

Evaluating Human Rights Education in Osaka Senior Secondary Schools

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ASSessment of students' understanding of human rights has been going on since 1980 through an association of educators in the Osaka prefectural senior secondary schools. The association, currently known as the Osaka Prefectural Senior Secondary School Human Rights Education Research Association (Furitsu Jinken), held its most recent assessment exercise in 2010. The annual assessment is carried out mostly during the first semester of the school term (April through June).

Furitsu Jinken¹ was previously known as Fuku Doken (The Osaka Prefectural Senior Secondary School Dowa Education Research Association).² Fuku Doken was founded in 1967 to study and develop Dowa education³ in the prefectural senior secondary schools (including special schools for students with disabilities) in Osaka. After the enactment of the *Human Rights Education and Enlightenment Act of 2000*, Fuku Doken changed its name to Furitsu Jinken in 2002. Furitsu Jinken adopted a broader agenda by focusing on research and exchange of experiences not only on the Dowa issue⁴ but also on human rights issues in general.

Furitsu Jinken has several sections and task-force groups. It has sections on curriculum development, case studies, and career guidance. Its task-force groups focus on developing teaching materials on ten human rights issues.⁵ It holds several exchange meetings in each school district. All public senior secondary school principals, vice principals and teachers in Osaka prefecture participate in the Furitsu Jinken activities. Furitsu Jinken provides its members with the opportunity to exchange experiences and research results on human rights education including Dowa education. Furitsu Jinken covers various issues including those related to teaching methods, students' voluntary activities, course guidance, in-service and pre-service training, part-time and night schools, students with disabilities, multicultural education, and women's liberation. Membership fees support the Furitsu Jinken activities.

Design of Survey Questionnaire

The then Fuko Doken developed a survey questionnaire in 1980 with the following main aims:

- To know the number of hours devoted to the teaching of the Dowa issue in primary schools and junior secondary schools;
- To know whether or not those issues were taught correctly;
- To know how well the awareness of the Dowa issues of the first year junior secondary students had improved before they entered the senior secondary schools.

The survey questionnaire focused on the Dowa issue because of its significance in Osaka prefecture and in the country as well. A 1965 report⁶ explained the importance of the Dowa issue:

The Dowa issue is Japan's most serious social problem since it constitutes discrimination against a specific group of the nation's people based on the historically-developed social class structure. The people concerned are forced into an economically, socially and culturally inferior position, and face both grave violations of their basic human rights and complete ignorance of their civil rights and liberties, which [should] be fully guaranteed to all Japan's people as a principle mechanism of modern society.

The survey wanted to address the problem of schools that either refused to teach the Dowa issue or incorrectly taught it despite the enactment in 1969 of the Law on Special Measures for Dowa Projects.

First Revision of the Survey Questionnaire

Less than a decade later, in 1989, Fuko Doken revised the survey questionnaire by including more questions to cover other human rights issues besides the Dowa issue. Dowa educators and activists cooperated with people working on other human rights issues in revising the survey questionnaire. At that time, more and more people saw the need to strengthen the cooperation among people involved in Dowa issue and other human rights issues to be able to eradicate discrimination and prejudice in Japan. This view promoted the revision of the survey questionnaire.

Thus the revised survey questionnaire was also meant to determine how far the students learned and understood specific human rights issues when they entered the senior secondary schools. Due to the problem of some schools not encouraging students to answer all survey questions, the number of survey questions was reduced from about fifty questions to less than twenty-five questions. The most important questions were retained to encourage more schools to properly administer the survey questionnaire.

As a result, many more teachers made good use of the results of the revised survey questionnaire in planning for effective human rights education.

Analysis and Dissemination of Survey Results

The results of the survey were disseminated to all surveyed schools. Fuko Doken prepared general reports on the survey results. But these reports suffered two problems.

First, since the schools could decide whether or not to hand over to Fuko Doken their respective survey results, the Fuko Doken reports were likely incomplete. Consequently, the over-all survey results could not have fully reflected the level of awareness of the students on the Dowa issue during the 1980-2004 period.

Second, for almost two decades since 1980 the survey results were disseminated with few analytical comments. Fuko Doken wanted the senior secondary school teachers to deeply analyze the data of their own schools by comparing them with the average data for all surveyed prefectural senior secondary schools. It also expected the teachers to use the survey results as a tool to know the extent of awareness of the Dowa issue of the first year students in their respective schools.

It was only in 1998 that the research team of Fuko Doken decided to provide a more comprehensive analysis of the survey results, upon the request of teachers. The teacher-members requested Fuko Doken to provide an overview of the survey results and give pieces of useful information to their schools. Being conscious of the development of psychology and cognitive science, the teachers realized the importance of using the survey results in developing teaching methodologies that effectively raise the students' awareness of the Dowa issue.

More Accurate Data Collection, Second Revision

Under a new organizational name, Furitsu Jinken's teacher-members and researchers saw the necessity of having a clearer and more accurate overview of the human rights awareness of the senior secondary school students every year.

In 2004, many parts of the survey questionnaire were revised. This second revision aimed at getting useful information about the relation between human rights awareness and the students' personal profile such as family background, attitude towards school life, lifestyle outside school, and self-esteem. It also aimed at collecting information on discrimination and other human rights violations that the students experienced inside and outside the school.

From that year, 2004, Furitsu Jinken has been requesting some schools in every school district⁷ to become survey sampling schools. These schools were chosen from among all types of senior secondary schools. The survey sampling schools included those with general and special curriculums, and also technical schools. The schools were selected based on the number of graduates who entered colleges or technical schools, or who started to work. By so doing, Furitsu Jinken was able to collect both the average annual data and a more accurate annual trend.

Measuring Effectiveness, Another Questionnaire

An analysis of the results of the 2004 survey using the revised questionnaire yielded several important elements in developing effective human rights education. The analysis showed that in order to raise the human rights awareness of students, the teachers should not only teach pieces of information on specific issues but also make the whole school life more conscious about human rights. The teachers understood that human rights awareness was closely related to the attitude and the self-esteem of the students. They also realized that it was necessary to use participatory methods in teaching human rights and to have more communication about human rights between the families of the students and the members of their own communities.

Teachers started discussing issues that many senior secondary students were much concerned about and were related to their school life but rarely taught in ordinary lessons. These issues included self-analysis, human rela-

tions and assertiveness, love and marriage, and career education (including the reality of part-time job, level of income necessary to support one's self, and workers rights). Teachers also tried to make their teaching and learning materials more interesting by using materials of singers and authors who were popular to many students. They spotlighted aspects of these people that the mass media rarely reported. They sometimes invited specialists and activists as lecturers. The students were impressed by the unique experiences, excellent skills and humanistic ideas of these people. The teachers also used more visual materials including photographs and movies. The lessons also had more activities including games, field-studies, discussion, writing reports and giving speeches. Teachers made the lessons more organized and well-planned. In brief, the teachers started developing human rights education into a more interesting educational activity for the students. With this situation, teachers became more anxious about the results of the survey and their analysis, which they could use to further develop their teaching methods.

But the revised questionnaire was not enough to measure the effectiveness of human rights education. Teachers needed a better tool for this purpose. Some teachers and researchers of Furitsu Jinken and officials of the Board of Education (BOE) of Osaka prefecture saw the necessity of developing another survey, this time for the third year senior secondary students. By administering this survey at the end of the school year, the effectiveness of human rights education on the third year senior secondary students could be measured. Consequently, the BOE decided to develop the attitude survey for third year senior secondary students.

Knowing that the Osaka prefectural government would adopt a policy supportive of human rights education, the BOE officials and Furitsu Jinken teacher-members developed in 2009 the new attitude survey questionnaire prior to the adoption of the new prefectural policy.

This New Public Administration Policy of the Osaka prefectural government adopted in 2008 provided an annual budget for the:

- Promotion of human rights education
- Increase in the number of teachers in schools with a significant number of minority students as well as problems related to human rights
- Schools designated for the development of human rights education and human rights teaching materials.

In the same year, however, the Osaka prefectural government not only completely stopped its annual subsidy to Furitsu Jinken (5,000,000 Japanese Yen or 62,500 US dollars) but also started examining the effectiveness and outcome of the new policy every year since then. Furitsu Jinken was forced to rely only on its membership fees collected from members from all the senior secondary schools in the Osaka prefecture (about 500,000 Japanese Yen or 6,250 US dollars) to continue its activities. The BOE, on the other hand, started developing an effective tool to evaluate human rights education.

The attitude survey questionnaire for the third year senior secondary students included questions similar to the attitude survey questionnaire for first year secondary students developed by Furitsu Jinken. The BOE collected data on third year students, while Furitsu Jinken collected data on first year students. The BOE and Furitsu Jinken then jointly compared and analyzed the two sets of data.

However, since Furitsu Jinken had been making annual changes on its survey questions, comparison of results of its survey with those of the BOE survey was problematic. The annual changes being made by Furitsu Jinken on its survey questionnaire made the comparison of common survey questions limited to few questions and the comparative results tentative. Comparison of responses of the first and third year students on common survey questions would have been more effective had such questions been maintained over several years in order to see a trend on the responses over a period of time.

The limitation of comparison of results to few common questions left out a number of issues in both 2007 and 2009 surveys that could have provided a more comprehensive understanding of the human rights awareness of senior secondary students during the 2007-2009 period.

This problem of getting a better understanding of the state of human rights awareness of the first and third year senior secondary students over a certain period of time led to the idea of having a consolidated questionnaire for these students. In 2009, the BOE and Furitsu Jinken developed a consolidated questionnaire called "Attitude Survey of First and Third Year Senior Secondary Students" to cover both first and third year senior secondary students. The new survey questionnaire started to be administered in the same year.

The consolidated questionnaire gave teachers and researchers a clearer overview about many issues. Needless to say, the consolidated questionnaire

provided a better measure for evaluating how good and effective was the human rights education of the senior secondary students by comparing the answers of the first year students with those of the third year students.

Though the BOE completely stopped its subsidy to Furitsu Jinken, it continued supporting about ten schools as schools designated for human rights education. The teachers of the designated schools administered the attitude surveys for the first year and third year students every year. An additional twenty schools have been asked by the BOE and Furitsu Jinken to take part in the attitude survey. They chose schools in each school district considering the number of students who entered colleges or who were employed by the companies after graduation so that the data of the survey would reflect the average responses of senior secondary school students. They asked for the return of completed questionnaires of sixty students per school. By so doing, the answers of about 1,800 students have been collected per year. Since the total number of students in one year level in Osaka prefectural senior secondary schools runs up to 45,000, the number of collected answers is equivalent to 4% of all the students for that year level.

Survey Results

The results of the 2009 consolidated survey questionnaire showed positive effects of human rights education in many of the schools with significant number of minority students and schools designated for developing human rights education. These schools, which have more students with disadvantaged background, have good results compared to other schools.

In addition to the BOE support for these schools, Furitsu Jinken has been giving many opportunities for the teachers in these schools to exchange experiences and teaching methods. It has been helping them develop teaching materials and resources. The results of the sampling survey in 2009 show the effectiveness of the BOE policy and the support from Furitsu Jinken.

Below are some highlights of the results of the sampling survey in 2009 with a comparison between average survey responses and those from schools with significant number of minority students and schools designated for the development of human rights education. See the full 2009 survey questionnaire in Annex A.

A. Attitude on different human rights issues

Question 13. How do you evaluate the following human rights issues after learning them?

A. The Dowry issue				
		Average	Designated schools	Schools with increased number of teachers
1	I thought it was a significant matter to learn	40	49	57
2	I could not understand it well	24	23	24
3	I did not learn it	27	17	11
4	I felt it was none of my business	9	10	9

B. Korean minority in Japan				
		Average	Designated schools	Schools with increased number of teachers
1	I thought it was a significant matter to learn	40	47	48
2	I could not understand it well	24	28	33
3	I did not learn it	27	17	12
4	I felt it was none of my business	9	8	8

C. People with disabilities				
		Average	Designated schools	Schools with increased number of teachers
1	I thought it was a significant matter to learn	63	69	68
2	I could not understand it well	16	16	20
3	I did not learn it	16	9	6
4	I felt it was none of my business	5	6	5

D. Gender equality				
		Average	Designated schools	Schools with increased number of teachers
1	I thought it was a significant matter to learn	54	60	60
2	I could not understand it well	20	22	24
3	I did not learn it	20	14	13
4	I felt it was none of my business	6	5	3

E. Internet and human rights				
		Average	Designated schools	Schools with increased number of teachers
1	I thought it was a significant matter to learn	51	52	50
2	I could not understand it well	24	27	27
3	I did not learn it	19	14	17
4	I felt it was none of my business	6	5	6

F. Bullying				
		Average	Designated schools	Schools with increased number of teachers
1	I thought it was a significant matter to learn	57	63	55
2	I could not understand it well	15	15	19
3	I did not learn it	21	15	19
4	I felt it was none of my business	7	7	7

G. Protection of human rights in job recruitment				
		Average	Designated schools	Schools with increased number of teachers
1	I thought it was a significant matter to learn	37	50	50
2	I could not understand it well	21	23	26
3	I did not learn it.	34	20	19
4	I felt it was none of my business	8	7	5

Generally speaking, the number of students in the designated schools and schools with increased number of teachers who answered "I thought it was a significant matter to learn" is more than the average number of students with such answer. While less than the average number of students in these schools answered "I did not learn it." These results may indicate effective teaching of human rights issues, as well as its positive effect on students.

B. Attitude in facing human rights violations and discrimination

(This is the question for those who answered "Yes" in Question 18.) Question 19. What did you do when you felt hurt or discriminated?				
		Average	Designated schools	Schools with increased number of teachers
1	I pointed out what was wrong and talked with him/her about it.	16	20	20
2	I tried to point out what was wrong	12	16	20
3	I did not point out what was wrong, and talked to him/her about another topic	19	17	20
4	I kept silent and took no action	45	40	36
5	I consulted the teachers /my parent(s)/ the human rights protection organization about it.	8	7	4

Question 20. What will you do when you feel hurt or discriminated?				
		Average	Designated schools	Schools with increased number of teachers
1	I will point out what is wrong and talk with him/her about it	10	11	11
2	I will try to point out what is wrong	30	36	37
3	I will not point out and will talk to him/her about another topic	12	12	11
4	I will keep silent	26	23	25
5	I will consult the teachers /my parent(s)/ the human rights protection organization about it	22	19	16

The number of students in the designated schools and schools with increased number of teachers who responded that they “took/will take positive actions when faced with human rights violations and discrimination” is more than that of the students in the other schools. This again may indicate effectiveness of the teaching of human rights issues in these schools.

C. Comparison of results of the 2007 and 2009 attitude surveys

To be able to find out if there had been a change in human rights awareness of students when they were in first year and when they reached third

year, a comparison of the results of the 2007 Furitsu Jinken survey of first year students was made with those of the 2009 BOE-Furitsu Jinken consolidated survey of third year students.

The data from the 2007 survey do not disaggregate the results from the designated schools and schools with increased number of teachers. Only average data for all students surveyed in 2007 are being compared to the 2009 third year students survey.

The following survey results cover similar questions in the 2007 first year students survey and 2009 third year students' survey.

Question 17. Are you interested in human rights?			
		2007 - First Year Students	2009 - Third Year Students
1	Very Much	8	19
2	Probably	37	51
3	Not much	44	24
4	No	12	6

(This is the question for those who answered "Yes" in Question 18.) Question 19. What did you do when you felt hurt or discriminated?			
		2007 - First Year Students	2009 - Third Year Students
1	I pointed out what was wrong and talked with him/her about it	20	16
2	I tried to point out what was wrong	14	12
3	I did not point out what was wrong, and talked to him/her about another topic	14	19
4	I kept silent and took no action	42	45
5	I consulted the teachers /my parent(s) /the human rights protection organization about it	10	8

Question 20. What will you do when you feel hurt or discriminated?			
		2007 - First Year Students	2009 - Third Year Students
1	I will point out what is wrong and talk with him/her about it 2007	14	10
2	I will try to point out what is wrong	26	30
3	I will not point out and will talk to him/her about another topic	29	12
4	I will keep silent and took no action	26	26
5	I will consult with the teachers /my parent(s) /the human rights protection organization about it	4	22

Generally speaking, the results show that teachers are able to raise the interest of students on human rights. But their effort does not seem to be sufficient to allow the students to develop skills in protecting themselves against human rights violations. Comparing the 2007 and 2009 responses, there is an increase in the number of students who were very interested or probably interested on human rights by the time the students reached third year (Question 17 responses). But this did not seem to translate into action or behavioral change since the number of third year students who pointed out or willing to point out what was/is wrong (or human rights violations) decreased compared to the number of first year students who would do the same (Questions 19 and 20 responses).

This data probably point to the need for senior secondary school teachers to develop the teaching methodologies, including the participatory method, that make the students learn how to point out and protect themselves against human rights violations and discrimination.

Under Question 20, the number of third year students who would consult others (including human rights organizations) to solve human rights violations and discrimination is higher than the number of first year students who would do the same. This result may mean that the negative attitude (not to consult with the proper people and organization and to put up with human rights violation when the students face them) has changed into a positive attitude to some extent. But this result may not clearly indicate whether or not the teaching of human rights in senior secondary schools has strengthened such attitude of consulting others. It is possible that the students were affected by the increased social awareness in society in general.

Other Observations on the 2009 Survey

The answers to Question 3 (“With whom do you consult when you are worried or troubled?”) of the consolidated survey questionnaire provide important information to the teachers. The answers of both first year and third year students show that few students consult their teachers when they are worried or troubled. Less than 5 percent in both sets of students consult their teacher. Consultation with “friends” has the highest percentage for both groups of students. Among the first year students, consultation with the parents (mother) has the second highest percentage, while consultation with “others” has the second highest percentage for the third year students.

These results show that few students regard their teachers as persons with whom they can discuss private matters. Probably too, few students expect their teachers to give good advice. If this is so, it is necessary for teachers to have “counseling mind” and that they try to support and guide their students besides teaching lessons. But due to their current development stage, senior secondary school students seem to welcome support from their friends more than from their teachers regarding their personal lives. It can be said that the senior secondary school teachers should give their students the opportunities to seek advice from school counselors. It can also be said that the teachers should try to build more cooperative and warmer relationship among the students to make them more helpful and supportive of each other.

Comparing the answers to Question 2 (“With whom do you feel relaxed and safe?”) and Question 3 (“With whom do you consult when you are worried or troubled?”) of the first and third year students provides a basis for understanding whether or not the senior secondary school students have successfully maintained good relations with each other in school.

Comparing the answers to Question 13 (How do you evaluate the following human rights issues after learning them?) between first and third year students provides a basis for analyzing the effectiveness of the teaching materials and methods developed by the senior secondary teachers. Comparing the answers between first and third year students to Question 20 (“What will you do when you feel hurt or discriminated?”) provides a basis for evaluating how well the senior secondary school students have been empowered and have developed their skills to promote human rights.

Question 18 has two versions, one for first year students (“Did you feel hurt or discriminated in your school life?”) and another for third year students (“Did you feel hurt or discriminated in your school life after entering senior high school?”). For the first year students, the phrase “your school life” refers to life in primary or junior secondary schools. For third year students, the question is clearly referring to “school life after entering senior secondary school.”

Conclusion

The surveys held by Furitsu Jinken and then by the BOE of the Osaka prefecture show the necessity of determining the effectiveness of human rights

education in the school system. The results of the surveys have provided teachers and education researchers with proper bases for improving the teaching of human rights not only inside the classroom but also in the whole school system (and also extending to the communities where the students belong). Seen in another angle, the surveys helped them know more about the relationship between the development of human rights awareness and the teaching of human rights issues and the school life of secondary school students.

It is therefore important that this type of survey continues and its results analyzed and disseminated to school officials, education officials, teachers and education researchers.

Annex A

Attitude Survey of First and Third Year Secondary Students

Tick an Answer

Question 1. Do your family members understand you well?

Answer

1. Yes _____
2. Probably Yes _____
3. Probably No _____
4. No _____

Question 2. With whom do you feel relaxed and safe?

Answer

1. Father _____
2. Mother _____
3. Brother(s) and Sister(s) _____
4. The Other Family Member(s) _____
5. Teacher _____
6. Friend(s) _____
7. The Other(s) _____

Question 3. With whom do you consult when you are worried or troubled?

Answer

1. Father _____
2. Mother _____
3. Brother(s) and Sister(s) _____
4. The Other Family Member(s) _____
5. Teacher _____
6. Friend(s) _____
7. The Other(s) _____

Question 4. Do you think that you decide your way of life by yourself?

Answer

1. Yes _____
2. Probably yes _____

3. Probably no ____

4. No ____

Question 5. Do you think that you are acting to realize what you have decided?

Answer

1. Yes ____

2. Probably yes ____

3. Probably no ____

4. No ____

Question 6. Was the study in your senior secondary school useful?

(Question for first year students: Was the study in your primary school and junior secondary school useful?)

Answer

1. Very Much ____

2. Probably ____

3. Not much ____

4. No ____

5. I don't know ____

Question 7. Do you feel that school life at your senior secondary school was fruitful?

Answer

1. Very Much ____

2. Probably ____

3. Not much ____

4. No ____

5. I don't know ____

Question 8. Do you feel that you are well taken cared of by the teachers in your senior secondary school?

(Question for first year students: Do you feel that the teachers treated you kindly in your primary school and junior secondary school?)

Answer

1. Yes, many teachers treat/treated me so ____

2. Yes, some do/did ____

3. Not many ____

4. Not at all ____

5. I don't know ____

Question 9. I am happy

Answer

1. Very Much ____
2. Probably ____
3. Not much ____
4. No ____
5. I don't know ____

Question 10. In my character I have many points that I dislike

Answer

1. Very Much ____
2. Probably ____
3. Not much ____
4. No ____
5. I don't know ____

Question 11. My friends like me

Answer

1. Very Much ____
2. Probably ____
3. Not much ____
4. No ____
5. I don't know ____

Question 12. Adults around me put their hopes on me very much

Answer

1. Very Much ____
2. Probably ____
3. Not much ____
4. No ____
5. I don't know ____

Question 13. How do you evaluate the following human rights issues after learning them?

A. The Dowa issue

Answer

1. I felt it was significant to learn it ____

2. I could not understand it well ____
3. I did not learn it ____
4. I felt it was none of my business ____

B. Korean minority in Japan

Answer

1. I felt it was significant to learn it ____
2. I could not understand it well ____
3. I did not learn it ____
4. I felt it was none of my business ____

C. People with disabilities

Answer

1. I felt it was significant to learn it ____
2. I could not understand it well ____
3. I did not learn it ____
4. I felt it was none of my business ____

D. Gender equality

Answer

1. I felt it was significant to learn it ____
2. I could not understand it well ____
3. I did not learn it ____
4. I felt it was none of my business ____

E. Internet and human rights

Answer

1. I felt it was significant to learn it ____
2. I could not understand it well ____
3. I did not learn it ____
4. I felt it was none of my business ____

F. Bullying

Answer

1. I felt it was significant to learn it ____
2. I could not understand it well ____
3. I did not learn it ____
4. I felt it was none of my business ____

G. Protection of human rights in job recruitment

Answer

1. I felt it was significant to learn it ____
2. I could not understand it well ____
3. I did not learn it ____
4. I felt it was none of my business ____

Question 14. Check all the topics that impressed you after learning them

Answer

1. Self-esteem ____
2. Importance of human relations ____
3. Training for assertive communication ____
4. HIV/AIDS ____
5. Aged people ____
6. Child rights ____
7. Child abuse ____
8. Domestic violence (Date DV included) ____
9. Multiculturalism ____
10. Cultural studies (the understanding of different cultures) ____
11. Sexual harassment ____
12. Sexual minority ____
13. Poverty ____
14. Hansen's disease ____
15. Rights of laborers ____
17. Racial discrimination ____
18. Discrimination against Okinawan people ____
19. Discrimination against Ainu people (the indigenous people in the northern part of Japan) ____
20. Pollution ____
21. Homeless people ____
22. Rights to learn and literacy ____
23. Education for Sustainable Development ____
24. Foreign minority in Japan ____
25. War and peace ____

Question 15. Do you think that your self-esteem has been developed through your school life?

Answer

1. Very Much ____
2. Probably ____
3. Not much ____
4. No ____
5. I don't know ____

Question 16. Did you learn the importance of assertive human relations through your school life?

Answer

1. Very Much ____
2. Probably ____
3. Not much ____
4. No ____
5. I don't know ____

Question 17. Do you have interest in human rights?

Answer

1. Very Much ____
2. Probably ____
3. Not much ____
4. No ____
5. I don't know ____

Question 18. Did you feel hurt or discriminated in your school life after entering senior high school?

Answer

1. Yes ____
2. No

(This is the question for those who answered "Yes" in Question 18.)

Question 19. What did you do when you felt hurt or discriminated?

Answer

1. I pointed out what was wrong and talked with him/her about it ____
2. I tried to point out what was wrong ____
3. I did not point out what was wrong, and talked to him/her about another topic ____

4. I kept silent and made no action ____
5. I consulted the teachers /my parent(s) /the human rights protection organization about it ____

Question 20. What will you do when you feel hurt or discriminated?

Answer

1. I will point out what is wrong and talk with him/her about it ____
2. I will try to point out what is wrong ____
3. I will not point out and will talk to him/her about another topic ____
4. I will try to change the topic of our talk ____
5. I will keep silent ____
6. I will consult with the teachers /my parent(s) /the human rights protection organization about it ____

Question 21. Do you think that it is wrong to say “No” on the pretext of his/her descent or birthplace?

Answer

1. Yes _____
2. Probably yes _____
3. Probably no _____
4. No _____
- 5 I don't know _____

Question 22 Do you think that we should reform all the public facilities for people with disabilities to use them with no difficulty?

Answer

1. Yes _____
2. Probably yes _____
3. Probably no _____
4. No _____
- 5 I don't know _____

Question 23 The cultures that the foreign people living in Japan should be respected.

Answer

1. Yes _____
2. Probably yes _____
3. Probably no _____
4. No _____
5. I don't know _____

Question 24 The idea “Men work outside and women do inside.” is wrong.

1. Yes _____
2. Probably yes _____
3. Probably no _____
4. No _____
5. I don't know _____

Endnotes

1. “Jinken” is the Japanese word for human rights.

2. “Fuko” is the abbreviation in Japanese language of “Osaka Furitsu Koto ” and “Doken” is the abbreviation in Japanese language of “Dowa Kyoiku Kenkyukai.”

3. “DOWA education is defined as an umbrella concept referring to all forms of educational activities by both government and the Buraku movement to solve the problems of Buraku discrimination. It is now considered to be one pillar in the broad-based human rights education initiative in Japan.” Mori Minoru and Hirasawa Yasumasa, “Dowa Education and Human Rights”; in *Human Rights Education in Asian Schools*, 1, page 11; at www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/1998/03/dowa-education-and-human-rights.html.

4. The Ministry of Justice of Japan explains the Dowa issue (or Buraku discrimination) in the following manner:

Owing to discrimination which had been formed based on the structure of social status in the course of the historical development of Japanese society, some Japanese people have been forced to accept a lower status economically, socially and culturally, and they are subject to various kinds of discrimination in their daily lives even today. This is the Dowa issue, which is a unique Japanese human rights problem.

To solve the problem, the State, together with local public entities, has worked for 33 years since 1969 on regional improvements based on the Law for Special Measures for Dowa Projects. As a result, physical infrastructure developments to solve the poor environment of Dowa districts ... achieved steady results and the regional disparity with other districts has become considerably smaller.

However, discrimination in marriage and employment has not ended. The State is assertively promoting measures to solve Dowa issues and the human rights organs of the Ministry of Justice have also been developing affirmative human rights promotion activities aiming at resolving such problems. (Source: www.moj.go.jp/ENGLISH/HB/hb-03.html#3-5)

5. The ten research issues are the following:

- Education related to part-time and the correspondence courses
- Multicultural education
- Gender-free education

- Education related to people with disabilities
- Education related to the eradication of the Buraku discrimination
- Career guidance and education related to scholarship
- Education for promoting voluntary activities
- Education for protecting human rights in the internet society
- Research on the history of Buraku minorities
- Research on human rights awareness.

6. For further details, See *What is Buraku Problem?*, Buraku Liberation and Human Rights Research Institute, http://blhrri.org/blhrri_e/What_is_Buraku.htm.

7. There were nine school districts in Osaka in 2004. But they were decreased to four in 2007.