from the outset "pleasure of women and aged people"(MIYAGI, 2007:16-38)
- "attempt to continue and even reconstruct life in local community" (SATO, 2007:36-37)

Necessity for view from women

- break down barriers and cooperate with other communities(FUJII, 2011:2)
- promoting decision-making by women (TSURU, 2003:50)
- women's thinking is flexible (OISHI, 2007:211)
- "voluntary activities in local communities are more lively by women" (AKITSU, 2007:133)

Women leaders as life leaders

- women is one who takes care of household problems
- reconstruction of life in local community from tsunami damage
- perspective of "leader for rural life in local community「生活リーダー」"(FUJII, 2011:14)

Expectation for women's role

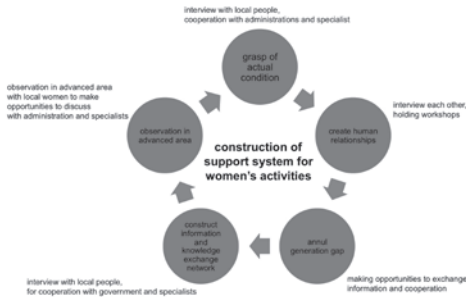
Women's activities in the process of reconstruction

reconstruction ≠ only economic value
→ importance of non-economic value
link of non-economic value and economic value
women as agents for change of local communities
connecting local industry with local communities

Barriers against women's activities in local communities

disorganization of activity base
loss of local communities
lack of information, delay in receiving information
lack of know-how
generation gap (about the role of women)

Methodology of our practical research



Practitioner's viewpoint

■ Effectiveness of women activities and "women leaders"

"job" and "pleasure" (FUJII, 2011:168, FUJII, 2008:96-97)
→ chance to reconsider development of region

■ "revitalization of local communities caused by women's entrepreneurship" (IWASAKI, 2005:9)

promotion of women's participation in process of decision making
or reconstruction via women's participation

■ Giving meaning to public nature of policy

introduction of a new viewpoint "rural life"
creation of opportunities for women's activities
promotion of women's participation in process of decision making

Academic viewpoint

■ Clarification of the process of women's activities (entrepreneurship) and rising "women leaders"

→ modeling (generalization)

■ Availability of women leaders

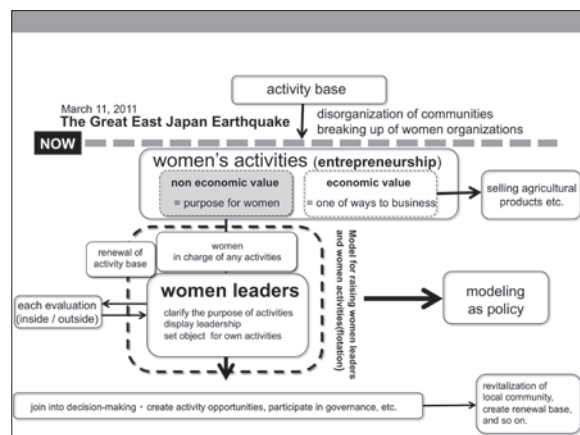
→ promotion of women's participation
possibility that women participate in the process of political decision making

■ Economic value / Non-economic value

→ clarification of the relation between these two for quick recovery from the Great East Japan Earthquake

■ Show projection for support in the areas affected by earthquake

→ substantiation of "viewpoint from habitant(生活者の視点)"
development of practicing and capable forming support system



Progress

- Field research: once a month
- Difficulties for women: priority to reconstruct their own life
(not entrepreneurship)
not enough resources for business
- Background: the present situation of local women
- Reset objectives of research
: the relationships between "reconstruction" and "child care"
- Women's activities in Kitakami cho:
child care support social group "cocoma"
volunteer group "Kitakami play park"

Forthcoming challenges

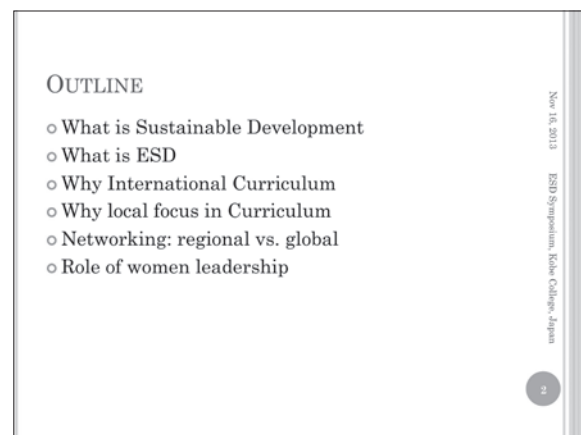
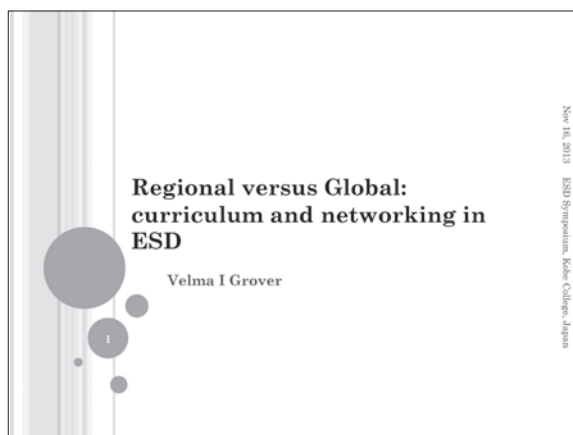
- How does "child care" work in the process of reconstruction?
Place "child care" in the process of reconstruction
- Focus attention on local women who have challenges in new activities
- What is the meaning of "urban type social group activities"?
: Can it be an opportunity to change local communities?

Thank you for your attention !

204 Regional versus Global: Curriculum and Networking in ESD

Velma I. Grover
Kobe College

To achieve sustainable development it is important to have education for/of sustainable development. Essentially, we need to go beyond just raising awareness about sustainability issues to actually imparting skills and tools on how to achieve it. This means the education has to be multidisciplinary and also at different levels: schools, universities and also in the communities. In order to implement this – there needs to be an understanding of global issues and problems (since air and water pollution does not follow political boundaries) and in-depth knowledge of regional issues/cultures. A fine balance needs to be established between regional and international curriculum and networking. This presentation will address some of the issues with examples from education in the water sector followed by importance of women leadership (especially when communities are involved).



SUSTAINABLE DEVELOPMENT

“Meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.”

Dr. Gro Harlem Brundtland

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SUSTAINABILITY

“The possibility that human and other forms of life on earth will flourish forever.”

Dr. John Ehrenfeld

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SUSTAINABILITY

“Enough, for all, forever.”

Dr. Chuck Hopkins

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SOCIETAL SUSTAINABILITY

QUALITY OF LIFE

Economic
Social
Environmental

GENUINE PROGRESS

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SUSTAINABLE EDUCATION

- E for SD
- E of SD

www.tothepincipal.blogspot.com

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7

STOCKHOLM CONFERENCE

- Principle 19 of the declaration states “education in environmental matters, for the younger generation as well as adults, giving due consideration to the underprivileged, is essential in order to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises and communities in protecting and improving the environment in its full human dimension”

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UNESCO – ESD

- o ESD allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.
- o ESD means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction etc
- o It also requires participatory teaching and learning methods that
 - motivate and empower learners to change their behaviour and
 - take action for sustainable development.
- o ESD promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.

Source: <http://www.unesco.org/education/themes/leading-the-international-agenda/indicators-for-sustainable-development/>



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COMPONENTS OF ESD

	environment	economy	society
Knowledge	hydrologic cycle	supply and demand	conflict
Issues	protecting and managing freshwater; managing hazardous wastes	combating poverty	changing consumption patterns
Skills	the ability to acquire, manage, and analyze data	the ability to identify components of full-cost accounting	the ability to think critically about value issues

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WHY INTERNATIONAL CURRICULUM

- To have common terminology - eg

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Terminology – The Problem!

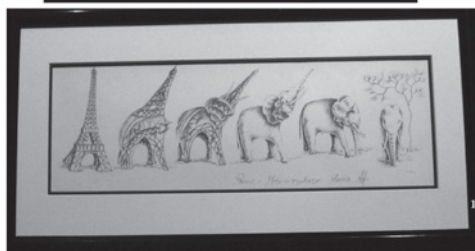
TERMINOLOGY

Drainage basin: Europe and others
The area of land over which the water drains to a single outlet
 Watershed: North America
Either the equivalent to a Drainage Basin
 or
 Europe
The delineating points (divide) where water flows to two different outlets
 River Basin: Europe and others
The Drainage Basin for a river system
 Australia and others
 Catchment:
Equivalent to Drainage Basin
 Solving global problems would need a common terminology!

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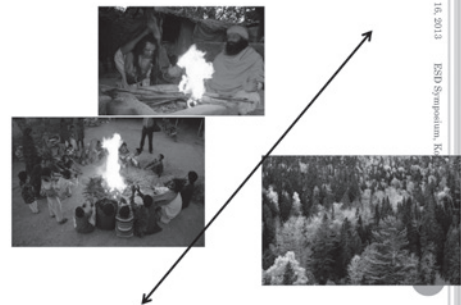
'think global, act local'. WHY REGIONALIZATION



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REGIONAL PERSPECTIVE OF SD



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SD ISSUES: DIFFERENT PERSPECTIVES
IS ENVIRONMENT DEGRADATION REALLY
A PROBLEM CREATED BY POOR?

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EXAMPLE OF BALANCE OF INTERNATIONAL
CORE CURRICULUM AND REGIONALIZATION:

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- o Water Virtual Learning Center
 - Diploma in Integrated Water Resources Management
 - Core Knowledge required for all participants
 - Eg. Water cycle is global and local issues impact global cycle and vice versa
 - o Fiji did not want to know or teach about glaciers!
- International Curriculum
- Regional Customization

COMMON CORE

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- There is a common "core" knowledge base that all participants in an IWRM exercise can share.
- This knowledge base can be communicated to all participants.
- When capacity building is completed, the participants interact more effectively and the dialog on the IWRM process also becomes more effective.

"Participants" are defined as ALL of those involved including water users, suppliers, industries, agriculture, governments (at all levels), regulators, lawyers, planners, engineers, biologists, social scientists, economists, citizens, NGOs, hydrologists, limnologists, financial agencies, etc.

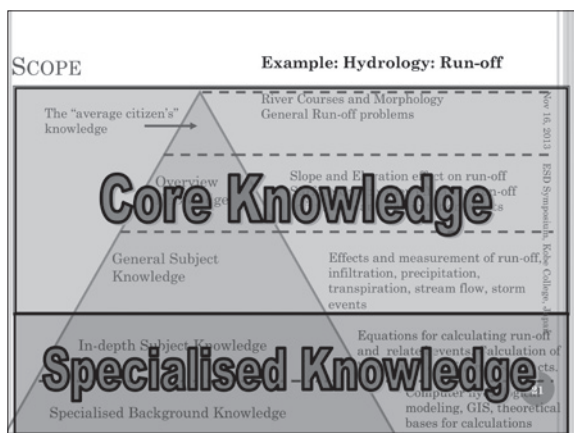
What is this "core knowledge base"
CORE KNOWLEDGE BASE

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EXAMPLE

Example: Hydrology: Run-off

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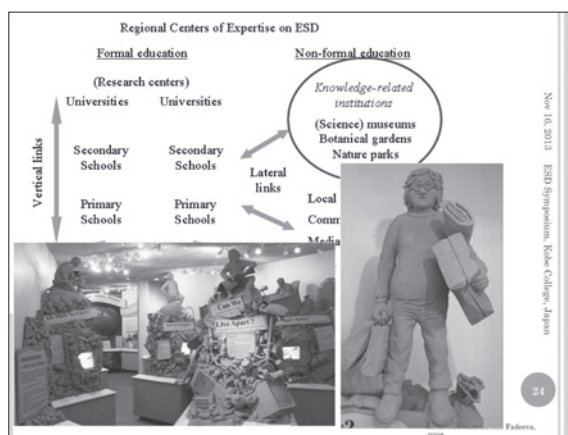
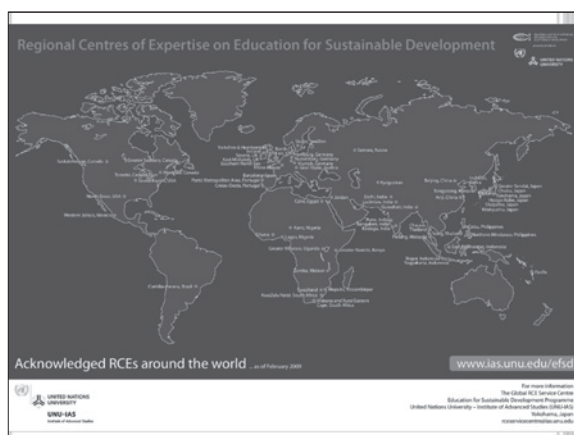
NETWORK: WHY NETWORKING

- To share educational resources
- To share knowledge and research
- To share best practices
- To share human resources
- To share financial resources
- Sustainable development issues cannot be addressed at only one level: local, regional or global
 - e.g.ESD in Africa around Lake Victoria: can help solve transboundary issues

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報告資料一覽



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IN WORDS OF FORMER UNU-RECTOR VANGINGKEL

- The network connecting the RCEs is equally important. This network will make it possible to share information across the RCEs and make useful comparisons among them.
- People learn most from in-depth analysis of places where they are and comparisons with other places.
- RCEs and global learning spaces (GLS)—are interconnected.
- The GLS is much bigger than individual RCEs—it is the 'glue' that binds all of the RCEs together.

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IN WORDS OF FORMER UNU-RECTOR VANGINGKEL

- When you are in South Africa, for example, you can be part of the RCE of the Rural Eastern Cape and you can also be a part of the network around Africa or the network of other developing countries, before you aggregate up to the global level.
- At the same time, the RCE might choose to be part of a thematic network that focuses on health, production and consumption, climate change or teacher education.
- There are many opportunities for cooperation and collaboration, the essential building block is the RCE.

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ROLE OF WOMEN IN SD/ESD

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WHY GENDER (EXAMPLE IN WATER PROJECTS)?

- Examining gender roles in water projects leads to an understanding that **women already are managers of water**, they:
 - Retrieve the water in most places
 - Use the water at home
- **This understanding will:**
 - Improve the economy
 - Benefit children
 - Empower women




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SUCCESSFUL GENDER-SENSITIVE APPROACHES:

- *Focus on men AND women* and not just on women.
- Bring women into management and policy making in order to hear their opinions.
- Form the basis of water resources development and management



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EXAMPLE OF MICROFINANCE IN BANGLADESH


- Focusing on women is important
 - Invest in children – education, health
 - Think about community wellbeing
- Just focusing on women can have negative impacts
 - Increased violence

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ROLE OF WOMEN IN SD

○ Case study of Thailand





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COMMUNITY PARTICIPATION:

- Selected two communities within the same city
 - One of them wanted to get money to buy bins and us to disappear
 - The second community had good leadership and women involvement
 - Waste Bank
 - Composting in temple
 - Flags for houses which participate

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205 Lessons from the ESD Program and Future Perspectives

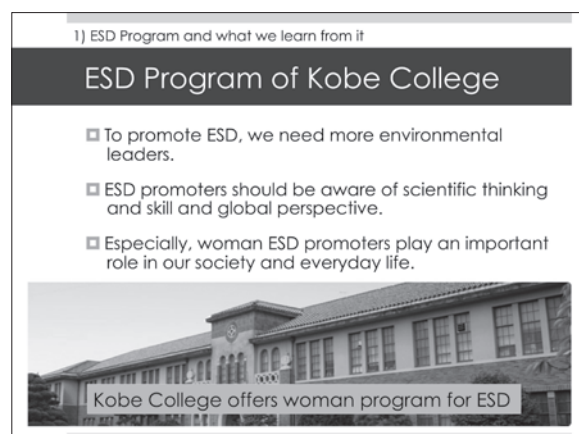
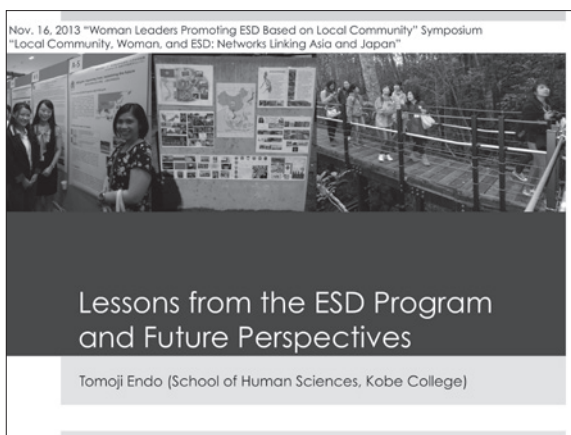
Tomoji Endo
Kobe College

We have implemented the ESD Program 'Woman Leaders Promoting ESD Based on Local Community' through the collaboration with many persons and organizations, such as professors of Universities in Asian countries and Japan, environmental NPOs, local governments, and corporations. Experiences gained from this program convincingly indicate that it is necessary for us to train more woman environmental leaders with a global perspective, an ability to act in local community, and a capability of scientific thinking.



We have considered that Japan should play a role to provide a leading environmental technology for developing countries, since Japan had confronted with many environmental problems during its economic growth and had cumulated various measures to improve the environmental degradation. Our ESD Program emphasized two additional points. First, it is an important role for Japan to introduce ESD activities practiced by citizen in Japanese local community. Second, we feel that exchanging information about ESD issues between Asian countries and Japan is so helpful to improve environmental situation not only in Asian countries but also in Japan, because rapidly growing interests in ESD in Asia can stimulate the way of thinking about ESD in Japan.

To advance the ESD Program, we will go to a next stage with our own experiences. It will be a program for woman environmental leaders encouraging citizen science, which provides bases for ESD in local community.



1) ESD Program and what we learn from it

Woman Leaders Promoting ESD Based on Local Community

Woman
Local Community
International Collaboration between Asia and Japan

Promoting ESD

Woman environmental leaders who can act locally and think globally

1) ESD Program and what we learn from it

Woman

1) ESD Program and what we learn from it

Local Community

- Each area and society shares common environmental problems and has specific environmental issues.
- In order to promote sustainable development, education should be worked on people living local community.
- Nishinomiya city advanced leading ESD movements with collaboration with NPO, LEAF.
- Kobe College's founding spirit is to "Love the God, Love the neighbors"

1) ESD Program and what we learn from it

Universities exchanging MOU with Kobe College in the ESD Program

Danang University of Technology [Vietnam]
 Duksung Womans University [Korea]
 Kobe College [Japan]
 South China Normal University [China]
 Chulalongkorn University* [Thailand]
 Miriam College [the Philippines]
 Universiti Putra Malaysia [Malaysia]
 De La Salle University* [the Philippines]
 Ateneo de Manila University* [the Philippines]
 Sam Ratulangi University [Indonesia]

1) ESD Program and what we learn from it

Networks between Asia and Japan

- Network is so small, but it is lasting, because students have tight friendship.
- Network rapidly grows as linking each other.

1) ESD Program and what we learn from it

Contents of Our ESD Program: Lectures

	Current situations of environmental pollution and measures	Natural environments and actions for environmental education
Asia I & II	Situation and measures of each countries, etc.	ESD movements in each countries, etc.
Japan I & II	History of environmental pollution in Japan, Anti-pollution measures, etc.	Biodiversity of Japan, Environmental conservation, ESD movements in local community, etc.

1) ESD Program and what we learn from it

Lectures are given by Japanese and Asian professors

Classroom of Japan I Classroom of Asia I

1) ESD Program and what we learn from it

Contents of Our ESD Program: Practical Learning

Internship I, II & III
By participating ESD activities of NPO LEAF in Nishinomiya-city, students understand practically how to promote ESD in local community.

Fieldwork
A few days trip to the area where excellent ESD activities are practiced to maintain excellent nature and cultural traditions in Japan; for examples, Kitakami-cho, Miyagi Pref. and Kunigami area, Okinawa Pref.

2) Outcomes of Kobe College ESD Program

Number of students completed the ESD Program

Year	2010 -11	2011 -12	2012 -13	2013 -14	Total	Plan	(Achievement)
Asian students	8	6	5	(5)	(24)	20	(120%)
Japanese students	0	1	2	(3)	(6)	20	(30%)

2) Outcomes of Kobe College ESD Program

Course of students completed the Program

Year	2010 -11	2011 -12	2012 -13	Total
Local Government Office (Environmental Protection, River Rehabilitation)	2			2
University Institution (Social Action, Human Science)	1	1	1	3
School Teacher		1		1
Company (Agro-technology)	1			1
NGO (Environmental Protection)	1			1
Other			1	1
Graduate Student	3	5	5	13
Total	8	7	7	22

2) Outcomes of Kobe College ESD Program

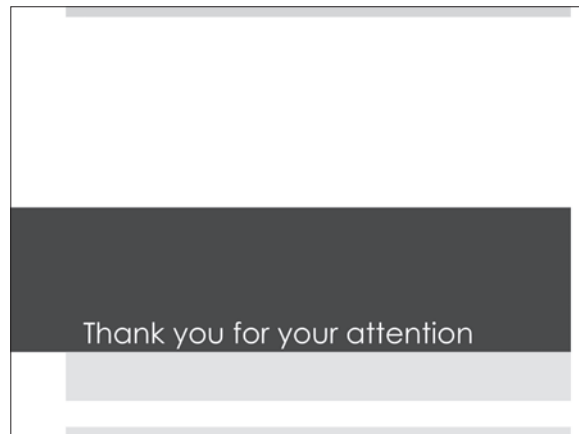
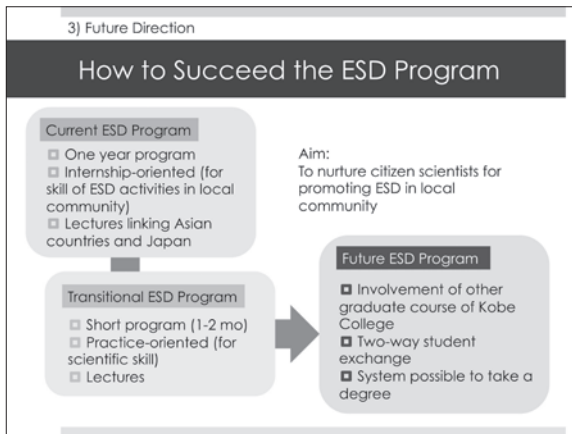
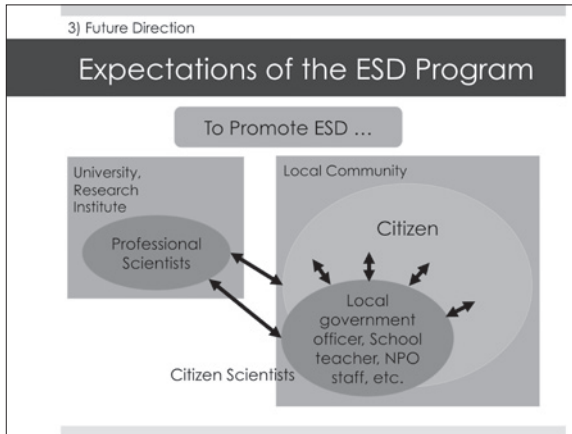
Major Outcomes of the ESD Program

- The ESD Program seems to contribute to bringing up environmental leaders.
- They gain positions that can play active role in local community.
- Networks are formed among participants, collaborators and Kobe College. This provides bases for ESD program.

2) Outcomes of Kobe College ESD Program

Problems in the ESD Program

- One of the problems in the ESD Program is to train more Japanese students.
- Students want to do research work of their own special field. It is also essential for promoting local community based-ESD to cultivate their scientific research ability. Our ESD Program has not sufficiently supported training for research ability of students.



4. 総合討論 Discussion

司会：寺嶋 正明 教授（神戸女学院大学）

Chair: Prof. Masaaki Terashima (*Kobe College*)

Prof. Terashima: We have some time for discussion. I realize that most of the participants here are from foreign countries, so I'd like to do the discussion session in English. I would like you to share our activities and ideas by asking questions to each other. But today we have many reports, so I'd like to focus on the following three points. One is the women's movement against environmental pollution and the movements to keep the good environmental conditions. The second point is the education for the children, the education for the future leaders, and education for future generations. And the third point, women leaders and decision making. How do women affect the decision making of the company and the government? Let's start with the first point, the women's movements against environmental pollution. We had very nice case studies of Kitakyushu City and Nishinomiya City. So is there anybody who wants to ask a question?

Prof. Inneke: Thank you, Prof. Terashima. Yes, I am very much interested in the pollution case in Kitakyushu, so my question is addressed to Mr. Hirakawa. You were mentioning about the pollution in Kitakyushu and that there were some women's society, *fujinkai*, that took action on how to reduce, or I don't know the real action actually, but what I guess from your presentation is that they did research. So my question is, could you explain more on how they got financial support for their research? That's the first question. And the second one, how did they bring their results to the decision maker, I mean to the government or other higher private sectors, in order to take more action? Thank you.

(通訳：ただ今の質問ですけれども、平川さんにお尋ねします。北九州市の婦人会が活動して、いろいろと公害対策をしたということをご紹介いただきました。彼女たちが実際に科学的な調査をされたということですのでけれども、1つ目の質問は、実際にその資金はどのようにして調達されたか、そしてもう1つの質問は、そのリサーチの結果をどのように意思決定に持っていったか、つまり行政とか、ビジネスのところをどのように持っていったかということ、この2点をお尋ねします。)

Mr. Hirakawa: はい、ありがとうございます。まず1点目の資金なんですけれども、私が理解しているのは、そもそもその公民会の婦人会の集まりに北九州市役所の職員がアドバイザーとして入っていたと聞いています。その調査の資金とかは、北九州市役所の方から出ていたかと思えます。2つ目の質問の意思決定なんですけれども、ちょっとプレゼンでもお話ししましたが、マスコミに調査の結果を上げることで、市民運動が市内で広がって、その市役所が動いたということだと思えます。

Prof. Inneke: Thank you, Mr. Hirakawa. I think this is a very good example for us, because as I mentioned in my presentation air pollution in Indonesia, especially in the big cities is at a very dangerous level, and many children get sick and so on. And if you go to Jakarta and other cities there we do not have blue sky anymore. Really, that's the truth. So I think what you explained to us today would be a model for the *fujinkai*, for women's society in Indonesia as well, on how to respond to and take action in reducing the impact of air pollution. Thank you.

(通訳：平川さん、ありがとうございました。私たちインドネシアにとって非常に良い例を挙げていただきました。というのも、インドネシアは特に大都会などでは、大気汚染が深刻でして、子どもたちが外で遊べない状況になっております。そしてジャカルタではもう青空が見えないという状況でありますので、今後北九州市の事例、婦人会の事例から、どのように行動すれば良いか、どのように働き続けていけば良いかということを学ばせていただきました。ありがとうございます。)

Prof. Terashima: Any other question?

Mr. Peljor (JICA Training Participant) : Thank you very much. My name is Peljor Tshering. I'm from Bhutan. I want to ask a question from Prof. Inneke from Indonesia. There are a lot of thoughts regarding sustainable education. I just want to ask her, how can you quantify your statement that the women are the main actors behind solving environmental problem in Indonesia? Especially in Indonesia.

Prof. Inneke: Thank you. Could you please repeat, once more?

Mr. Peljor: How can you quantify that women play a major role in environment action in Indonesia?

Prof. Inneke: Actually, I have no statistical data about how many women are really involved in such a way. But I got this information from the internet. But I could say that many, many Indonesian NGOs are run by women. For example, we have in my region [in Indonesia] an NGO that means a voice of women. They took action against, for example mining companies or other industries who just dispose the industrial waste to the environment, something like that. And they also raise voice through radio or like in Kitakyushu you see the journalist announce results or something like that. Is that what you asked me?

Mr. Peljor: Thank you. Related to this, I believe the women are gaining their voice. Are there any policy changes within the country to enhance the activity of women in your country in conservation?

Prof. Inneke: Oh yes. All the women activities could be addressed to the Minister of Women Environment. As I mentioned, we should empower the women to participate in environmental activities in the country. So if, for example, I heard from Kitakyushu, I will extend it to the ministry to adopt the idea. Also of course we have many women who follow through politics, for example, in the House of Representatives. Sorry if I missed the point.

Mr. Peljor: No, it's okay. Then again, are we allowed to ask one more question. Regarding the

activity from Vietnam, this one for Prof. Hai, he mentioned he has low confidence to hold a post by women. Is it right?

Prof. Terashima: Local confidence?

Mr. Peljor: Yes, local confidence. So in that case, how are you going to develop the confidence more confidence in women to play a major role in environmental conservation? To think that women play a major role.

Prof. Hai: I think that you asked a very interesting question because we guess that the policy of the governments-the central government and local government is changing. I think the central government now is trying to encourage and empower women in the communist party in some local council, provincial, prefectural levels and also in the companies to improve the role of women in the community, and we also encourage and increase the number of women in the middle level in the principle of central level. And now we try to encourage women to attend in the scientific research, including trying to improve the knowledge and their experience in the scientific research and to contribute to our world society. Exactly, we don't have a very strong policy.

Prof. Terashima: Any other question?

Prof. Perez: My question is for Dr. Takenaka. Because you were mentioning about the “cocoma” child care support system. Because in the Philippines now, in the central Philippines particularly, it's quite difficult to manage child care now with the devastation in that area. Government is trying to provide and also encourage breast feeding for children and also eating the right type of food so that they would be able to survive, they will become healthy and at the same time recover from the traumatic experience of the storm surge because of the typhoon. So what are your plans with respect to this so that maybe we will also be able to learn from what your plans are with respect to women who were affected by the tsunami in Japan. Thank you very much.

(通訳：武中先生に質問します。先ほど「cocoma」のことをおっしゃいました、子育て支援ですね。ぜひ学ばせていただきたいんですけども、フィリピンではこの度の台風被災地区で母親たちを支援するのは非常に難しい、政府の方は母乳で育てようとか、栄養指導とかをしたり、トラウマを回復しようという指導をしてはいるんですけども、なかなかそれが難しいということで、日本では被災地区の女性たちにどのようにして子育てを支援してきたか、それから計画が何かあるのかどうか、そういうことをお聞きしたいと思います。)

Dr. Takenaka: ありがとうございます。被災地の子育て支援と復興の関係について調べようとしているところで、今の時点でわかっている情報、知っている情報をまずお話しさせていただくと、そういったcocomaというのは、震災の前からありました。cocomaで金銭的な支援を行政から受けているかというところではなくて、多少その震災以降は助成金などもあったけれども、基本にお金がかかるような活動は何もしていない。もともとのきっかけというのは、石巻市が呼びかけて、保育士さんの講演会なんかを開いたときに、そこに集まって来た人たちで、もともと別の会なんだけれども、そこに徐々に集まって来た人たちが、勧められて、自分で

活動したらどうかということをご提案されました。それで、グループの1人の発起人が活動を始めたというような状況です。今は週に1回、金曜日に集まって、子どもたちを連れて一緒にお母さん方が集まってくるという感じです。ただ小学校とか保育所に行っている子どもたちは、どうしてもそっちに行ってしまうので、それよりも小さい子どものいる、2歳以下の子どもを連れて来るのがメインになっています。そこで何かをするっていう計画があるわけではないのです。むしろその部分に今から私たちが注目をしたいと思っているんですけども、実は特に何かをしているわけでもなくて、ただ日常の一場面をそこで展開している。特に誰かがリーダーになっているわけじゃなくて、その場所に来て、ママ友同士のお友だち、子どもたち同士の遊びみたいなことをしている。その当たり前という場面を作り出す機能を被災地で担っているのではないかなということ、今ちょっと考えています。またフィールドワークでいろいろわかったらまたお伝えできればと思います。

Prof. Terashima: Is there any other question?

Prof. Hai: I have one clarification regarding your earlier question, about percentage of local women in the central, regional, provincial, district and community level leaders. In Vietnam, they have a target of five-year period. For example, in 2000 to 2005 we tried to increase the number of women, the percentage of women in labor has improved only 5%, and for next five years we improved 10% and next five years 15% , and now we try to increase to 30% , and women leader at a level of principal at district and community level now in Vietnam. And now in Vietnam, we can combine organization where Director is a man and Vice director is a woman and we try to develop a scale to help improve women.

Prof. Terashima: Okay, are there any other questions?

Prof. Perez: My question is for Mr. Ogawa from LEAF. You mentioned that ESD is not only focused on children in schools but also on adults. But there was a diagram where you also considered the babies, from babies to adults, so of course I know that the ESD is not directed to babies but to the mothers. So can you explain this further? How do you train the mothers so that they can train the one- or two-year-old child so that they have an idea with respect to protection of the environment?

(通訳：LEAFの小川さんに質問させてください。LEAFの活動は、就学している子どもたちだけでなく、大人に対してもされているということですが、このESDは赤ちゃん、ゼロ歳からということで、特にお母さんが大事だというお話でした。その点についてもう少しお話ししたいと思います。特に母親たちをどのようにトレーニングして、その環境意識を高めていくかということについてお聞かせください。)

Mr. Ogawa: これはまだこれから始めようという段階です。まず、なぜそういうところに問題意識を持ったかということだけ紹介します。日本では「三つ子の魂百までも」ということわざがあります。つまり、3歳までにほぼその子どもの精神的骨格が整ってきます。今現在では、もしかするともう8カ月レベルで子どもたちのいろいろな骨格が形成されるといわれています。それは生まれてお母さんのお腹から出て、この世界に入ったときに、初めて大人とコミュニケーションをとる、そのコミュニケーションのとり方が自分を守る、他者と関わることから自分

を守る、その子どもの人間的な積極性、そしてまた他者との関係性を構築していく。そういった乳幼児期の問題が少しずつ整理されてきています。西宮市の公立の保育所の先生と幼稚園の先生と、2年間ESDの研究会を行いました。その中で、ゼロ歳児から預かる保育所の先生たちから出てくる意見、そういったものを整理していくと、このゼロ歳からの関わりというのを保育所や幼稚園に留めることなく、社会的な教育のレベルに広げていく必要があるのではないかと考えています。このタイミングで踏み外すと、小学校に行っている場合も、子どもの成長は積み残しがあるといいます。今一步、保育所にも幼稚園にも行っていない乳幼児を抱えた母親たちが孤立する局面が生まれています。この親たちを町の中での施設で受入れる体制は少し整ってきていますが、今、私たちは民間企業、それから生活協同組合、西宮市、この4者で、森の中でこれらの家族を支援するプログラムを始めました。これは母親のケア、それから子どもたちの集団保育、そして均一的な都市生活から一步踏み出す、こういったことを目的に先月（2013年10月）からこのプロジェクトを始めています。これからこれを広げていきたい。今、日本社会が抱えている課題とも思っています。

Prof. Terashima: Thank you. Now let's move on to focus on the education for children. I'm very impressed by phrase in Prof. Perez's lectures that "when you educate the women you educate for generations". Today we have a very nice example of women taking a very important position in children's education in China, Nishinomiya and the other areas, so any comments about some of the education systems?

Mr. Ogawa: 先ほど少しいい忘れたことと、この子どもの教育と先ほどの女性への教育の問題で、ちょっと大事なことを1ついいます。昨日、午前中PTAのお母さんたちを対象に防災教育を行いました。これは地域の成り立ちから自然災害を考えるという内容です。ESDで大事な中に、地域という問題があります。お母さんたちは、子どもたちを育てる自分の地域のことをほとんど知りません。お母さん以上にお父さんはもっと知りません。もしかすると、地域の老人でもあまりよく知らない人がいます。自分たちの地域を知るということは、自分たちの地域を愛することにもつながります。自分たちの住んでいる地域がいかに自然災害にもろい土地である、場所である、そういうことを自分たちの目で確認して、そしてそれを理解して暮らしていく。そういったことをもう少しそれぞれの地域で考えないと、自分たちの命を守れないことにもなります。そういったことを、日本ではPTAという組織で母親が非常にたくさん集まります。こういった機会をもっと生かして、地域で母親が子どもや地域を守るリーダーとして活動してほしいと思います。

Prof. Terashima: Do you have PTA in your countries? Parent-Teacher Association?

Prof. Inneke and Prof. Perez: Yes.

Prof. Terashima: The mothers are very active in Japan. Are they active and interested in environmental education in the Philippines?

Prof. Perez: Yes.

Prof. Terashima: Please, give example.

Prof. Perez: Yes. When my children were still young, my son, even for my daughter, we attend, usually it's me who attended the PTA meeting, because my husband is very busy with

his work. I understand it. So in Ateneo de Manila in the preschool, they are actively taught waste segregation like you separate biodegradables from the non-biodegradable. In the school in PTA meeting, they discuss that they want us to also do segregation in the house so that what is being taught in school will also be learning in the house, so that there will be continuity, so the support from the family is very important with respect to education of the children for the environment. Also, it's a reality in the Philippines that when many were learning people they just throw garbage wherever so that it's the children in school are taught to put, especially the candy wrappers, in the trash can. So the teachers tell us that we have to follow up with the habits of the children at home so that there will be continuation of learning from school to family.

Prof. Terashima: And any other example?

Prof. Inneke: Thank you. In my experience, because I have two daughters, I have many times been forced into PTA meeting, but mostly regarding the financial requirement, or just to talk about the evaluation of the children in Indonesia. So, not so effective for environmental education. But I remember now I have been involved in education of children regarding the impact of mining in the small area in north Sulawesi. So we prepared brochures about the impact of mercury, because they have very active mining there, gold mining using mercury for extraction of gold. So we printed up many brochures, and we brought the brochure to the school, from the primary to the high school. But after that we have no evaluation on how big the impact of these brochures were. Thank you.

Prof. Terashima: I was the chairman of the PTA for my son several years ago, and I know that mothers are very active to support the school for their children's education. So I think it's a very good idea to collaborate to promote ESD. Any other questions?

Now you can ask questions about any topics. Many presented reports that gender inequality exists vastly in Asian countries, but I think it's the standard made by the West. In Asia, we have so many different backgrounds and cultures, and we can affect the policy making by different ways. We need to increase the number of positions in decision maker's role, but it takes a long time. One way is to educate the future children and future generation, that you can chose the green product, environmentally-friendly way to shop or choose environmentally friendly goods or commodities to support the companies, to change the companies in some kind of way. Any comments about that idea?

Prof. Inneke: As I have mentioned in my presentation, actually we have to be real because women face the risk. Many women, when they become leaders they lose their family. That's the problem. And truly there are many cases in politics before us. So I think the education for women to be leaders, as Prof. Grover said, they should involve both men and women, so I mean we look at the education for women to be that also they educate the family. I think the family should realize that their mother's still their own, but the mother should take more role for future to be leaders. That's my opinion. Thank you.

Prof. Terashima: Prof. Grover, do you have any other comment? Do you have any experience?

Assoc. Prof. Grover: I think I would like to maybe add a couple of examples here. One of the examples I was mentioning earlier was the example from Bangladesh where they were trying to introduce microfinance, and they involved only women. I think maybe the idea behind that whole concept was that women are more responsible and that there is more surety that they will get their money back, and the money invested will be more in the society, and they will just not drink away all the money and get lost. So you're building society. You're actually building the next generation, there will be education for the next generation. But if you don't involve men I think that's the biggest mistake, because then they rebel against it, and the violence against women increase. So it's important, I think, that we talk about women empowerment, it's the equality, so we're not going the other side of inequality where you are just then focusing on women and ignoring men. It's sometimes interesting how the mindset of people are. When we were starting the UN program on Integrated Water Resource Management and we had a whole course on community involvement, and especially gender sensitive. A lot of engineers, especially from Egypt and Africa, when we tested the program they said, "As an engineer we know what we have to do for water resources. We know we have to build a tank, or we have to build infrastructure." what do you mean that we need to involve community – or men – or women, so I think it's the whole mindset may be that need to change, where you need to understand that you need to involve women, especially like in installing handpumps which women have to use. You have to consider women also as a part of society and that's an important thing when we talk about involvement we need to talk about involving both men and women.

Prof. Terashima: Any other question?

Prof. Yamashita: You mentioned the number of the Japanese student is less than the proposed number. So the reason is that the Japanese student, when they are in a Master's course, and they have to take a training for two years, and similar credit are not required for foreign students, they only stay here one year to study ESD course and only concentrate on their environmental leaders program. Is there a different reason that the Master course students have to study for two years for Masters degree and have the study environmental leader students have the extra credit they should have. So is this the difficulty to complete their course. The Master course students complete their master course, they got a degree in the Master course but they can't get their certificate of the environmental leaders. So there is a program like this. And one more thing, I think that your proposal written that foreign student only stay for one year, plus that it's possible to exchange the credit to their own University and Kobe College. And then it's possible to give a degree of Master's additional to the certificate of the environment leaders. So is that already clear when students come to environmental leaders? I am very sure about

this course. Is that understood or not?

(通訳：日本人学生は少ないということでしたけれども、日本人学生の場合はほとんどが博士前期課程の院生で、2年間で30単位を取得して、修士を取得するということでした。留学生はしかし、1年間日本にいて、環境リーダーの認定証がもらえる。ですので、その環境リーダーのためだけに留学生は勉強するわけで、日本人院生はそのほか単位も取得しなければいけないということがあるから少ないということでしょうか。提案の中にありましたけど、例えば留学生が1年いる間にその母校との単位の交換ができたり、それから環境リーダーだけではなく修士課程も取れるかといった例はあるんでしょうか？事例として今まで取られた方はいらっしゃるでしょうか？)

Prof. Endo：留学生が、環境リーダーコース以外にも履修したり、修士号を取ったというようなケースはありません。

Prof. Yamashita：それはない？

Prof. Endo：原則として、1年間の留学で、マスターを取るの是非常に難しい。マスターコースとして受入れてはならず、今のところ、1年間はESDプログラムに専念してもらっているという形です。

Prof. Yamashita：そういう可能性っていうのは？

Prof. Endo：そうですね。今、すぐにはまだ無理だと思うんですけども、文学研究科にグローバルスタディのコースが、まだ大学院に組込まれていないのですが、そういうコースが立ち上がってくると、共通のESDのプログラムを作って、2年間こちらで学んでもらって、学位も取れるというような形に将来的にはしていきたいと思っています。

Prof. Yamashita：それについて、もう1つ聞いておきます。

Additionally environmental leaders certificate at Kobe College is not well-known, so I think the degree is established already. So they can go for double degree – degree and a certificate. It's more attractive internationally. So I think we should think about that such degrees. Already in Beijing University, Keio University, Waseda University, and so on, they can hold a double degree, something you can think in future.

(通訳：環境リーダーというのは、認定制ですけど、あまりよく知られていないということで、留学生にとってより魅力あるものにするために、二重に学位を取れるようにしたら良いのではないかと、例えば神戸女学院大学とそれから母校からも、両方から修士号が取れる。例えば慶応義塾大学、早稲田などは北京大学と提携して、二重の学位が取得できるようになっているので、留学生にとって非常に魅力的なんです。)

Prof. Endo：ありがとうございます。大学院の問題は、これからも考えてなんとか実現していきたいなと思っております。

Prof. Terashima：最初のコンセンサス通り考えたんですけども、文科省の方で1年以上在学していないと、学位は出しちゃだめというようなことです。われわれのプログラムは要するに365日以内で帰国しますから、だめだということで、ずいぶん頑張ったんですが、それはまかりならんということで。そうですね、その辺りをもう少し長いスパンで交換できるようなのができると良いですね。

Prof. Yamashita: I'll be back to my first question. The reason why the number of Japanese students not increase?

(通訳：最初の質問ですけれども、なぜ日本人が少ないのでしょうか。)

Prof. Endo: 先ほど言いましたように、2年間かけても単位を取るのがなかなか難しい、学生にとって。それはやっぱり英語の授業ですとか、そういうあたりが問題になります。登録をしている学生はもっとたくさんいたんですけれども、途中でやっぱり続けられなくなったりしてしまいました。

Prof. Terashima: 英語だと、理系なので、どうしても実験の方が忙しくなると、データが取れるか取れないかということになってくると、lectureよりも experiment が優先されることもあります。

Prof. Perez: For the things about ESD for students from Manila. She' taking her Master's in Environmental Science, and she needs three credits for her academic courses to be finished. So what we are communicating that for one of the subjects that she will take here in the ESD program, she will get the credit and so that she will not be enrolled in Ateneo de Manila University. So we are thinking that if we will still have the ESD program, maybe then we can get the younger students so that some of the academic course in their university, such as in my university, you will credit the subject that they will take at Kobe College, should be credited to their curriculum, so I think that would attract more international students. Thank you very much.

Prof. Terashima: Thank you very much, Prof. Perez.

Prof. Inneke: Same in as my university.

Prof. Terashima: Same? Okay. Now we would like to conclude our program. Are there any other comments or questions? Okay, thank you very much for attending this symposium, and I hope you enjoyed this discussion and can take some lessons to your own country.

- ・本文は、討論をもとに構成している。同時通訳によって、会場内は英語に統一した。
- ・ This section is based on the discussion at the end of presentations. During this discussion there was simultaneous translation.

通訳担当：河本尚子・ケリー佳織

Interpreter: Ms. Naoko Kawamoto, Ms. Kaori Kerry



文部科学省 社会システム改革と研究開発の一体的推進
アジア・アフリカ科学技術協力の戦略的推進～戦略的環境リーダー育成拠点形成～

「地域からESDを推進する女性環境リーダー」シンポジウム

地域・女性・ESD

日本とアジアを結ぶ ネットワーク

2013年11月16日(土) 10:00-16:30

神戸女学院大学 エミリー・ブラウン記念館202号室

入場
無料

写真

「地域からESDを推進する女性環境リーダー」プロジェクトの成果をふまえながら、地域社会の中でESD(持続可能な開発のための教育)を推進する女性リーダーの役割とはどのようなものか、アジアと日本を結ぶネットワークの中で今後どのような役割が期待されるのかを考えるシンポジウムを開催します。

ご来賓 | 河野昌弘氏(西宮市長)
山下廣順氏(JST科学技術システム改革事業プログラム主管)

午前の部 10:00-12:00

ESDプログラムの成果から

女性環境リーダーの役割を考える

講演者 | Teresita Ramos Perez 教授(アテネオ・デ・マニラ大学、フィリピン)
Inneke Rumengan 教授(サムラトランギ大学、インドネシア)
Hoang Hai 教授(ダナン大学、ベトナム)
Gao Lingbiao 教授(華南師範大学、中国)
長手聖美氏(NPO法人こども環境活動支援協会)
Alma Bernadette L. Regalado 氏(パシグ川再生委員会、フィリピン)

午後の部 13:00-16:30 シンポジウム

地域・女性・ESD 日本とアジアを結ぶネットワーク

講演者 | 五島政一氏(国立教育政策研究所)
平川伸明氏(一般財団法人日本国際協力センター)
小川雅由氏(NPO法人こども環境活動支援協会)
武中桂 特任助教(神戸女学院大学人間科学部)
Velma I. Grover 客員准教授(神戸女学院大学人間科学部)
寺嶋正明 教授(神戸女学院大学人間科学部)

全プログラム終了後に懇親会を予定しています。

問合せ先:神戸女学院大学人間科学部ESD推進室
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Kobe College
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Funds for integrated promotion of social system reform and research and development “strategic promotion of science and technological cooperation with Asia and Africa—building training bases of strategic environmental leaders—”

Woman Leaders Promoting ESD Based on Local Community symposium

Local Community, Woman, and ESD: Networks Linking Asia and Japan

November 16, 2013 (Saturday) 10:00 – 16:30
Room 202, Emily Brown Memorial Hall, Kobe College

No
admission
fee

写真

This year is the last year of the funding period of our ESD Program, “Woman Leaders Promoting ESD Based on Local Community”. On this occasion, we would like to hold a symposium to sum up the Program’s achievement with reconsidering the roles of woman leaders who promote ESD in local communities and effective networking in Asia and Japan.

Guests | Mayor Masahiro Kono (*Nishinomiya City*)
Prof. Koujun Yamashita (*Japan Science and Technology Agency*)

Part I 10:00-12:00 Reconsidering Roles of Woman Environmental Leaders with Looking Back Activities of ESD Program

Speakers | Prof. Teresita Ramos Perez (*Ateneo de Manila University, the Philippines*)
Prof. Inneke Rumengan (*Sam Ratulangi University, Indonesia*)
Prof. Hoang Hai (*The University of Danang, Vietnam*)
Prof. Gao Lingbiao (*South China Normal University, China*)
Ms. Satomi Nagate (*Learning and Ecological Activities Foundation for Children, Japan*)
Ms. Alma Bernadette L. Regalado (*Pasig River Rehabilitation Commission, the Philippines*)

Part II 13:00-16:30 Local Community, Woman, and ESD: Networks Linking Asia and Japan

Speakers | Dr. Masakazu Goto (*National Institute for Educational Policy Research*)
Mr. Nobuaki Hirakawa (*Japan International Cooperation Center*)
Mr. Masayoshi Ogawa (*Learning and Ecological Activities Foundation for Children*)
Dr. Katsura Takenaka (*Kobe College*)
Assoc. Prof. Velma I. Grover (*Kobe College*)
Prof. Masaaki Terashima (*Kobe College*)

There will be a reception after the symposium.

For inquiry: Human Sciences Department ESD Promoting Office, Kobe College
4-1 Okadayama, Nishinomiya, Hyogo 662-8505 Japan
+81-798-51-8591/ esdpo@mail.kobe-c.ac.jp


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本シンポジウム関係者集合写真

あとかき

Closing Remarks

人間科学部 環境・バイオサイエンス学科 特任助教
武中 桂

文部科学省「社会システム改革と研究開発の一体的推進」戦略的環境リーダー育成拠点形成の助成を受け、2009年度より本学にて実施してきた「地域からESDを推進する女性環境リーダー」プログラムでは、2010年10月より東南アジア各国からの留学生を受入れ、プログラムを運営してまいりました。現在は、5名の4期留学生たちが本学に在籍し、本学大学院人間科学研究科の学生たちと一緒に同プログラムを履修しております。

本シンポジウムの開催に際しましては、本学 飯謙学長、独立行政法人 科学技術振興機構 山下廣順プログラム主管、河野昌弘西宮市長をはじめ、本プログラムにおいて平素より大変ご尽力いただいております海外の各大学の先生方、特に Teresita Ramos Perez 教授（フィリピン アテネオ・デ・マニラ大学）、Inneke F. M. Rumengan 教授（インドネシア サムラトランギ大学）、Hoang Hai 教授（ベトナム ダナン大学）、Gao Lingbiao 教授（中国 華南師範大学）、一般財団法人 日本国際協力センター 平川伸明さま、NPO法人 こども環境活動支援協会 小川雅由さま、長手聖美さま、本プログラム1期修了生 Alma Bernadette L. Regalado さま、通訳をご担当くださいました河本尚子さま、ケリー佳織さま、資料翻訳をご担当くださいました文学研究科 田辺希久子教授、奥村キャサリン専任講師、文学研究科通訳・翻訳コースの学生の皆さま、ならびに本学教職員、たくさんの方々のご理解、ご協力を賜りました。心より感謝申し上げます。

これまでの実践を踏まえた上で、今後も本学ではESD（Education for Sustainable Development 持続可能な開発のための教育）に関するカリキュラムの継続を念頭においております。今後とも、ご尽力いただけますよう重ねてお願い申し上げます。

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