

“Follow your own path”

Gender Equality Promotion in Hiroshima University (April 2019)



HIROSHIMA UNIVERSITY

Hiroshima University

Gender Equality Declaration (October 2006)

Both men and women, being equal members of society, are endowed with the same right to exercise their free will to engage into planning and implementation of activities in every sphere of society, to enjoy political, economic, social and cultural benefits, as well as bear a joint responsibility to create such society. The Basic Law on Gender Equality, which was promulgated and became effective in June 2000, refers to the realization of gender-equal society as the “most important issue that would determine Japanese society in the 21st century”; therefore, in order to achieve this goal, the “Second Basic Plan for Gender Equality” was adopted by the Government in January 2005.

As respect for individual rights and equality before the law are enshrined in the Constitution of Japan, so far, various efforts toward establishing gender equality have been endeavored in concert with efforts being made in the International society. However, gender-based discrimination and social stereotypes, formed in the course of long of historical development, are continuing to exist, including in the sphere of education and research. Being strongholds of knowledge, Universities are important institutions for not only production of knowledge but for establishing education and creating socio-cultural values for future generations as well, and therefore are obliged with social responsibilities to demonstrate that they are organizations which recognize specificities of each gender, make efforts to close the gap between men and women, and where every member is allowed to make the most of its individuality and abilities.

Ahead of other institutions, Hiroshima School of Secondary Education, which was one of the predecessors of Hiroshima University, established the Women's Department in 1883 and produced many outstanding and talented women. Furthermore, co-education of both genders in prewar time was practiced in Hiroshima University of Literature and Science which has been accepting women students from the very beginning of its foundation in 1930. We would like to further develop this history-honored spirit and grapple with present day issues of gender equality.

Also, the most important task for Hiroshima University to reach its goal to become “Top-level original advanced studies University in the world” is to create an environment, where every individual can fully exert its individuality and abilities, which can be achieved by further advancement of gender equality.

From the above-mentioned perspectives and in due compliance with the Second Basic Plan for Gender Equality, Hiroshima University commits to provide a positive contribution to creation of gender-equal society and to promote the Gender Equality Plan on the basis of the following basic action plan.

Basic action plan

1. Promotion of gender equality in the spheres of education, research and employment
2. Revision or overhaul of conditions and practices which encourage discrimination or ostracism on the basis of gender
3. Promotion of gender equality in decision making process regarding administration of the University
4. Support for men and women to ensure feasibility of accommodating studying, research or job and family life
5. Promotion of gender equality through cooperation with local community and International society
6. Promotion of activities to raise awareness about gender equality; promotion of educational research on gender equality

Hiroshima University

—Why gender equality at university?—

Director, Gender Equality Promotion Office, Hiroshima University
Vice Executive (Gender Equality)
Yoko Ishida



A “gender-equal society” is a society in which individuals are not restricted by their sex; a society in which people are free to develop and express their individuality; and a society in which men and women share the same rights and responsibilities to make and carry out decisions in a variety of social contexts such as at home, at workplace, and in a local community. A “gender-equal society” is “the right people for the right posts” society with an “equal opportunity” provided, in which men or women are not discriminated against or disadvantaged, or forced to give up something when trying to live their own lives on account of their sex. Men and women may have physical differences, but there are no differences when it comes to fundamental capabilities such as intelligence, academic ability, imagination or planning ability. The only differences are based on individual differences.

At the fourth “World Conference on Women” held in Beijing in September 1995, gender equality, development and peace were raised as goals, and the “Beijing Declaration” and “Code of Conduct”, which specified issues regarding the status and empowerment of women, were adopted.

As a result, the necessity of promoting gender equality also in Japan became a subject of intense discussion, and laws and systems to achieve this have been established.

More than 20 years have passed since the Beijing Declaration, and unfortunately it cannot be said that gender equality has been well practiced in Japan. From an international perspective, Japanese gender equality remains at low achievement level. The percentage of women that occupy positions with decision-making authority in politics and organizations is still very low. While work-style reform continues to progress, men are so overloaded with work that they are unable to help out at home even if they wanted to. Taking on a greater burden will be difficult as long as meaningful work-style reform does not progress, and it is estimated that many women wanting to go into management forgo that. This also happens at universities - places of academic research and human resources development.

Hiroshima University made its declaration of gender equality in 2006, and established the Gender Equality Promotion Office in 2008, since when it has developed systems to actively promote gender equality. Subsequently, Hiroshima University has worked to promote gender equality in order to provide sound working and learning environment in which its members can express their individuality and skills and bring the best out of each other. The role of a university is to create a place of learning and research where people irrespective of their sex can develop skills suitable for organizational decision-making, and then send such people out into society. Therefore, it is extremely important that universities promote gender equality and create a ‘right person for the right job’ equal opportunity environment; have working staff that recognize this; and foster the next-generation based on this way of thinking.

The time will come when university students need consider their future directions and how they want to lead their lives. When considering these things, please think about gender equality and what you want and ought to do to lead a life that suits you irrespective of your sex.

This pamphlet was produced to benefit you during such times. It briefly shows the current status of gender equality in Japan and outlines the activities conducted by Hiroshima University to promote gender equality.

We hope that the pamphlet will be helpful for you in any way to lead the life that you want.

March, 2019





2

To understand the current state of society

What are you aiming to achieve while at university? Many people are probably thinking that they want to arm themselves with specialist skills or want to discover their own aptitudes and abilities while at university in order to get a job and succeed in society. Some people may be thinking that they want to be a researcher.

In order to put knowledge gained at university to use in society and gain success on one's own terms, it is first important to know about the state of society.

Research data

Japan has one of the highest levels of living and education in the world, but it faces a host of issues when it comes to the level of gender equality. Japan was ranked 19th in 2018 by the "Human Development Index" (HDI), which shows data for so-called prosperous nations. However, it was ranked 110th in 2018 by the "Gender Gap Index" (GGI) (by the World Economic Forum), which ranks the level of gender equality.

One of the main reasons for this could be the low rate of participation by women in politics (parliamentary members, Cabinet ministers). Other factors are the lack of women in executive and managerial positions with important decision-making authority in society.



2017 Human Development Index (HDI)

Created by United Nations Development Program (UNDP): Simple index that measures average achievement levels relating to the three human development aspects of health, education and income.

Ranking	Country	Score	Ranking	Country	Score
1	Norway	0.953	11	Denmark	0.929
2	Switzerland	0.944	12	Canada	0.926
3	Australia	0.939	13	USA	0.924
4	Ireland	0.938	14	United Kingdom	0.922
5	Germany	0.936	15	Finland	0.920
6	Iceland	0.935	16	New Zealand	0.917
7	Hong Kong	0.933	17	Belgium	0.916
7	Sweden	0.933	17	Liechtenstein	0.916
9	Singapore	0.932	19	Japan	0.909
10	Netherlands	0.931	20	Austria	0.908

Source: "2018 Human Development Report", United Nations Development Program (UNDP)



Reference

Japan was No. 1 in the world in 1990, 1991 and 1993.



2018 Gender Gap Index (GGI)

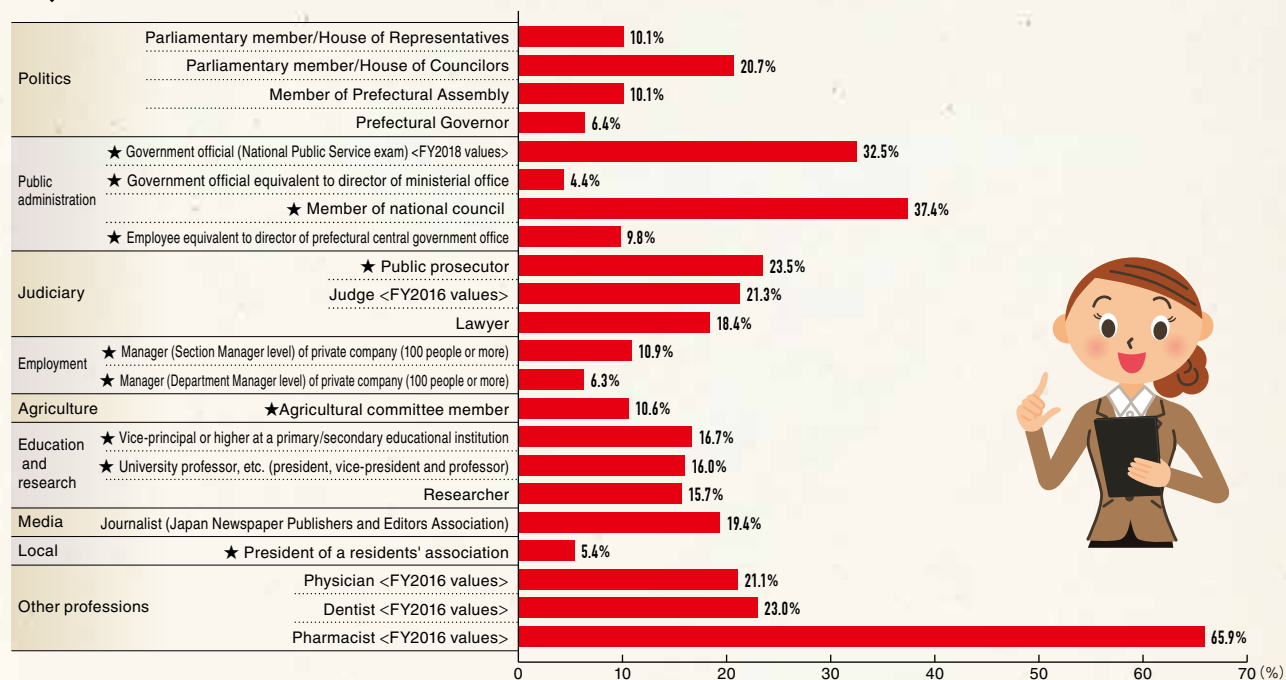
Created by World Economic Forum: Indexes and ranks the degree of gender equality according to 14 items in four categories: "Economic Participation and Opportunity" (economic participation), "Political Empowerment" (political participation) "Educational Attainment" (education), "Health and Survival" (health).

Ranking	Country	Score	Ranking	Country	Score	Ranking	Country	Score
1	Iceland	0.858	11	Slovenia	0.784	•	•	•
2	Norway	0.835	12	France	0.779	51	USA	0.720
3	Sweden	0.822	13	Denmark	0.778	•	•	•
4	Finland	0.821	14	Germany	0.776	103	China	0.673
5	Nicaragua	0.809	15	United Kingdom	0.774	•	•	•
6	Rwanda	0.804	16	Canada	0.771	110	Japan	0.662
7	New Zealand	0.801	17	Latvia	0.758	•	•	•
8	Philippines	0.799	18	Bulgaria	0.756	115	South Korea	0.657
9	Ireland	0.796	19	South Africa	0.755	•	•	•
10	Namibia	0.789	19	Switzerland	0.755	•	•	•

Source: "2018 Global Gender Gap Report", World Economic Forum

Now, let's take a closer look at the current state of Japanese society. While women's empowerment is advancing and the percentage of women workers as a whole is on the increase, the percentage of women occupying positions of leadership, such as parliamentary members, governors, private company managers, is still low. Therefore, the 4th Basic Plan for Gender Equality of the Government of Japan set a numerical index so that the percentage of women in positions of leadership will be at least 30% in all fields of society by 2020.

Percentage of women occupying main "positions of leadership" in various fields



(Remarks)

1. Data partly updated from "Examination of Status of Women's Participation in Policy and Decision-making" (December 2017)

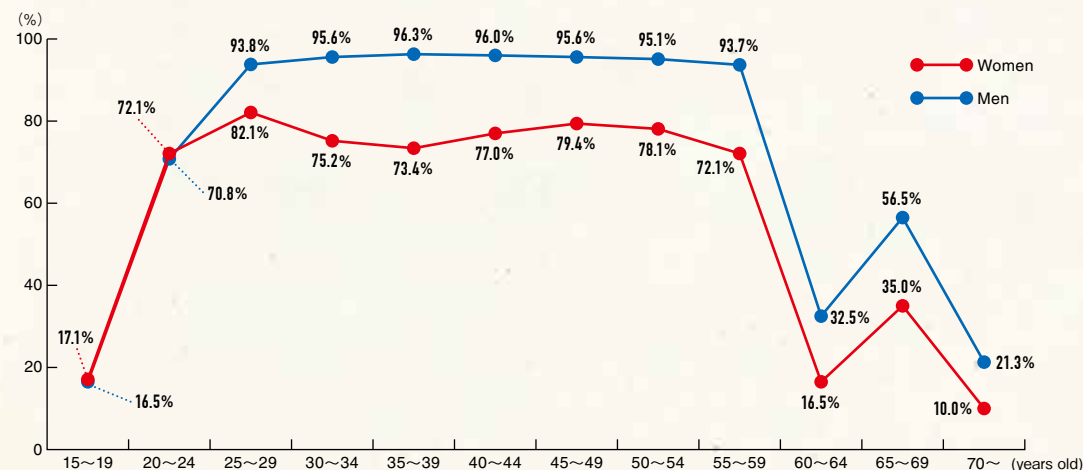
2. FY 2017 figures used as a rule. ★ mark denotes items raised as targets in the 4th Basic Plan for Gender Equality.

Definition of "position of leadership"...1) parliamentary member, 2) those in a position equivalent to or higher than section manager of a corporation or group, etc., or 3) those engaged in a specialized or technical profession requiring a particularly high level of skill. Fields and items given as those equivalent to the definition of "position of leadership" are ranked as typical examples and examples, and not being included in these does not mean that they are not in positions of leadership. Quotation from 2018 version of "Gender Equality White Paper"

Then, check out the changes in labor force populations by age group.

The M-shaped curve shows that the number of women leaving work for child-birth or child-rearing and working mainly in their thirties is decreasing. This phenomenon was a typical work-style problem in Japan for a long time, but it is changing to a gentler trapezoid indicating that it is disappearing.

Changes in labor force populations by age group

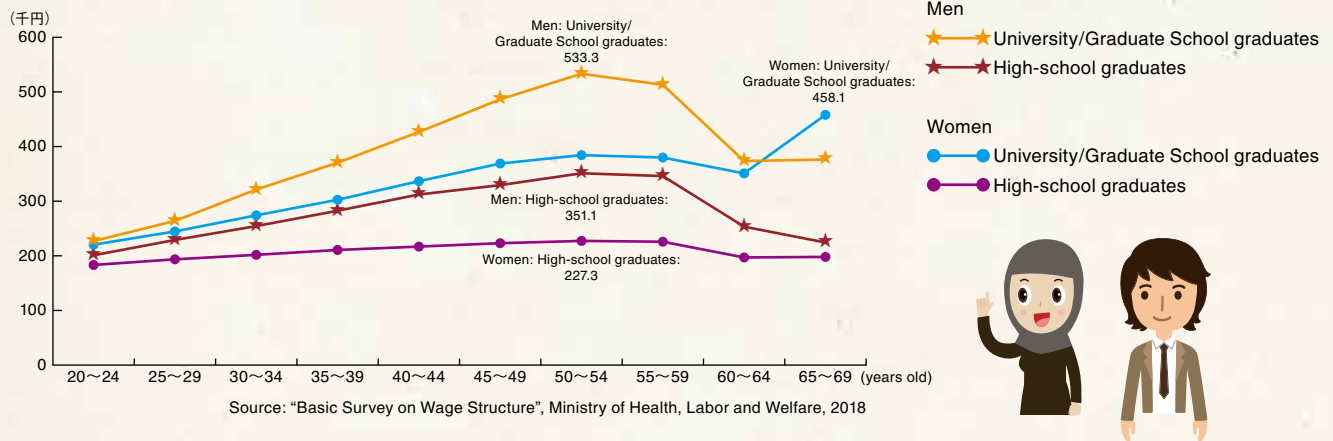


Source: Created from 2017 "Labor Force Survey" by Statistic Bureau, Ministry of Internal Affairs and Communications

A large gap can be seen between income levels by sex despite a matching educational background. Wages rise for both men and women as they get older, and this peaks at the 50 to 54 age group among the working age groups spanning from 20 to 60 years old. However, women overall receive lower wages than men. The major causes of this are the differing employment systems and lengths of service; the fact that many women still temporarily stop work for childbirth and then return to work later; and the percentage of women occupying positions of leadership is low.

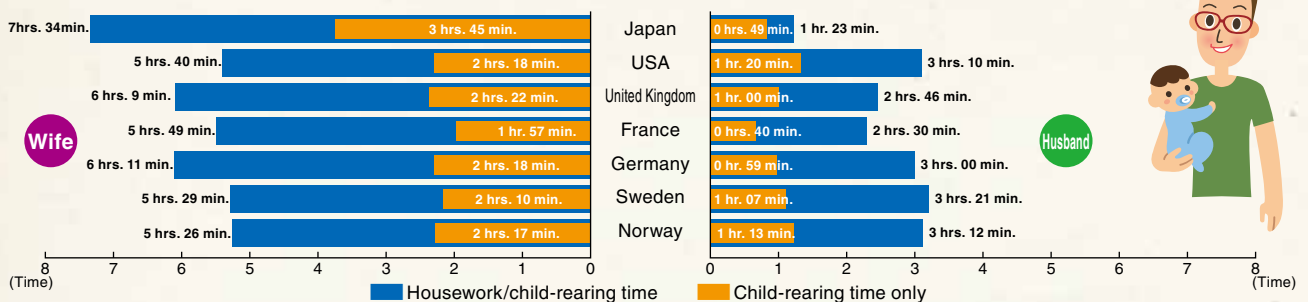
For example, the standard lifetime pay (when continuously working as a full-time employee) is 270 million yen for men who studied to university or graduate school level. By comparison, for women of identical educational backgrounds, the amount is calculated to be 220 million yen, showing a gap of 50 million yen (Source: 2017 Useful Labor Statistics” by Japan Institute for Labor Policy and Training).

! Wage gap



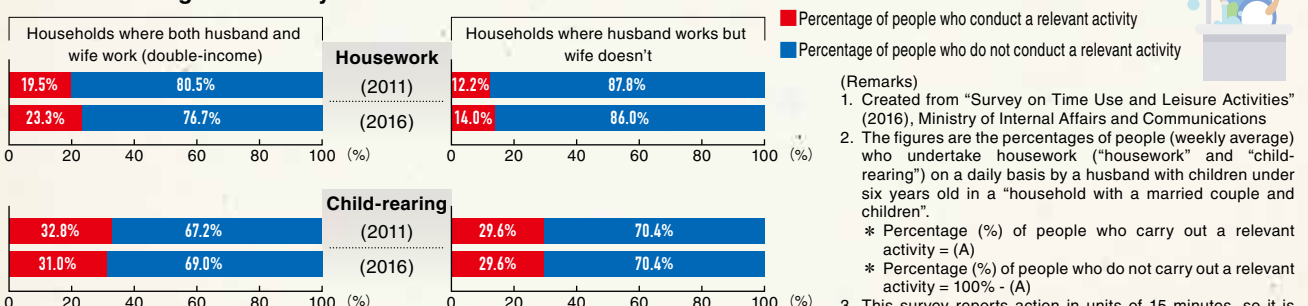
Time spent on housework and child-rearing by husbands with children aged less than 6-years old has remained at a low level compared to the other developed nations. In addition, when looking at the daily rate of 'active people', in the case of 'housework', in 80% of the households both the husband and wife work (double-income households), but about 70% of the husbands do not undertake "child-rearing" activities despite the wife working. This reflects the status that the sharing of domestic labor is not advancing.

! [International comparison] Time spent on housework and child-rearing by married couples with children aged under 6-years old (per day)



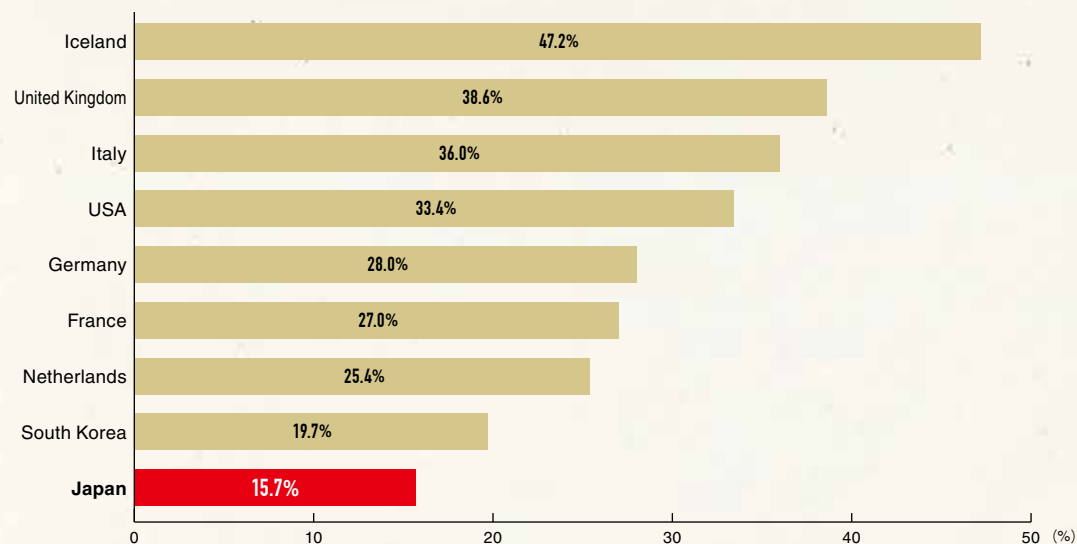
- (Remarks)
- Created from: "Survey on Time Use and Leisure Activities" (2016), Ministry of Internal Affairs and Communications; "American Time Use Survey" (2016), Bureau of Labor Statistics of the U.S.; and "How Europeans Spend Their Time Everyday Life of Women and Men" (2004) Eurostat
 - Japanese values are for the total amount of time (weekly average) spent on "housework", "nursing/caring", "child-rearing" per day by a husband and wife limited to "households with a married couple and children".

! [Japan] Rate of active people relating to housework and child-rearing by husbands with children aged under 6-years old



What percentage of researchers are women? As of 2017, the percentage was only 15.7%, which is extremely low compared to other nations. According to fields of research, the percentage of regular researchers at universities etc. of whom more than half are women is for the fields of pharmacy and nursing. On the other hand, it is only 10.6% for engineering and 14.2% for science, showing a deviation between fields.

! Percentage of researchers that are women - international comparison



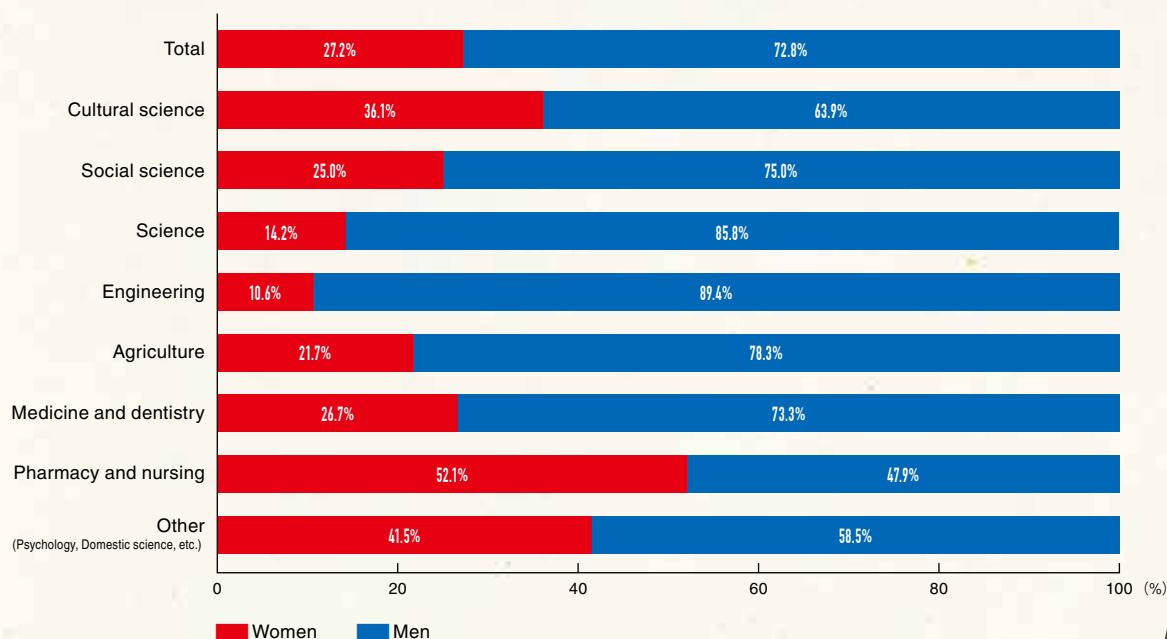
(Remarks)

1. Created from: "Survey on Science and Technology Research", (2017), Ministry of Internal Affairs and Communications; "Main Science and Technology Indicators" OECD; "Science and Engineering Indicators 2018", National Science Foundation (NSF)
2. Values for Japan are as of March 31, 2017. Values for Iceland and South Korea relate to 2016. Values for other countries relate to 2015. Estimated and provisional values are included.
3. Value for the United States is the percentage of women employed as scientists (including some cultural sciences and social sciences). When including engineers, the percentage of female scientists and engineers is 28.4%.

Source: 2018 version of "Gender Equality White Paper", Cabinet Office Gender Equality Bureau



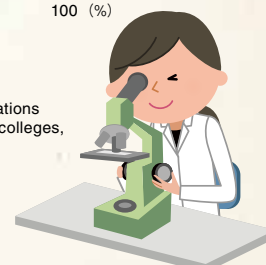
! Percentages of female/male full-time researchers at universities according to field of specialty



(Remarks)

1. Created from: "Survey on Science and Technology Research", (2017) Ministry of Internal Affairs and Communications
2. "Universities" relates to university faculties (incl. graduate school courses), junior colleges, technical colleges, university-attached research institutions, and inter-university research institutes.
3. As of March 31, 2017.

Source: 2018 version of "Gender Equality White Paper", Cabinet Office Gender Equality Bureau





3

Gender equality progress in Hiroshima University

Proportion of male/female students and teachers at Hiroshima University

Let's take a look at the current status of Hiroshima University. The percentage of female students in Hiroshima University is 36.7%. The percentage of female teachers in Hiroshima University is the lowly figure of 16.7%. In its Mid-term Plan (Third Stage: 2016-2021), the university set a target of having 20% female teachers.

Student Numbers and Female Student Percentage (May 2018)

		Student Numbers (person)			Percentage of Female (%)
		Total	Male	Female	
Undergraduate		10,810	6,761	4,049	37.5
Graduate School	Master Course	2,646	1,769	877	33.1
	Doctoral Course	1,836	1,157	679	37.0
Others		92	47	45	48.9
Total		15,384	9,734	5,650	36.7

Teacher Numbers and Female Teacher Percentage (May 2018)

		Teacher Numbers (person)			Percentage of Female (%)
		Total	Male	Female	
Professors		580	528	52	9.0
Associate Professors		458	377	81	17.7
Lecturers		127	101	26	20.5
Assistant Professors		519	397	122	23.5
Research Associate		2	1	1	50.0
Total		1,686	1,404	282	16.7

Gender equality promotion activities

The current percentage of female students and teachers in Hiroshima University is as shown above, but the percentage of female students 70 years ago, when the university was established (1949), was about 7%. That percentage has since increased. The percentage of female undergraduates in 2008 was about 40%, and over 30% of postgraduate students are women. The percentage of female teachers did not reach 10% for a long time, but it finally reached the 10% level in 2007. It has since steadily increased, and as shown above, it is now 16.7%.

Against this backdrop, from the mid-1990s efforts got underway to allow female teachers to balance childcare and work. (Please see the below "Hiroshima University CAPWR, which started from the 'Neko-no-Te Project'"). These activities led to the establishment of various systems including "the Declaration of Gender Equality" in 2006, and "the Gender Equality Promotion Committee" and "the Women's Research Committee" in 2007.

In addition, the Gender Equality Promotion Office was established in 2008 as an organization to implement such systems and activities. Subsequently, the Gender Equality Promotion Office has implemented the following: handling affirmative corrective action (positive action*); promoting balance of childcare and work and participation of men in child-rearing; holding seminars to raise awareness of such issues; and supporting the research of female researchers.

The university has two childcare facilities in the Higashi-Hiroshima Campus and two more in the Kasumi Campus (however, this includes inviting licensed on-campus nursery facilities). Students as well as teachers are allowed to use these facilities under certain conditions.

Other activities aimed at students include a brown bag lunch meet-and-greet (introduced on next page) called BBC (Brown Bag Chat); a series of lectures on gender and society; and an open campus tea-party and participatory science lessons aimed at female high school students, which seek to expand the range of female researchers.

*Affirmative corrective action (positive action) is defined as "actively providing opportunities to both men and women to an extent necessary to remove sexual inequality" in the Basic Act for Gender Equal Society (enacted June 23, 1999).



Hiroshima University Gender Equality Promotion Office



Hiroshima University Himawari Nursery School



After-school care for children (biotope, crayfish-catching)

● Brown bag lunch meet-and-greet: BBC (Brown Bag Chat)

BBC (Brown Bag Chat) is a meet-and-greet where female students bring their own packed lunches and chat informally with other students.

Breaking-down faculty and course barriers, it provides a good opportunity for building your own networks, so why not come along and mix with people from differing backgrounds. Details about when it is held can be found in the student information portal, “Momiji” and in the Gender Equality Promotion Office’s website, so please be sure to come along.



● “Gender and society” lectures

“Gender and society” is a series of lectures held as a general education course. These lectures seek to understand the various problems surrounding gender in today’s society; why gender equality is necessary; and how a gender-equal society can be realized, so please be sure to attend.



● Expanding the range of female researchers

Open campus “tea session”

While having a light snack with female undergraduates or post-graduate students, female high school students and university entrance examinees can ask a wide assortment of questions ranging from university entrance studying to university life and research.



Participatory science lessons for female high school students

Under the instruction of researchers, undergraduates and post-graduate students; female high school students can take part in actual lessons held in science and agricultural science research laboratories. After the lesson, a fun tea party is held for participants to have an informal chat.



Initiative for Realizing Diversity in the Research Environment (Collaboration Type) Career Advancement Project for Women Researchers (CAPWR)

Hiroshima University has made great efforts to acquire research budgets such as Funds for the Development of Human Resources in Science and Technology. In FY2017 Hiroshima University's "Career Advancement Project for Women Researchers (CAPWR)" was adopted in the Ministry of Education, Culture, Sports, Science and Technology (MEXT) Program "Initiative for Realizing Diversity in the Research Environment (Collaboration Type)". The project is currently ongoing.

This program will foster the activities of women researchers by implementing the following four approaches:

1. Institutional Enhancement by Improved Existing Approaches

- Enabling organizations to implement unique initiatives in an ongoing manner and share associated information among themselves
- Researching successful examples of efforts to put in place diverse research environments in Japan and overseas
- Engaging in awareness-raising activities targeting management positions at organizations



1st Symposium on Promoting a Diverse Environment

2. Capacity Development for Improving Women Researchers' Researches

- Providing opportunities for women researchers to explore leading-edge research topics
- Promoting international research activities and presentations of findings by women researchers
- Holding training events such as leadership training seminars and seminars about how to obtain external funding



Seminar to Raise Gender Equality Awareness

3. Positive Action in Recruitment and Promotion of Women Researchers

- Enhancing positive action
- Encouraging women to attend Hiroshima University and boost their career prospects by earning a degree
- Broadening the perspective of female university students who are seeking to become researchers



Bus Tour to Mazda Motor Co.

4. Model Development

- Developing and encouraging the adoption of models that accommodate industry and organizational characteristics through research targeting organizations that are members of the Industry-Academia-Government Council on Promoting Diversity and the verification of the benefits of approaches (1) through (3)

Hiroshima University takes the leadership of the project from FY2017 through 2022 with the three collaborating organizations – Mazda Motor Corporation, Delta Kogyo Co., Ltd. and International Development Center of Japan – and the 30 member organizations to promote the four priority approaches above, with the aims to support women researchers and to further develop human resources in the areas of science, technology, engineering, and mathematics.

For more information of the project, please visit the website below:

<https://home.hiroshima-u.ac.jp/womenres/>



“Hiroshima University CAPWR (Career Advancement Project for Women Researchers), which started from a ‘Neko-no-Te Project’,”

“CAPWR” has been supporting female researchers at Hiroshima University for over ten years now.

When raising children, there are times when you are driven to “wanting even the help of a cat (neko-no-te)”, which is a Japanese phrase meaning ‘extremely busy’. University teachers are no different. When it comes to teachers, especially female teachers, their novice period and child-birth and child-rearing periods overlap, so it is a profession where it is particularly difficult to balance work and home life.

To address such concerns, the “Female Researcher Support Model” (Special Coordination Funds for the Promotion of Science and Technology) was publicly advertised right at the end of December 2005. To participate in this, a working group (WG) was formed by female researchers at Hiroshima University early the following year. Dr. Fumiko Tajima, Professor of Graduate School of Science (at that time), who had taken up a post at Hiroshima University after researching for many years in USA, became a leader of that WG and started the “Neko-no-Te Project” to adopt the “Female Researcher Support Model”.

This project first investigated what was needed for female researchers at Hiroshima University to balance child-rearing and childcare with work, and gathered basic data concerning gender equality at Hiroshima University. Based on the results of this status analysis, the “Neko-no-Te” project WG, together with the heads of the university, had lots of discussions about what the university should and could do. This resulted in the proposal of a comprehensive “Equality Platform” (place of gender equality research and education) plan founded on the two pillars of research environment development and awareness reform.

This first Hiroshima University female researcher support plan was named “CAPWR (Career Advancement Project for Women Researchers)” by Prof. Tajima. Unfortunately, this plan was not adopted in the first year, but as a result of the plan, the foundations of gender equality at Hiroshima University were put in place. In October 2006, the “Declaration of Gender Equality” was made and the “Gender Equality Promotion Committee” was established in February 2007.

The “Neko-no-Te Project” WG was formally established as the “CAPWR (Career Advancement Project for Women Researchers)” in February 2007, and the project logo (upper left) was created by the young New York-based artist, Ms. Mika Tajima. By May 2007, activities started to bear fruit and “the Project to Support Women Researchers for Leadership Development in Hiroshima University” was adopted as a “Female Researcher Support Model” (Special Coordination Funds for the Promotion of Science and Technology). The essential parts of this are to establish a ① home/work balance support environment program and ② awareness reform program, and then develop a ③ Hiroshima University-specific human resource leadership program in order to foster female researchers.

The Gender Equality Promotion Office was established in April 2008. Due to the “Project to Accelerate Reform of Female Researcher Development System” (“Human Resource Development Program for Science and Technology”, 2010), “Career Advancement of Female Researchers through Reform of Hiroshima University System (2010-2014)” was adopted as a “Program to Support Research Activities of Female Researchers (2013-2015)”, so gender equality activities have been strengthened at Hiroshima University.

Hiroshima University’s new project proposal (2017-2022) was adopted and is currently ongoing as an “Initiative for the Implementation of a Diversity Research Environment (Collaborative Type)” (Human Resource Development Program for Science and Technology). The English name of this program is “CAPWR (Career Advancement Project for Women Researchers)” and the CAPWR logo is used above.

The proportion of female teachers in Hiroshima University was 9% in 2006, but this figure increased to 16.7% by 2018. Hiroshima University’s gender equality promotion activities, which started from the “Neko-no-Te Project”, aimed to realize a research and educational environment that allows female and male researchers to develop and make use of their individualities, and this project continues to evolve.



4

From Gender Equality to Diversity and Inclusion

So far this pamphlet has talked about men and women in binary terms, but we humans cannot be so simply categorized into two. Some cannot be sure of their gender identity, whether they are male or female, while others feel that their gender identity is fluid, impossible to be fixed either as male or female. Furthermore, in addition to one's own 'gender identity', there are other aspects in our sexuality such as whom we are sexually attracted to (sexual orientation), how we express our sexuality (gender expression), and the sexual characteristics of our bodies (sexual characteristics).

Moreover, in our society, we can find not only sexual differences but also a host of other differences: differences in age, physical ability and disability, ethnicity and cultural background, and others. Additionally, there are more subtle, covert differences between people's senses of values, religions, political beliefs, occupations, areas of expertise and more.

Understanding between and cooperation with such diverse people will be fundamental in the society we all live and work in the future. Of course, people's diversity can incite emotional conflict and confrontation, and cause society to become more rigid. However, if we positively accept our diverse social backgrounds, beliefs and abilities, and each and every one of us expresses our unique and authentic selves, this diversity will lead to innovation and prosperity.

The ideal of diversity and inclusion resonates with the United Nations' sustainable development goals (SDGs). SDGs cover 17 linked fields including poverty, famine, energy problems, climate change, peace-building, and over 150 countries are trying to reach these goals by 2030. Its slogan of "leaving no one behind" refers to thinking from the perspective of those who are most in need, and ensuring that each and every person can enjoy happiness and prosperity. It is essential for you university students to think about the importance of gender equality and diversity under such an international framework.

Hiroshima University established the Research Center for Diversity and Inclusion in 2016, which has been working on research to create new values from diversity, as well as the practical application of such research. Specific Program on Diversity and Inclusion will be established and opportunities to learn about the subject are due to be provided, so please keep a close eye on its activities.



5

Walking their own paths

When finishing your studies at university, you will all follow your own paths. Learn from the stories of those who are walking their own paths.



MESSAGE 1 ▶ Ms. Haruna Suwa, Administration Staff, Hiroshima University

Student life and work

Seeking a job to support students at university

After graduating from Graduate School of Integrated Arts and Sciences, Hiroshima University, I got a job working here as a member of administration staff. The biggest reason for me choosing to work at a university was my interest in student support work. I have a physical disability and use a wheelchair, but when I was at university I was supported by teaching staff, friends and family in a variety of situations. I made it my aim to join the staff at Hiroshima University, since I wanted to contribute to creating an educational and learning environment that allows all students to lead a secure and fulfilling student life.

My research at graduate school also led me to think like this. When I was a student, I conducted field research at Vancouver, Canada, from a cultural anthropology perspective, and chose "Diversity and Inclusion" as my research topic. My research looked at "co-existence" between people with various differences—what kind of struggles and frictions arise from such differences, and how they can be addressed. I believe that the topic of "Diversity and Inclusion" is increasingly becoming an important issue in society as a whole and particularly in places like universities. Of course, while working, I often face the difficulty of responding to the differing needs of diverse people, but I also recognize and appreciate that "a diversity of people have a diversity of needs". With my experience in research and work I would like to contribute to making Hiroshima University an attractive place to a diversity of people.

Experience in US

Learning from experience at an American university

I am currently taking part in the "Long-term Educational Administrators Program for International Exchange (LEAP)" run by the Ministry of Education, Culture, Sports, Science and Technology. While working as an intern in the International Section of Portland State University (PSU) in the US since August 2018, I have been researching support for foreign students with physical disabilities at American universities. I have always been interested in international affairs and Hiroshima University has been promoting internationalization, so I decided to apply to this program to brush up my English skills and acquire knowledge about the university's international operations.

Something that I found particularly interesting in my research at PSU was the organizational positioning of the Disability Resource Center for student support: the Center is positioned under the Global Diversity and Inclusion Section. Disability is seen as an element of diversity and that is reflected in the organizational structure. This point differs to Japan and I found that interesting. I hope to bring home some knowledge that will allow me to carry out my work with differences and similarities between Japanese and American universities in mind, and contribute to the development of this university.

To all students “Difference” is also “originality”

Differences between people might cause anxiety and difficulties. I myself have a disability so I sometimes face hard situations and difficult obstacles. But I believe that “difference” can be considered “originality”, as my teacher told me when I was a student. Being different to other people can be helpful and useful in some way – while in education and work. I would like you students not to see differences negatively, but to see differences as something positive which should give you new discoveries and show you way forward.



MESSAGE 2 ▶ Mr. Atsuki Toyama, Joint Representative, Coccoiro Hiroshima

Being yourself Being different is attractive

I was in the latter years of elementary school when I started to notice that I was different to everyone around me. I was born a ‘woman’. However, I felt like a man at heart. “Why do I feel out of place?” “Am I the only person in the world with such worries?” I asked myself these questions from junior to senior high school. The first time I got to know the word “gender dysphoria”, it was a relief because I then knew that there were other people with the same worries.

However, when I looked it up on the Internet, virtually all the information was about medical operations. I wanted to be a teacher but I couldn’t visualize the future.

When I entered the third year at university, people around me started to encourage me to search for a job. However, I didn’t want to wear a woman’s job interview suit. On the other hand, I felt that wearing a man’s suit would be unacceptable, so I wasn’t even able to get off the starting line. As a result, I didn’t go to any job-hunting seminars and I started to feel like I was giving up on life. It was at that time that one of my elders at my part-time job said, “Being different is attractive in itself. I’ll always be on your side, so live your life the way you want to.” Up to then I had been distressed that I could not lead a normal life, so those words turned my life around 180 degrees. I decided to lead a life true to myself and found a job as a man. I underwent sex reassignment surgery and changed my family registration from a woman to a man.

Activism Supporting children worried about sexuality

I started to think, “just as I was saved, next time I want it to be me to have someone’s back.” So, I moved from Okinawa to Hiroshima to start activities to raise awareness for a diversity of sexualities. At the time I had no money and connections. I gave a lecture, which was attended by 17 people in a poky little venue. But this was the first step and I got started my activism in Hiroshima.

Above all, the major turning point was my meeting with Sakura Takahata in December 2017. With a shared desire to “support children worried about their sexuality”, I launched “Coccoiro Hiroshima” with Ms. Takahata. It is a voluntary organization so the financial side is difficult, but we have made progress, such as meeting lots of people through our activities, planning gatherings for playing with children, giving lectures to the general public, and paying school visits. I hope that Coccoiro Hiroshima grows even more in the future and that we continue to carry out activities until we gain a more significant social presence.

To all students Taking on an important role for ‘somebody’

I currently work in the welfare sector, which I do alongside my activity work. My job is providing after-school day services, which involves interacting with children with disabilities. People with disabilities have different difficulties and hardships in their lives, depending on the type of disabilities they have. That’s why I work face-to-face with the kids and every day is trial-and-error. I have made many mistakes, but seeing changes in children at close-up stimulates me.

My welfare job, my lectures and Coccoiro Hiroshima activities are important for society and for ‘somebody’. I hope that you all live your lives without regret while asking yourself ‘What kind of person do I want to be’ and ‘What should I do to make that happen?’.



MESSAGE 3 ▶ Mr. Fusatoshi Matsumoto, Section Manager, ICT Promotion Section, Corporate Planning Office, Delta Kogyo Co., Ltd.

Childcare leave experience **Gaining childcare leave as a father**

After joining Delta Kogyo in 1996, I worked designing seats for automobiles, then analyzing product durability, till I came to work in the ICT Promotion Section, where I am involved in setting up a company IT environment and promoting the digitization of our business. At home I live with my wife and three children. My eldest son is at junior high school and my other two sons are at elementary school. My wife continues to do research on support for people with disabilities in employment.

I and my wife have worked full-time since we got married, but as I wanted children, so I avowed to take childcare leave when we have children. When we had our first and second sons, I used the company's childcare leave system and dedicated myself to raising the kids for one year after they were born (2005 to 2006 and 2007 to 2008). During that time, I started by learning how to dissolve frozen mother's milk and then I learned how to burp a child and make baby food - things that I thought I would never learn. I then started to know instinctively when they were hungry and needed the toilet as if I were "a mother who knows best!". At the same time, I kept an eye on my career by getting my co-workers to update me about things at work and studying for work qualifications during my childcare leave, so I was able to return to work without any problems.

Work/life balance **Balancing work and home life with the help of systems and people**

However, when my childcare leave expired and I returned to work, this did not spell the end of my child-rearing duties. Children get fevers or injure themselves irrespective of whether I have something on at work such as an important meeting, and I would get requests from the nursery school to come and collect them on such occasions. Even now that they have reached elementary school and junior high school ages, there are times when I have to leave work early due to something like a sudden injury, and I'm still required to take part in school activities such as PTA and events. After returning to work, I was worried about not being able to give 100% to both my job and child-rearing. However, the company recommended using the short working hours system and legal holiday time for child-rearing, and both my superiors and colleagues were cooperative. As a result, I am able even now to be fully involved in child-rearing thanks to these systems. I feel that I have acquired the ability to do my work more efficiently in a limited time period and to organize my work so that I can get someone to cover for me at short notice.

To all students **Choose a workplace that supports all aspects of life**

Speaking from my own experience, I feel that both tangible support in the way of company systems, and intangible support, such as cooperative superiors and colleague who enable such systems to be used care-free, are required to balance work and child-rearing. In my case it was child-rearing, but each and every worker has his/her own situations such as caring for someone or carrying out lifework. In order to fully balance life and work, it is necessary for work colleagues to understand each other's situations and for the company itself to actively provide support. I believe that all students look first at jobs they want to do when job-hunting, but how about also focusing on the working environment of a company, such as its work leave systems, qualification acquisition systems, and whether that company will provide comprehensive life support. Work is just one aspect of your life.



MESSAGE 4 ▶ Ms. Megumi Sasatani, Associate Professor, Research Institute for Radiation Biology and Medicine, Hiroshima University

School days **Fascinated by constantly updated information**

When I was at university, I took a lecture that taught the following: "DNA, which controls our genetic information, is constantly damaged. Cells have a wide variety of repair mechanisms and avoid inducing a spontaneous mutation to counter such DNA damage. When that DNA repair mechanism has an inborn abnormality, this increases the risk of developing cancer." I remember being really impressed by the fact that DNA damage and repair is constantly repeated in one's own cells, and that information in text books comes from the findings of constant research and that information is being constantly updated. I can still clearly remember how impressed I was when I actually observed with my own eyes spontaneous mutation induced by ultraviolet rays in the research laboratory. From then on, I have been continuously fascinated by research on the DNA damage repair mechanism, spontaneous mutation and carcinogenic inducement mechanism.

Research

Process of searching for the truth has made me what I am

Research is a search for the truth and the pursuit of intelligent curiosity - these are words of my respected elder. When one produces one's own research data, while that data itself may be true, it may not prove the truth you want to solve. Research is the repeated acts of piecing together bits of a puzzle while considering how consistent one's own test data is against other such data. From time to time, test results may reveal a truth that one have not expected. That wonderful moment when things add up is something a researcher only would know, and that is the beauty of research.

Around 20 years have passed since I first started research. I am very attached to my research, and I feel that it has helped create a sense of values in understanding and thinking about things. At a lecture the other day, the teacher said, "when I was worried that research may not be for me during my university days, a teacher said, 'work makes people'", and I thought that was spot on.

To all students

Do something that you want to do

When I look back at my life, I feel that my life has been nothing but hitting dead ends. Despite this, I have continued to do the things I want to do, and I have been inspired, influenced and supported by people I have met along the way. I don't think that such a life is too bad. A former teacher I had when I was taking my doctoral degree repeatedly said to me "if you love research, you will be able to do it for the rest of your life." At that time, I of course loved doing my research so I couldn't understand what that teacher meant, but I now fully understand the importance of having the power to keep such passion alive.

If there is something you want to do or you have moments when you think that something is enjoyable, don't hesitate to take the first step. Then absorb yourself in it while maintaining a sense of responsibility in your actions. Whatever you do, if you don't enjoy it, you won't be able to keep at it. No matter how you live, life is not all fun and games and there are times when you run into hard times unexpectedly. I hope you will choose the path that you want even though it is tough one, and face it with honesty. When doing so, I do hope that you don't forget to thank those around you and accept your own decisions.



6

Various Laws relating to Gender Equality



Constitution of Japan

In Clause 1 of Article 14, which specifies equality under the law, "discrimination" based on sex is prohibited. Furthermore, Clause 1 of Article 24 stipulates that "marriage shall be based only on the mutual consent of both sexes and it shall be maintained through mutual cooperation with the equal rights of husband and wife as a basis." The second clause of the same Article states that "With regard to choice of spouse, property rights, inheritance, choice of domicile, divorce and other matters pertaining to marriage and the family, laws shall be enacted from the standpoint of individual dignity and the essential equality of the sexes."



Basic Act for Gender Equal Society

This law stipulates that "it has become a matter of urgent importance to realize a Gender Equal society in which men and women respect each other's human rights and share responsibilities, and every citizen is able to fully display their individuality and ability regardless of gender." The national government and local public organizations are required to formulate and implement policies to promote a gender equal society, including active anti-discrimination measures at the national level.



Act on Securing, Etc. of Equal Opportunity and Treatment between Men and Women in Employment (Equal Employment Opportunity Law)

Employers are prohibited from discriminating against men and women in all aspects of employment including recruitment, employment, allocation (including allocation of duties and grant of authority), promotion, demotion, training, benefits, work/employment type changes, early retirement, retirement or redundancy. In addition, disadvantageous treatment for reasons such as indirect discrimination (e.g. settings conditions, without any rational reasons, that new job recruits have to be at least 170cm tall), being pregnant or giving birth. The same law requires employers to take anti-harassment measures in relation to sexual harassment, being pregnant or giving birth, and so on.

Act on Childcare Leave, Caregiver Leave, and Other Measures for the Welfare of Workers Caring for Children or Other Family Members (Child Care and Family Care Leave Law)

Employers are obligated to provide an employment environment allowing both men and women to take leave or work shorter hours, and if employers know that their workers or their spouses are pregnant or have given birth, they are expected to inform the said workers about provisions relating to childcare leave or caregiver leave.

Labor Standards Act

Article 4 prohibits an employer from discriminatory treatment of a woman as compared with a man with respect to wages by reason of the worker being a woman."

Act on Advancement of Measures to Support Raising Next-Generation Children

Employers are required to devise and support a plan of action to establish an working environment and conditions relating to child-rearing.

Act on the Prevention of Domestic Violence and the Protection of Victims (DV Prevention Law)

This law relates to DV (violence by spouses or partners).

Anti-Stalking Act

This law regulates and punishes the act of stalking such as persistently trailing another person.

Act on Special Cases in Handling Gender Status for Persons with Gender Identity Disorder (Gender Identity Disorder Special Case Law)

This law sanctions sex-change in family register under certain requirements.

Act on Promotion of Women's Participation and Advancement in the Workplace (Promotion of Women's Participation and Advancement Law)

In order to realize a society that allows all women, who wish to participate and advance in working situations, to fully demonstrate their individuality and ability, this law obligates employers (national government and local public organizations) to 1) establish and make public plans of action incorporating numerical targets aimed at women's participation and advancement, and 2) publicly announce information contributing to career decisions by women.

Act on Promotion of Gender Equality in the Political Field

This law states that to make the numbers of male and female candidates as even as possible in the elections of the members of the House of Representatives, the House of Councilors, and the assemblies of local governments should be a fundamental principle. In addition, it states that political parties and other political organizations are to endeavor to voluntarily work on the promotion of gender equality in the political field, including setting a goal for the number of male and female candidates for public office in their organizations.

Hiroshima University Gender Equality Promotion Office

1-1-2 Kagamiyama, Higashi-Hiroshima City, Hiroshima Prefecture 739-8524 TEL: 082-424-4428
Website: <https://www.hiroshima-u.ac.jp/gender>

Hiroshima University Gender Equality Promotion Office



Hiroshima University Research Center for Diversity and Inclusion (8th Floor, Building B, Faculty of Education, Higashi-Hiroshima Campus)

1-1-1 Kagamiyama, Higashi-Hiroshima City, Hiroshima Prefecture 739-8524 TEL: 082-424-4559
Website: <https://www.hiroshima-u.ac.jp/diversity>

Hiroshima University Research Center for Diversity and Inclusion

