

Let's try the quiz!

Which of the following is the correct description of SDGs?

- 1 It stands for Sustainable Development Goals, which declare that no one should be left behind.
- 2 SDGs consist of eight goals and 21 targets.
- 3 SDGs are goals established in 2001 mainly for developing countries.

* Hint: Please read the article on p. 2.

Counseling for LGBT-related issues is provided on Wednesdays: Human Rights Hotline available

Sakai City offers a free telephone counseling service to those with various human rights-related problems through its Human Rights Hotline. On Wednesday, the counseling service is available for LGBT and other sexual minority persons, and their family members and friends.

Human Rights Hotline 072-228-7364

Counseling hours: From 09:00 to noon and from 13:00 to 17:00
Monday through Friday (excluding national holidays, year-end, and New Year holidays)
(Application for counseling service closes at 16:30. One counseling session lasts approx. 30 minutes.)
* On Wednesdays, counseling is offered for LGBT and other sexual diversity issues.
* If you prefer in-person counseling, make an appointment via the Human Rights Hotline.
* All information you give is confidential.

LGBT

- (L) **Lesbian**
Female homosexual
- (G) **Gay**
Male homosexual
- (B) **Bisexual**
Person who is sexually attracted to both men and women
- (T) **Transgender**
Person who emotionally and psychologically feels that their gender does not correspond with their sex at birth

* **There are a variety of sexual identities other than LGBT.**

Sakai Safe City Program

United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) has been leading an initiative to call on the world's cities to develop model approaches to prevent and reduce sexual harassment and other forms of sexual violence towards women and girls in public spaces such as roads and parks, with the ultimate goal of sharing model approaches with cities around the world.

In December 2013, Sakai City became the first Japanese city to join this initiative, and has since been promoting Sakai Safe City Program to create a safe living environment for women, children and all citizens.

Answer: 1 (2: SDGs consist of 17 goals and 169 targets. 3: This is the description of Millennium Development Goals (MDGs).)

FY 2017

Kokoro-no-Hibiki

Sakai City Human Rights Education
Promotion Council Newsletter

Vol. 39

Let a culture of human rights bloom from Sakai City!

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Sakai City Human Rights Education Promotion Council (HREPC) is promoting its grass-roots human rights campaign through various events such as Ward Residents' Festivals. HREPC will carry out various programs also in FY 2018, and looks forward to many citizens participating in them.

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Editor and Publisher: Sakai City Human Rights Education Promotion Council
(Published in March 2018)

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What Is the Sakai City Human Rights Education Promotion Council (HREPC/Jinkenkyo)?

The Sakai City Human Rights Education Promotion Council is a civic organization that was established in July 1979 with the aim of creating a bright, comfortable society, free from all forms of discrimination, not least Buraku discrimination.

Through its educational activities, the HREPC drives a grass-roots human rights campaign aimed at building a peaceful and prosperous society where the human rights of all people are respected.

Chair: Naohiro Kanamaru



Member organizations and groups

Sakai City Education Association
Sakai City Women's Group for Social Rehabilitation
Sakai City Association for Sound Growth of Children
Sakai City Support Group for Foreign Residents' Education
Federation of Sakai City Residents' Associations
Sakai City Social Education Committee
Sakai City Women's Association
Sakai City Federation of Private Kindergartens
NPO Sakai Federation of Disabled People's Organizations
Sakai City Liaison Council of Instructors for Youth
Sakai City Human Rights Education and Research Society
Sakai City Agricultural Cooperative
Sakai City PTA Federation
Sakai City Association of Childcare Organizations
Sakai City Welfare Association for Single-Mother Families and Widows
NPO Sakai Federation of Private Educational and Childcare Institutions
Sakai City Federation of Child Welfare Commissioners
Sakai Chamber of Commerce and Industry
Sakai City Association of Principals of Municipal Schools
Sakai City Federation of Senior Residents' Clubs
District Committee of the Sakai City Human Rights Commissioners' Association
Sakai District Committee of Administrative Counselors
Sakai City Liaison Council of Probation Officers
Sakai City Council of Social Welfare
Osaka Prefectural Association of Vocational Schools
Sakai Branch, Osaka Prefectural Headquarters of Liberal Dowa Association
Principals' Association of Osaka Prefectural Schools in 8 zones of the 4th School District
Semboku Sumai Center, West Japan Branch, UR Community Inc.
Sakai Branch, Osaka Prefectural Federation of the Buraku Liberation League
Business Members Committee, Sakai City Human Rights Education Promotion Council
Religious Groups Committee, Sakai City Human Rights Education Promotion Council
International Youth Sakai Committee, Sakai City Human Rights Education Promotion Council

Directors of the Council

Chair: Naohiro Kanamaru (Business Members Committee of the Council)
Vice Chair: Teruo Kubo (Federation of Sakai City Residents' Associations)
Vice Chair: Noriko Yamaguchi (Sakai City Women's Association)
Vice Chair: Akira Hashimoto (Sakai City PTA Federation)
Vice Chair: Tadashi Shiramoto (Sakai City Association of Childcare Organizations)
Vice Chair: Yutaka Kasai (Sakai City Association of Principals of Municipal Schools)
Vice Chair: Rieko Nakata (Sakai Branch, Osaka Prefectural Federation of the Buraku Liberation League)
Vice Chair: Seiji Yoshimura (Religious Groups Committee of the Council)
Treasurer: Setsuko Hattori (Sakai City Women's Group for Social Rehabilitation)
Treasurer: Mitsuko Ogura (District Committee of the Sakai City Human Rights Commissioners' Association)



Creating a Society Where No One Is Left Behind

The 39th Citizens' Forum for Human Rights Protection (December 2, 2017)

Lecturer: Dr. Kiyoko Ikegami

Chair of the Board at NGO Plan International Japan, and Professor at Nagasaki University School of Tropical Medicine and Global Health



SDGs stands for Sustainable Development Goals, which are global goals set for the period from 2016 to 2030, adopted at the United Nations Summit in September 2015.

SDGs consist of 17 goals and 169 targets to realize a sustainable world, and declare that no one in the world should be left behind.

What are **SDGs**?
**SUSTAINABLE
DEVELOPMENT
GOALS**

Do you think it's too hard to understand what SDGs are? It's not.

Our SDGs Even small steps can make a difference to the world.

- Share the spirit of *mottainai* (a sense of regret for whatever is wasted) with community members to contribute to the creation of a sustainable society
- Create an environment where women and children can be active members of the community
- Maintain personal relationships in the community



Band of individuals with intellectual disabilities

Salsa GumTape gives a mini live performance.

Salsa Gumtape is a professional rock band based in Atsugi City in Kanagawa Prefecture. Its members are individuals with intellectual disabilities. Originally, they enjoyed making rhythms using handmade drums: plastic buckets on which packaging tape (or "gum tape" in Japanese) is put, which explains the name of this band.

Their performance with dynamic and rhythmical sounds of plastic buckets filled the hall with enthusiasm, uniting performers and audience alike – both with and without disabilities.

* Salsa is a new type of rhythm-based Latin music, which combines Cuban music with jazzy elements.



International Youth Sakai (IYS) members report their activities.

Three IYS members made a presentation titled "Tour that gave us new insights" to report their experience in this year's youth visit to Taiwan.

At IYS, we encourage members to reflect on what they have learned through the tour, further deepen the insights gained through this experience, and share their learning with the community through various activities. We will continue efforts to instill in young people human rights-oriented mindsets, global perspectives, and respect for peace and human rights so that they will be able to make meaningful contributions to the good of society.



* Among the 17 goals of SDGs, the ones most relevant to the events shown above are indicated. Can you think of other goals that are relevant to the events?

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Thinking about Human Rights in Terms of Multiple Discrimination

Report from the symposium at the 2017 Comprehensive Workshop

On August 17, 2017, a symposium titled “Thinking about human rights in terms of multiple discrimination” was held at Sun Square Sakai.

What does “multiple discrimination” mean?

Multiple discrimination is any act of discrimination based on a combination of two or more discriminatory attributes. For example, being a woman and having a disability could be viewed as two discriminatory attributes, and they do not simply combine, but multiply and make her life all the more difficult.

Cases of multiple discrimination seldom receive attention because cases require careful handling for the sake of privacy. Therefore, there are very few statistical data that tell us the realities of multiple discrimination.

Persons discriminated against and those around them tend to endure the situation and accept that, for example, being a woman and having a disability can be grounds of discrimination. Thus, such a situation is barely recognized as a social problem.

Panelists: Ms. Rieko Nakata (Chief, Sakai Branch, Osaka Prefectural Federation of the Buraku Liberation League)
Ms. Takako Oda (President, NPO Sakai Federation of Disabled People's Organizations)
Dr. Setsuko Lee (Professor, Graduate School of Human Health Science, University of Nagasaki Siebold Campus)
Coordinator: Ms. Noriko Yamaguchi (Chair, Sakai City Women's Association)



Special Committees

Three special committees established in FY 2017 have started to work to address various human rights-related issues by launching more far-reaching programs and educational activities than ever before.

Special Committee on Dowa Issues

[Sakai City Human Rights and Friendship Center]



The committee organized a study tour to the Henomatsu Human Rights History Museum and fieldwork to learn about the history and current realities of human rights issues in Sakai City.

Special Committee on Human Rights of Women and Children

[Sakai City Women's Center]

The center will be renamed Sakai City Gender Equality Center on April 1, 2018.



The committee organized a study tour to the center to learn about the history of women empowerment activities in Sakai City.

Special Committee on Human Rights of Persons with Disabilities and Elderly Persons

[Sakai City Health and Welfare Plaza]



The committee offered a venue for citizens to interact with persons with disabilities under the motto “Let’s be friends,” assisted by the Information Center for Persons with Visual and Hearing Impairments and the Support Center for Persons with Developmental Disorders at the Health and Welfare Plaza.

Community Human Rights Promotion Committee Workshops Held in FY 2017

Every year between October and November a workshop on human rights is held in each of Sakai City's seven wards. The workshops are attended by members of the Community Human Rights Promotion Committee as well as the general public.

* Who are the members of the Community Human Rights Promotion Committee?
Representatives and members of the Community Human Rights Promotion Committee belong to the Human Rights Education Promotion Council. The members are recommended by community representatives of the Federation of Sakai City Residents' Associations from among officials of community residents' joint associations, presidents of unit residents' associations, members of various organizations in school districts, and people who are enthusiastic about human rights education activities in individual school districts.

During FY 2017, Community Human Rights Promotion Committee Workshops were held on the dates shown below and addressed the following themes. Many committee members made time to attend the workshops, which is highly appreciated.

	Dates	Themes	Lecturers	Brief report
Minami Ward	Oct. 19 (Thu.)	Women's rights	Ms. Reiko Masai (Representative of Executive Board, NPO Center for Supporting Women and Children: Women's Net Kobe)	Ms. Masai spoke about issues relating to women's rights that may arise at times of disaster, referring to actual cases.
Higashi Ward	Nov. 7 (Tue.)			
Nishi Ward	Oct. 27 (Fri.)	Dowa issue	Mr. Keisuke Ikegaya (Executive Director, NPO Kurashizukuri Network Kitashiba)	Mr. Ikegaya gave a speech centering on the efforts underway in the Kitashiba district in Minoh City towards human rights protection and community development.
Mihara Ward	Oct. 30 (Mon.)	Elder rights	Dr. Hideki Yamamoto (Member, Osaka Prefectural Branch of the Association of People with Dementia and Their Family Members, and doctor)	Dr. Yamamoto discussed what we should know when offering support to people with dementia from a doctor's perspective.
Kita Ward	Nov. 6 (Mon.)			
Sakai Ward	Oct. 31 (Tue.)	Children's rights	Dr. Kayoko Ito (Professor, School of Social Welfare and Education, College of Health and Human Sciences, Osaka Prefecture University)	Dr. Ito spoke about child abuse and other issues relating to children's rights.
Naka Ward	Nov. 28 (Tue.)			

We look forward to participation of many people in the next year's workshops, too.

Educational panels are displayed in the Ward Residents' Festivals.

During each Ward Residents' Festival, the Sakai City Human Rights Education Promotion Council (HREPC) displayed panels in its booth to educate citizens on human rights issues.

These displays were a great success this year as in past years, thanks to the cooperation of local residents' associations.

Visitors to the HREPC booth took much interest in the panels and some even asked questions to the staff.

HREPC will continue efforts to raise awareness of human rights among citizens through various educational programs, and looks forward to participation of many people in such programs.



38th

Essay Contest “My Human Rights Message”

– Award-winning entries –

My Contribution to Society (Second-year elementary school student)



I had grown my hair down to my waist, but recently I cut my hair above my shoulders for hair donation.

Hair donation means donating hair to make wigs for persons who have lost hair due to illness, and hair to be donated should be at least 30 cm long.

I first donated my hair when I was in the final year of kindergarten. My hair was at my waist and my mom suggested I donate my hair to someone in need. I could imagine how sad it would be to lose hair due to illness.

I liked my long hair very much, so when I had my hair cut, my eyes were full of tears. But at the same time, I felt happy that my hair would be useful to someone.

When I had my hair cut, the hairstylist said to me

“Thank you. You are a good girl.” Then I decided to grow my hair and donate my hair again.

In the summer vacation in the second year at elementary school, my hair finally grew down to my waist, and I could donate my hair for the second time. I was very happy.

I am just a little girl and what I can do is limited. But I want to do things in my unique way, and hair donation is one such thing.

The next time I can donate my hair is when I am in the fifth year of elementary school. By that time, I hope I will grow to be a more attractive person.

Creating a Society Where All Individuals Are Accepted for Who They Are (Adult)

I am a junior high school teacher. One lunch break, when I was eating the lunch I had brought from home in the school nurse's office, a student came up to me and asked me “What is in your lunch box?” We talked about lunch for a while and when I said that my husband prepares lunch every day, the student said, in an accusatory voice tone, “It should be your responsibility. You are a woman, right?” In my family, my husband has been in charge of preparing lunch – he started doing this even before we married – and he also shares other household responsibilities with me. For example, it is my role to prepare supper, while it is my husband's role to wash dishes. When I said so, the student seemed bewildered and returned to the classroom.

It was surprising that I was told to behave like a woman by a 13-year-old child, and I began wondering at what age we are instilled with stereotypical gender roles. I then reflected on my past, and brought back some painful memories.

My parents always expected me to behave like a girl, but I could not live up to their expectations. My playmates were mostly boys, and I was interested only in sorts of things that were considered to be “what boys do” twenty years ago, such as video gaming and wrestling. For me, therefore, being told to “behave like a girl” was like a curse.

The more I was told to behave like a girl, the more I felt as if my individuality had been denied. I also felt as if I was

labeled “not a girl,” because I was unable to behave like a girl. I was so sick of being told to behave like a girl that I even wished that I had been born a boy.

One day, when I was studying at university to become a teacher, I met an elementary-school-age child, who was a girl physically, but who lived her life behaving like a boy. What was surprising to me was that her classmates accepted her for who she was quite naturally. No one asked her “Why don't you behave like a girl?” She was quite comfortable in the classroom and all the children enjoyed school life. As I spent time with them, I learned from them the importance of creating an environment that allows us to be our true selves, breaking free from gender stereotypes.

I have been working as a teacher for more than ten years. Throughout these years, I have always been mindful of one thing when interacting with children: to accept children as they are, and not make them conform to stereotypical images.

I think if we are to create a society where each person is accepted for who they are; we should be able to, among other things, offer opportunities for children to feel the comfort of being accepted for being who they are. To make my humble contribution to creating such a society, I will continue efforts with children towards creating a classroom environment that allows children to be their true selves.

What I Thought Upon Receipt of Peaches (Second year junior high school student)

Pale-pink fresh peaches arrived again this year. They were sent by my grandmother who lives in Fukushima Prefecture. Every year, she sends seasonal fruits of Fukushima Prefecture – strawberries, cherries, apples and grapes. They are all fresh, high-quality and sweet, and taste exceptionally good. She has sent the gift continuously for 14 years since I was born, except for a few years during which Fukushima Prefecture was exposed to higher-level radiation following the nuclear power plant accident triggered by the earthquake.

Today, the decontamination work has made significant progress, and agricultural products of Fukushima Prefecture have been scientifically proven to be safe to eat after strict inspections. Though export and domestic demands for Fukushima's agricultural products have been gradually increasing, many consumers still feel reluctant to purchase them and some countries have maintained a ban on importing them. Fukushima Prefecture is suffering reputational damage still now. I can see some reason why people doubt the safety of these products, but their safety is proven based on scientific evidence. Consumers should have a correct understanding of what is going on in Fukushima Prefecture, get rid of their prejudices, and promote and support the reconstruction of Fukushima, I think.

Last autumn, a case of a boy having been bullied in school came to light. The boy was evacuated to Yokohama from Fukushima after the nuclear power plant accident when he was in the second year of elementary school, and soon after transferring to a school in Yokohama, he became the victim of bullying: He was called “bacteria,” subjected to violence, and threatened with demands for money. In his note, he wrote: “I considered killing myself again and

again, but when I thought of the many people who were killed in the earthquake, I was determined to endure the hardship and live.” This boy, who is the same age as I, had to endure the difficulty alone with no one to discuss his problems with. Imagining how painful his days must have been, I feel very sorry for him and glad that he has survived the hardship. Though he was in a weak position at school, I think he is strong in mind.

After this case came to surface, similar cases of bullying were reported one after another in various parts of Japan. In some cases, children who were evacuated from Fukushima Prefecture were told by classmates “Don't come near to us and don't infect us with radiation” or “People of Fukushima are responsible for the explosion of the nuclear power plant.” The idea that radiation is infectious is simply absurd, and only ignorant people can say such nonsense. I am totally sick of such ignorance. Children who were evacuated from Fukushima were not to blame for anything. They just happened to live in the area hit by the great earthquake, and they had to leave their hometown due to the nuclear power plant accident. They must have felt very uneasy and anxious when starting new lives in unfamiliar places among unknown people. I can't understand how anyone could be so mean to them. Everyone has the right to live a normal life, but these children were deprived of this right. This is simply unforgivable.

If we have the correct understanding of facts; accept; respect and empathize with others; and have good self-control, then the world will be free from bullying and discrimination. I am determined to act that way at all times, especially because cases of bullying and discrimination seem to be increasing recently.

Do I Really Want to Have a Child? (Second-year student on an advanced course at a special support school)

Honestly, I have not been much attracted to the idea of having a child of my own. If I get pregnant, I may want to give birth, but I don't think I can raise a child myself. This is because I am hearing impaired, and the likelihood of my child having the same disability is high. In fact, there is a term “deaf family,” which means all the family members being hearing impaired. If my child is hearing impaired, he or she may have to live a hard life and experience difficulties in obtaining understanding from people without hearing impairment, just as I have. If this is the case, I am not sure I can give sufficient support to the child.

On the other hand, what if my child doesn't have hearing impairment? How should I explain my disability to the child, and how can I make him or her understand my difficulties? I think there will be a lot of problems in communicating with my child. In either case, I suffer from anxiety, so I may choose to live my life without having a child.

But how will my parents feel if I choose a childless life? Thinking of my parents who have raised me and my two brothers, all with hearing impairments, I feel a bit sorry for them if they never have a chance to meet any grandchild.

We have an acquaintance with a little child in our neighborhood, and whenever my parents see the child, they gladly speak to the child. They look so happy doing so that I imagine how glad they would be if I had a child, hopefully a healthy child without hearing impairment and any other disabilities. While I want to make my parents happy, I don't want them to repeat the difficulties they have experienced in raising us, and I am torn between these feelings. Am I selfish to feel that way?

My mother has always been caring and attentive to us, and I want to know what she thinks of us. My mother doesn't have hearing impairment, and she always looks squarely at us and patiently speaks to us until we understand what she is saying. She never pities us for our impairment, and she has treated us sometimes strictly and sometimes gently. Whenever I felt sad or frustrated because of my impairment, I soon go to my mother and discuss my problem with her and seek her advice.

If I should have a child in the future, I want to support my child just as my mother has supported me. So, mom, allow me to rely on you for a little while longer.