

# R An Education Based Approach to Improving Gender Equality

RITSUMEIKAN



Ritsumeikan High School #2639

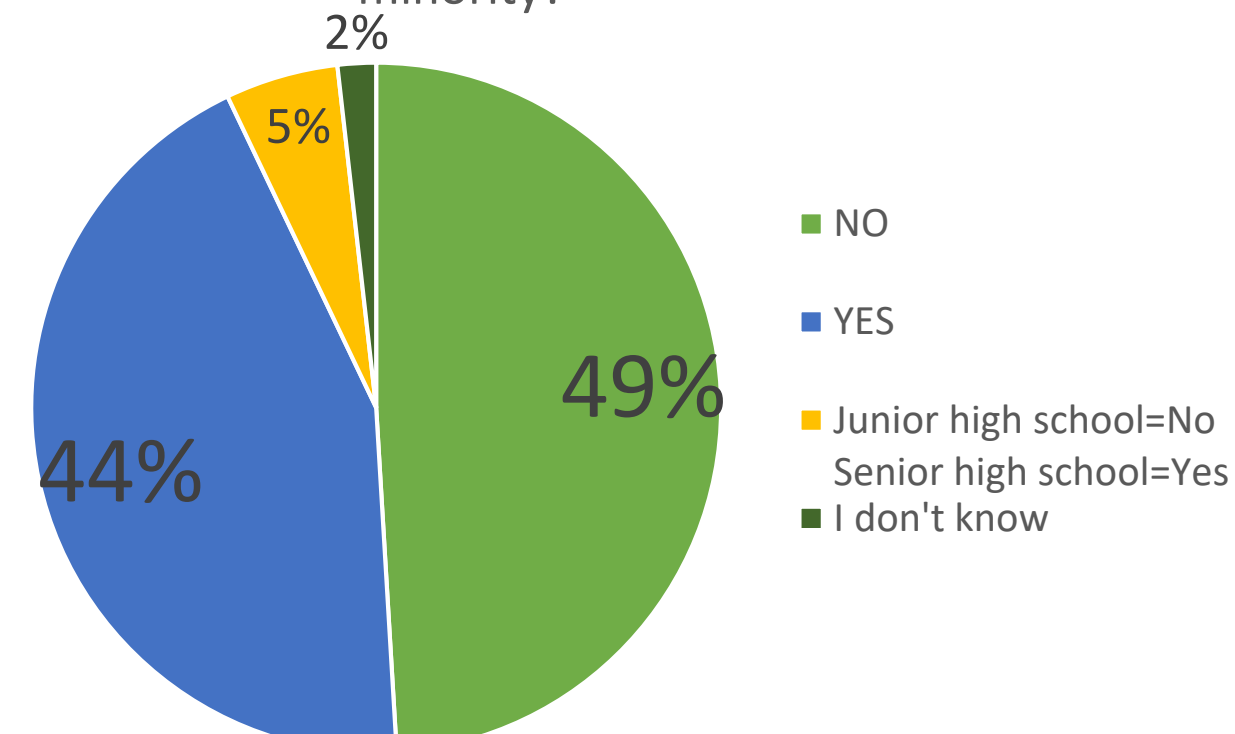
## Introduction

School can have a good or bad influence on various types of students. They absorb what they learned from teachers directly. According to a national survey, one out of 20 people is recognized as LGBTQ but generally most teachers said that they have never met one. According to Professor Fujiwara at Sugiyama Women's Gakuen University, teachers at different educational levels in Japan misunderstand the basic general knowledge about LGBTQ. This causes LGBTQ students not to come forward as LGBTQ in the classroom. Teachers have to be released from stereotyping students as either male or female. Usually, people have previously defined gender roles which is called "Doing Gender". It is necessary to compare how gender education is taught in Japan and other countries to reveal what is lacking in health education classes in Japan.

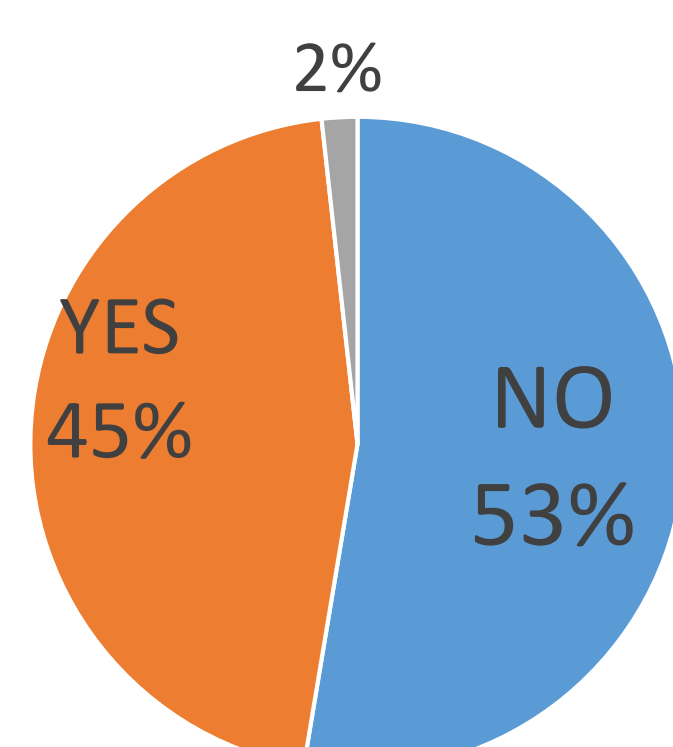
## I. Questionnaire Investigation

- September to October
- About 60 Ritsumeikan teachers
- Based on the survey "LGBT Intention Survey Report of 5,979 teachers" (November 2011, Yasuharu Hidaka)

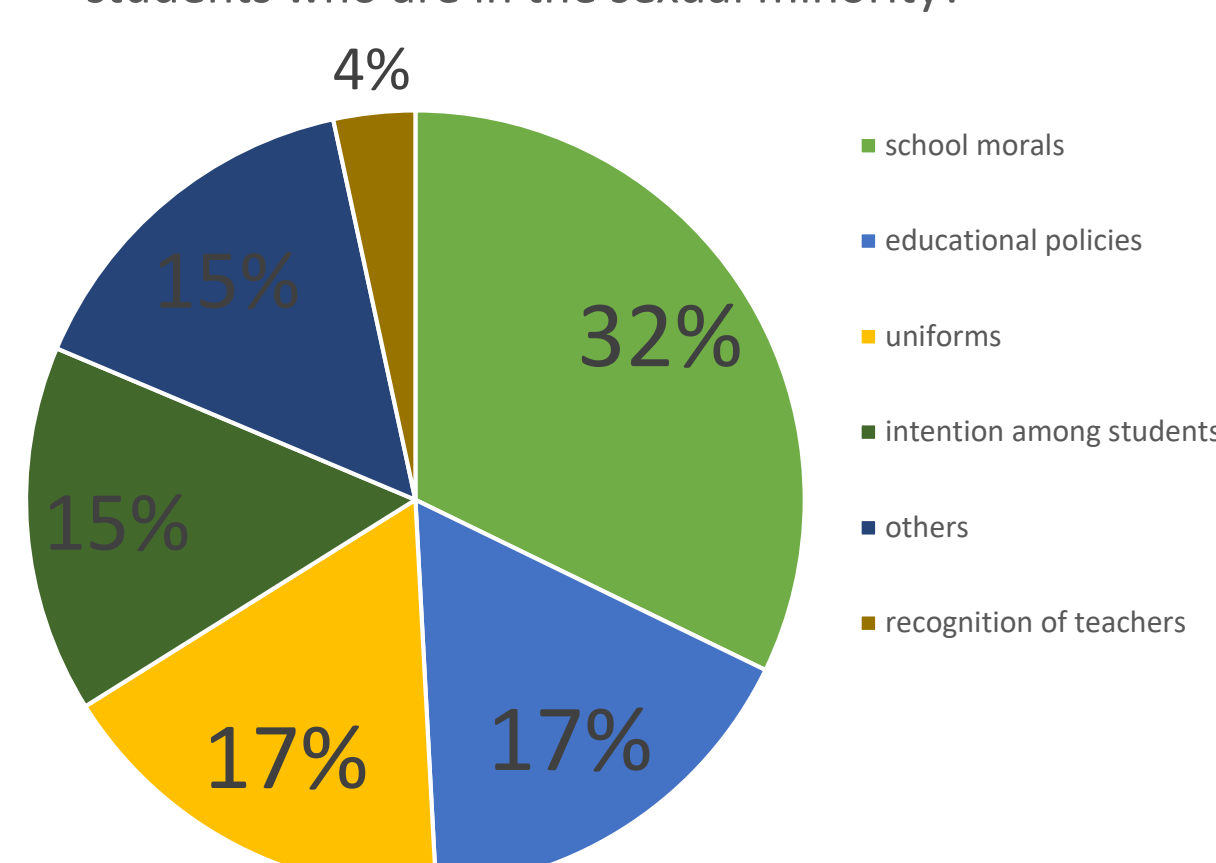
Q1-1 Do you think that the environment at Ritsumeikan Junior and Senior High School is a comfortable place for students who are in a sexual minority?



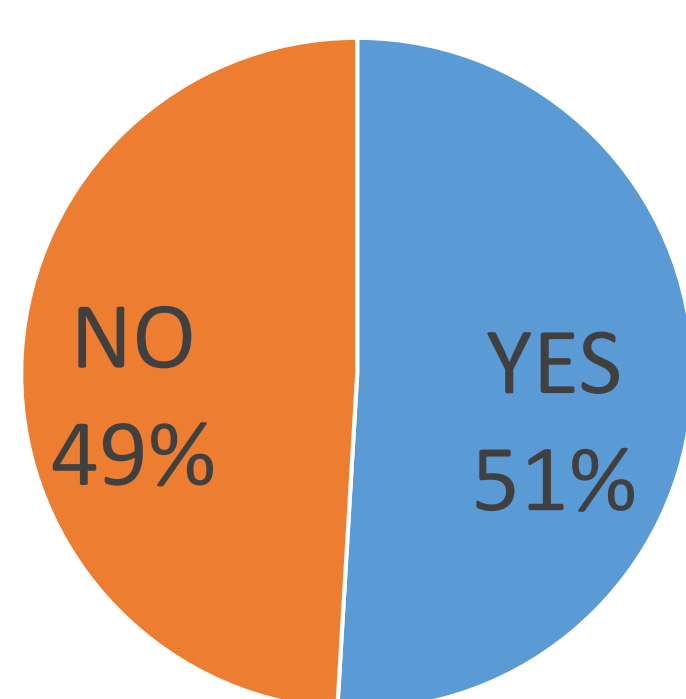
Q2-1 Do you consider your students' gender when assigning roles and responsibilities in class?



Q1-2 Which part of the school environment is good for students who are in the sexual minority?



Q2-2 Have you ever felt gender bias from your teachers?



### 1-1 and 1-2

- Sex Education taught in school as heterosexual
- Nobody doubts the current situation → However, no recognition of "Doing Gender"

### 2-1 and 2-2

- Teachers said "NO" but students said "YES"
- Teachers unintentionally prescribe gender roles.

## Solution (Ideal Plan)

### 1. "Train the Trainer"

"Initially training a person or people who, in turn, train other people at their home agency."

(meanings from Society for Research on Educational Effectives)

Teachers have a lecture from experts.

Train teachers to have a lesson about sexual minorities for their students in each grade. Based on my questionnaire investigation, teachers have knowledge about sexual minorities, but they still continue to misunderstand the role of gender in the classroom.

### 2. Make a workshop in cooperation with teachers

Hold a workshop with teachers to consider incorporating gender education at our school.

### 3. Encourage the efforts of local boards of education to spread general awareness about LGBTQ+.

## Solutions related to SDGs

### #4 Quality Education

- ✓ Shift awareness within Gender Education
- ✓ Offered to all children
- ✓ Teachers become role models for children

### #5 Gender Equality

- ✓ Improve laws
- Include gender education in school curriculums

### Change the Concept of Gender

### #10 Reduce Inequalities

- ✓ Overall acceptance within society

## II. Comparison between the Netherlands and Japan

### (Why the Netherlands?)

- ◆ First country which conducted same sex marriage registration in the world (April 1, 2001)
- ◆ Gender education which is based on sexual diversity became mandatory
- ◆ Best country for LGBTQ rights [2014. The Gallup Organization]

### The Netherlands

- Toolkit Working with Schools 1.0 [Global Alliance for LGBTQ Education (GALE)]

#### (Examples of lessons)

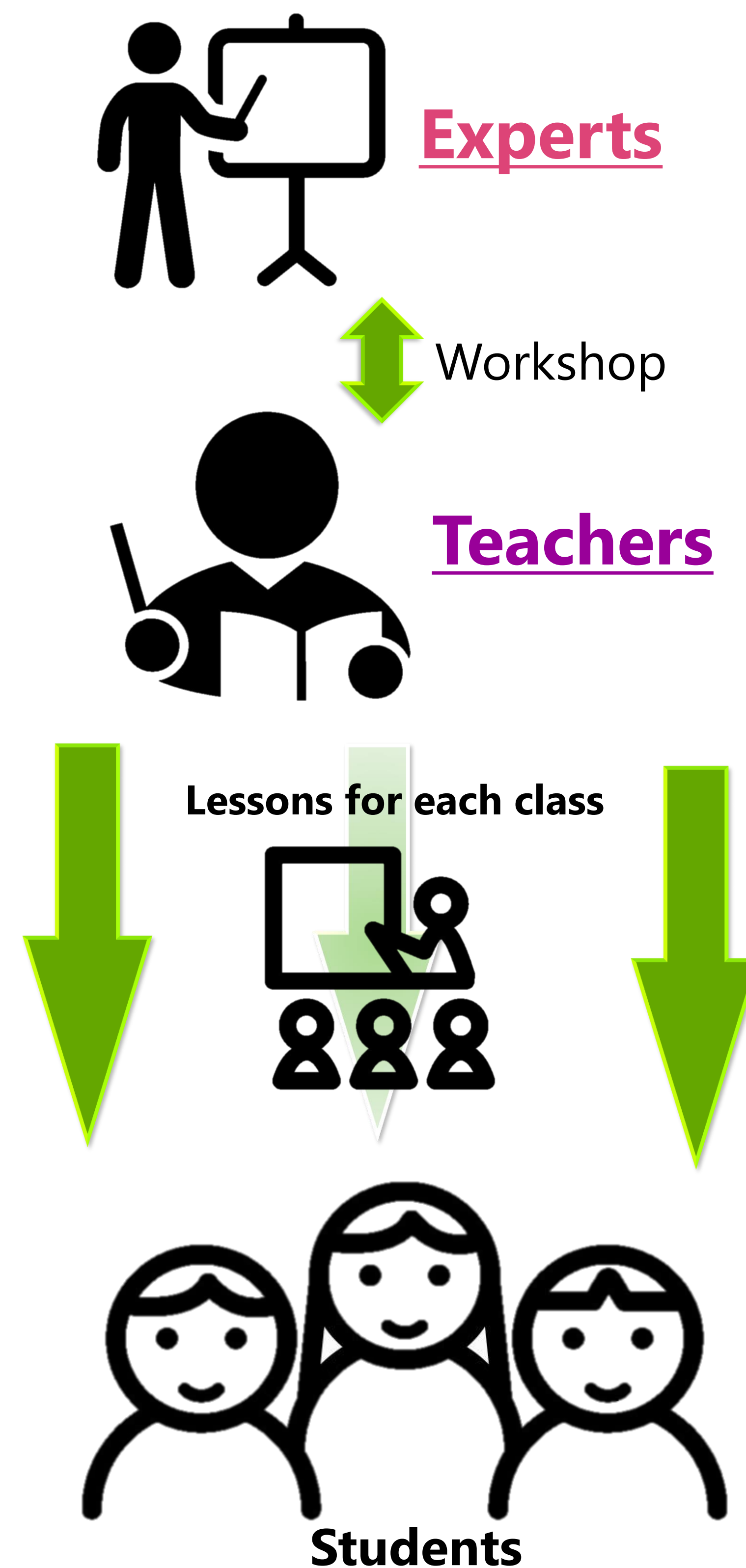
- No manliness No womanliness (age 4~6)  
[Each person is special and unique]
- Partners may not be members of the opposite sex all the time (age 6~9)  
[Respect Gender Diversity >> Educational Freedom]
- "De Dokter Corrie Show" School TV, an educational program (age 9~12)

### Japan

Ministry of Education designed coursebooks do not include topics about sexual minorities because it is said that there is a lack of general understanding about LGBTQ. As a country, LGBTQ is slowly gaining recognition. However, it is not accepted in society.

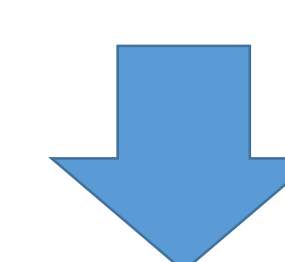
- NPO are actually moving to change the situation Ex) Rebit
- Some local Boards of Education have started providing lessons about gender by experts for teachers. Ex: Professor Fujiwara → Aichi prefecture

## Future Plan

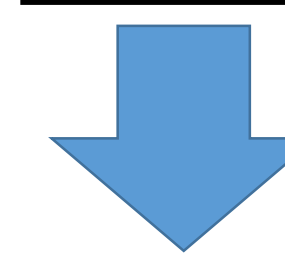


1. Experts will train teachers.

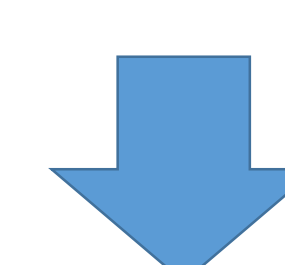
Having workshop [to breakdown gender stereotypes among teachers]



2. Teachers have to accept the concept to explain it to the students



3. Having lessons about sexual diversity in their class



5. Change the concept of gender from the students point of view

### References

- Williams Distinguished Scholar, Gary J. Gates (2011) *How many people are lesbian, gay, bisexual, and transgender?* Retrieved in 2018 from <https://williamsinstitute.law.ucla.edu/wp-content/uploads/Gates-How-Many-People-LGBT-Apr-2011.pdf>
- Health issue.jp, Yasuharu Hidaka, (November, 2015) *Kyounin 5,979 nin no LGBT tyousa repo-to [LGBT intention survey report of 5,979 teachers]*. Retrieved on 2018 from <http://www.health-issue.jp/kyouintyousa201511.pdf>
- Naoko Richters, (2018), *Zero sai kara hajimaru orandano seikyokuiku [the sexual education in the Netherlands which start from 1 month old baby]*. Tokyo: Nihon Hyouronsha.
- Toguchi Takuya and Kasai Makiko, (2016), *International Comparison of educational Practices on Sexual and Gender Diversities*: Bulletin of center Collaboration in Community Naruto University of Education, No.30, 65-73.
- Andrew R. flores, Andrew Park and M.V. Lee Badgett, (2018), *New Measure of LGBT Acceptance and Inclusion Worldwide*. Retrieved in 2018 from <https://williamsinstitute.law.ucla.edu/press/press-releases/lgbt-acceptance-increases-press-release/>
- Chuo Kyoiku Shingikai Shoto Chuto Kyoiku Bunkakai(2017), *Personal Pages of Chuou Kyoiku Shingikai Shoto Chuuto Kyoiku Bunkakai*, Retrieved on 2018 from [http://www.mext.go.jp/b\\_menu/shingi/chukyo/chukyo3/siryo/\\_icsFiles/afidfile/2017/08/09/1387466\\_10\\_1.pdf](http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/siryo/_icsFiles/afidfile/2017/08/09/1387466_10_1.pdf)