



**AJET • CLAIR • MEXT • MOFA • MIC Opinion Exchange
June 1-2, 2009**

AJET Reports – English Version

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Elementary School Foreign Language Activities

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Introduction

Beginning in 2011, all elementary schools in Japan will introduce classes for foreign language activities. There are already many ALTs engaged in team teaching in elementary schools, and this need is expected to rise with the new curriculum. This report will discuss how the new classes and textbook have impacted ALT activities at schools which have already introduced the new curriculum.

Objectives

1. Discuss survey responses and comments from ALTs concerning the new curriculum and the supplementary textbook, *eigo no-to*.
2. Evaluate changes in ALT activities at elementary school since the new curriculum was introduced, such as their role in lesson planning.

Method

National AJET conducted a survey of ALTs currently employed by one or more of the 614 pilot schools which have introduced the new English curriculum and received responses from 43 individuals. The survey included multiple choice questions as well as spaces to write additional comments and opinions. We hope to make available some of the opinions which these ALTs have communicated to us.

Survey Results

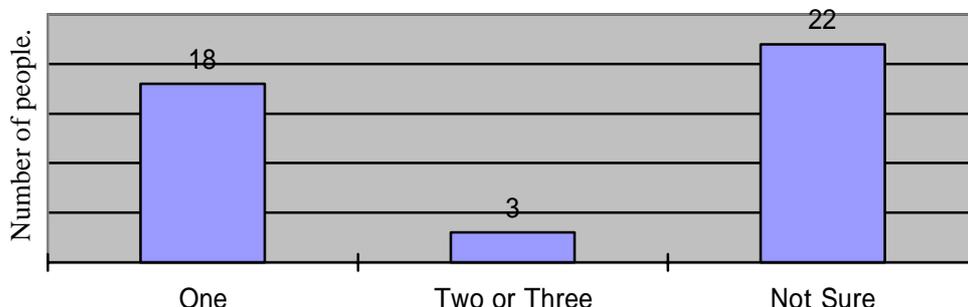
We received positive feedback regarding the introduction of regular English classes into the elementary school curriculum. ALTs mentioned that the increase in number of classes per week has already had a great effect on the communicative ability of their students. One respondent commented that “the teachers are always very positive and they always tell me how much students are looking forward to the lesson.” Other respondents noted positive developments such as having more time allotted for meeting with teachers and planning lessons, or receiving more input and feedback on lesson plans.

However, it seems that ALTs are largely unaware of what the new curriculum involves. While they understand that classes will become mandatory and that homeroom teachers will begin teaching English during the foreign language activities class hours, they are mostly unsure of how many classes their students have or what they will be required to learn.

We asked respondents to indicate how many foreign language activity classes their fifth and sixth grade students have per week. The results indicate that a significant portion of schools hold class one time per week. However, a larger number of ALTs are not sure how many

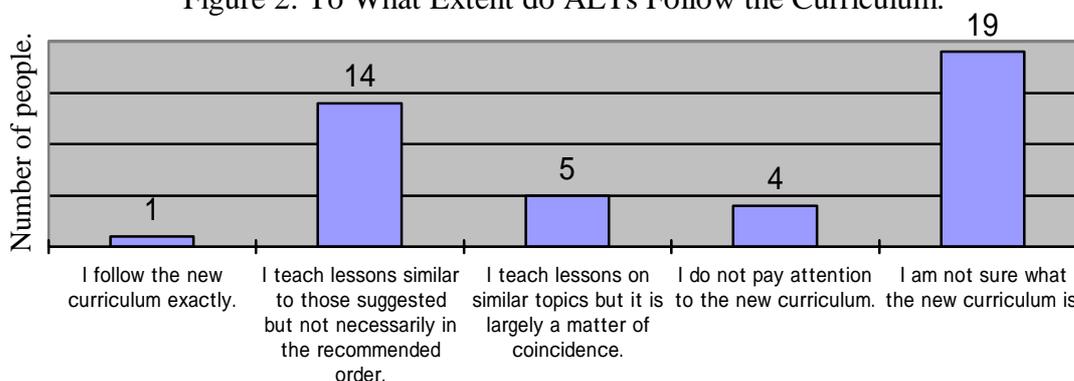
foreign language activities classes their students have each week, as indicated in the graph below.

Figure 1: Number of Classes per Week.



We asked our respondents to what extent they follow the new curriculum. The results show clearly that most ALTs are unaware of what the new curriculum is.

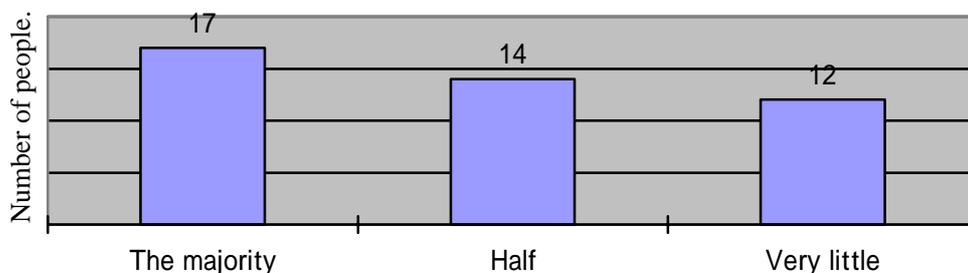
Figure 2: To What Extent do ALTs Follow the Curriculum.



So far, very little information on the curriculum and its goals has been made available in English. Even those ALTs in the pilot schools seem to be unaware of its specific structure and goals.

On the other hand, our survey suggests that a majority of ALTs do a significant amount of lesson planning for team taught lessons. This is demonstrated in the chart below.

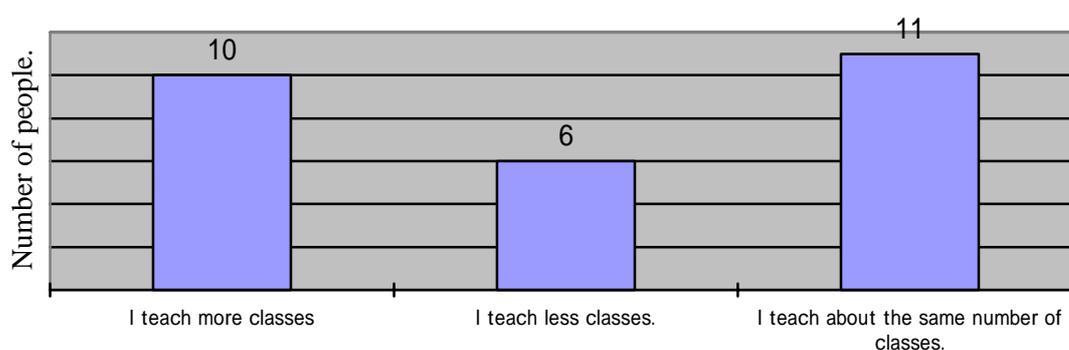
Figure 3: Amount of Planning Which ALTs are Responsible for.



While nearly a third of the respondents reported doing very little planning, two thirds of the ALTs we surveyed appear to be doing half or more of the lesson planning for their classes, in spite of knowing little of what the new curriculum entails.

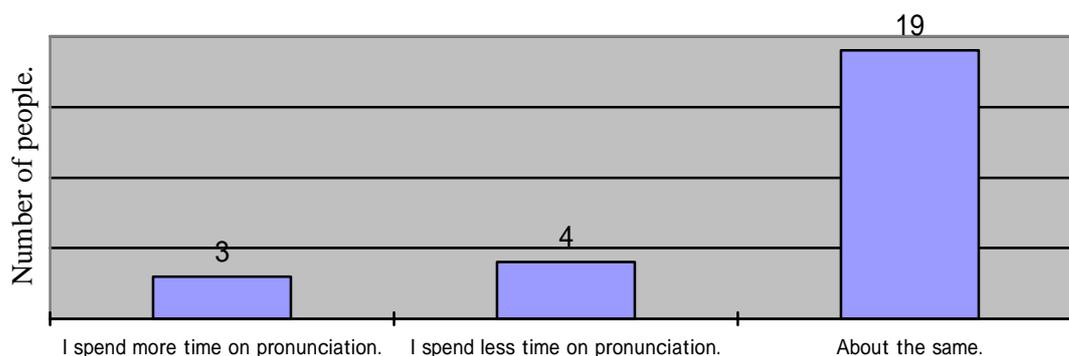
For respondents who had experience teaching at the same school before the new curriculum was introduced, we asked some additional questions regarding how their role may have changed. Our results show almost no overall change. For example, when asked whether they teach a larger or smaller number of classes, our survey shows some ALTs teaching more, a similar number teaching less, and the largest number teaching the same number.

Figure 4: Change in Number of Classes Taught.



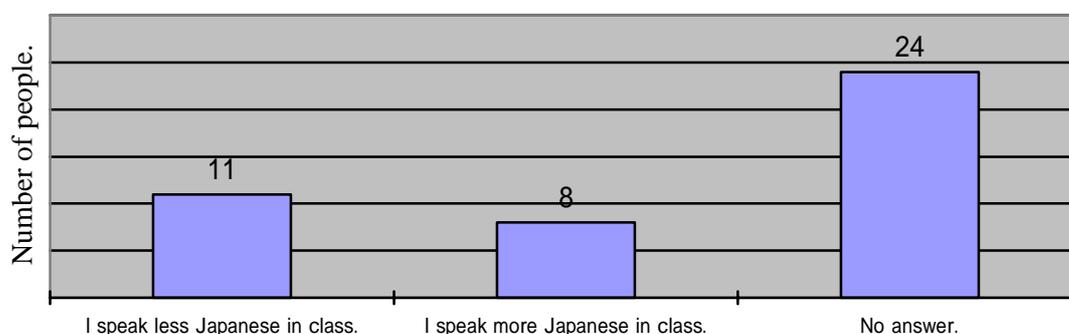
When asked if they spend more or less time practicing pronunciation, the results were very similar. The graph below shows that the overwhelming majority did not notice any change.

Figure 5: Change in Amount of Class Time Spent on Pronunciation.



Finally, when asked whether they speak more or less Japanese in class, there was also no significant difference between candidates, as the below graph highlights.

Figure 6: Change in Amount of Japanese Used in Class.

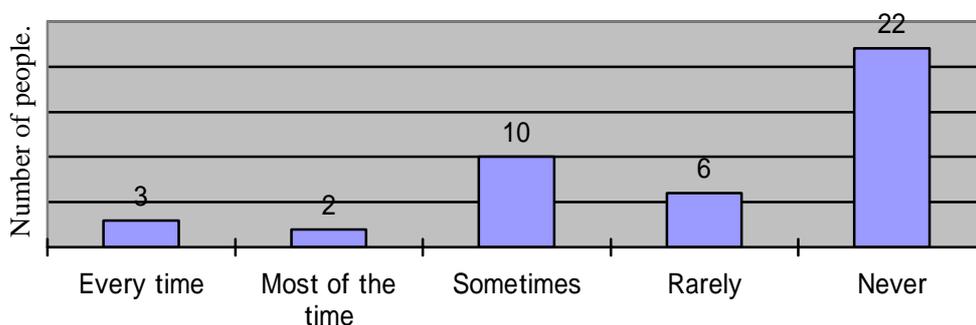


Our survey suggests that ALTs are either unaware of the new curriculum or do not follow it in their classes. The new curriculum has likely not affected team taught classes to a great degree.

Responses to *eigo no-to*

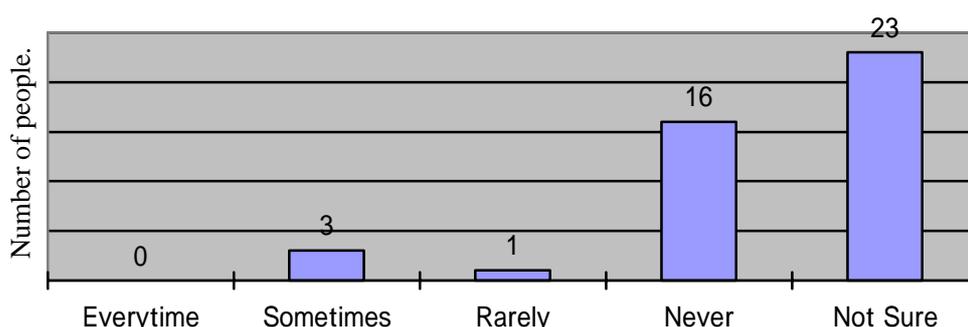
We gathered responses from ALTs regarding their experience with the new supplementary textbook, *eigo no-to*. First, we asked the respondents to describe the frequency with which they use *eigo no-to* in their own classes. Although 21 respondents reported using the text at least “rarely,” 22 respondents, or about half, reported “never” using *eigo no-to*.

Figure 7: Frequency of Use in Team Teaching Classes.



This was expected as *eigo no-to* is intended as supplementary material for homeroom teachers and the book and accompanying teacher’s guide do not have any English translation. However, we were surprised that ALTs also claim *eigo no-to* is used very rarely in classes in which they *do not* participate. The graph below shows that more than half of the respondents were unsure, but a significant number asserted that the text is never used in other foreign language activities classes.

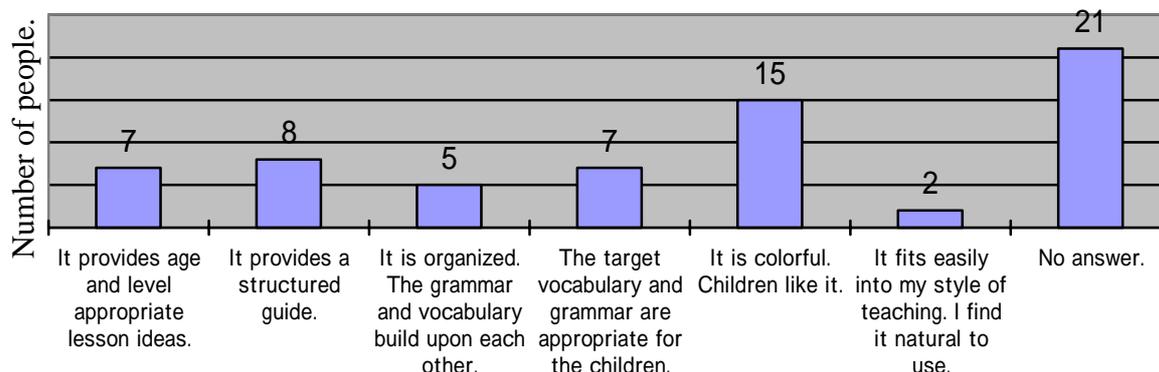
Figure 8: Frequency of Use in Classes Without ALTs.



Contents of *eigo no-to*

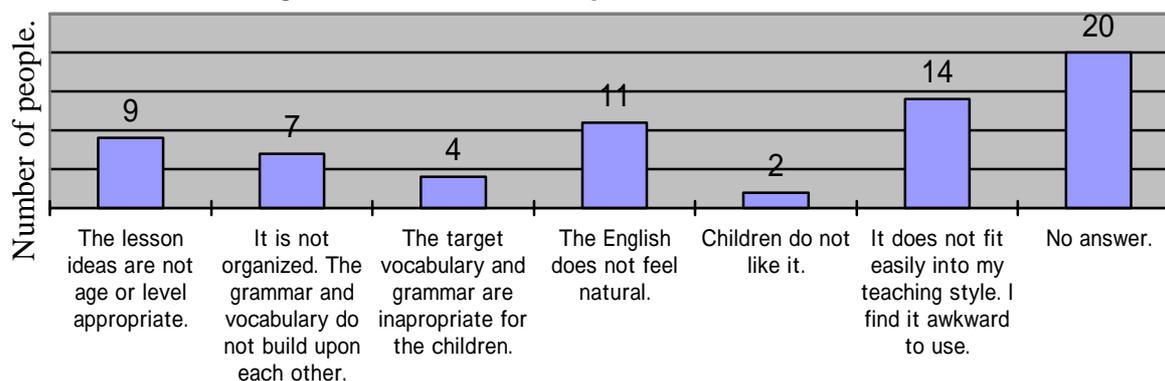
When asked what makes *eigo no-to* easy to use, many ALTs cited the fact that it is colorful, and that children like it. Several respondents also agreed that it provides a structured guide. Respondents were able to select multiple responses.

Figure 9: What Makes *eigo no-to* Easy to Use.



We also asked respondents what makes *eigo no-to* difficult to use. The two highest scoring responses were that “the English does not feel natural,” and that it is “awkward to use.” This is displayed in the following graph. Many of those ALTs who responded that the English does not feel natural cited the phrase “let’s chant” as an example.

Figure 10: What Makes *eigo no-to* Difficult to Use?



Additionally, many respondents made comments regarding the difficulty level of the content. They described it as too easy for their fifth and sixth grade students and noted a risk that students might become bored or disinterested. In the words of one respondent, “I think that it doesn’t challenge the children enough- they are capable of higher grammar and vocabulary.” Several others expressed a wish for a more extensive vocabulary list. In addition, some respondents expressed concern that some elementary school teachers new to teaching English may follow the textbook too closely or not take advantage of the various resources which ALTs offer.

On the other hand, many activities, such as the lessons built around making a schedule and running a store, were very well received. For example, one ALT commented that “the students enjoyed the projects on future dreams and the countries they wanted to visit.” Many ALTs discussed ways in which they had built on a particular activity to adjust it to a particular class.

Several ALTs praised *eigo no-to* for offering a resource common to both homeroom teachers and ALTs. It appears that sharing a set of activities and lessons greatly improved communication and team teaching classes. However, we also received comments suggesting that this important use of *eigo no-to* was in many cases thwarted by a lack of English translations for the explanations of activities inside the textbook and the accompanying



teacher's manual. In situations where the ALT and homeroom teacher have difficulty communicating, an English translation of the *eigo no-to* materials could greatly improve team taught classes.

Conclusion

The responses to our survey have shown that ALTs teaching in these pilot elementary schools have been very welcoming of the regular foreign language activity classes. We received comments regarding both the difficulty level and contents of the supplementary text *eigo no-to*.

In order to improve the team teaching activities and contribute to the success of English education, AJET recommends that information regarding the new curriculum and its goals, as well as the contents of *eigo no-to*, be translated into English and distributed to ALTs who are engaged in team teaching classes at applicable schools. Understanding the goals and structure of the new curriculum will allow ALTs to more easily come forward and offer assistance to elementary school teachers giving English lessons for the first time.



Questions for MEXT

1. What plans does MEXT have for future revisions of *eigo no-to*?
2. Does MEXT plan on printing a revised version of the Practical Handbook for Elementary English Activities? If so, will the changes to curriculum be reflected in the new version? Alternatively, does MEXT have any other plans to distribute information on team teaching to elementary school teachers?
3. MEXT previously mentioned that the number of elementary school ALTs is expected to rise as the new curriculum is introduced. Although the curriculum is designed so that a homeroom teacher can conduct class alone, is this rise in numbers still expected?
4. What specific role does MEXT see ALTs playing in contributing to the success of the new curriculum?
5. Does MEXT, who are primarily in charge of the ALT training, have thoughts on ways to improve the merits of a JET compared to a non-JET? Do you have any suggestions on how to motivate JETs?

ALTs VISITING MULTIPLE SCHOOLS

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INTRODUCTION

During the past few years Assistant Language Teachers (ALTs) roles and duties have been changing from only visiting a couple schools on a regular basis to visiting five, ten or more than twenty schools during the academic year. This report will explore how these ALTs are working in their schools, explain challenges they face and give suggestions for CLAIR and MEXT to help better support these ALTs.

METHOD

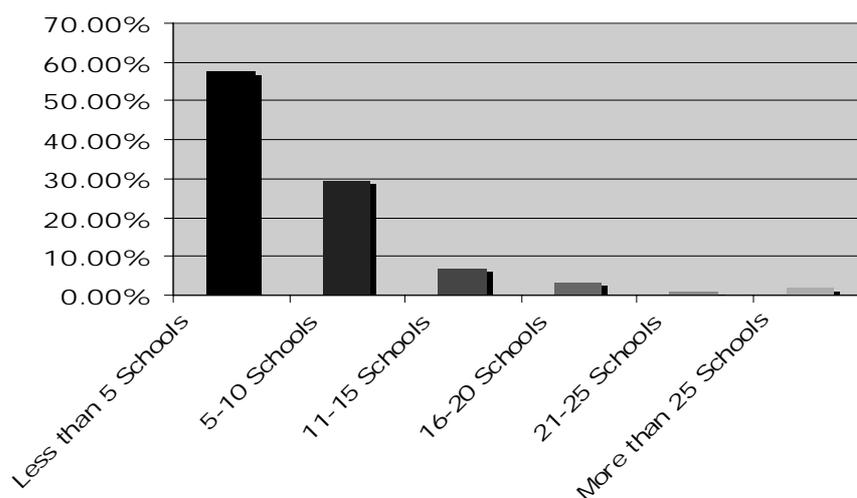
The data and analysis for this report is based on an on-line survey conducted in April 2009. There were 272 respondents representing 41 prefectures. Almost half were first-year ALTs. The types of questions asked were multiple choice, open ended questions and lists. The distribution method was via e-mail, social networking site Facebook, ajet.net, prefectural JET websites and word of mouth.

DATA

School Visits

Figure 1

As an ALT, how many schools do you/will you visit in the course of one year?

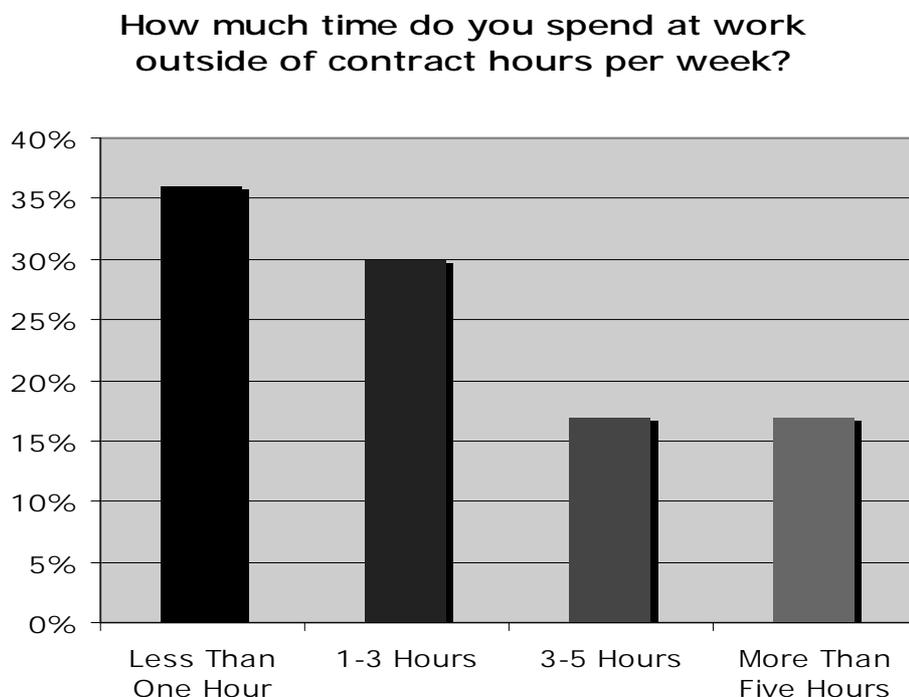


Of the respondents, 57% stated that they visit less than five schools and 29% visit five to ten schools per year 6% visit 11-15 schools, 3% go to 16-20 schools, 1% visit 21-25 schools, and 2% visit more than 25 schools. 69% have taught junior high schools and 68% have taught

elementary schools during their time as an ALT. 48% of ALTs visit their schools two to four times a month, 16% visit their schools 5-10 times a month.

Extra Curricular Activities

Figure 2



36% spend less than one hour per week at school outside of contract hours, 30% spend 1-3 hours, 17% spend 3-5 hours and 17% spend more than 5 hours. The reasons for ALTs not staying at school beyond their contract time will be discussed in the discussion section.

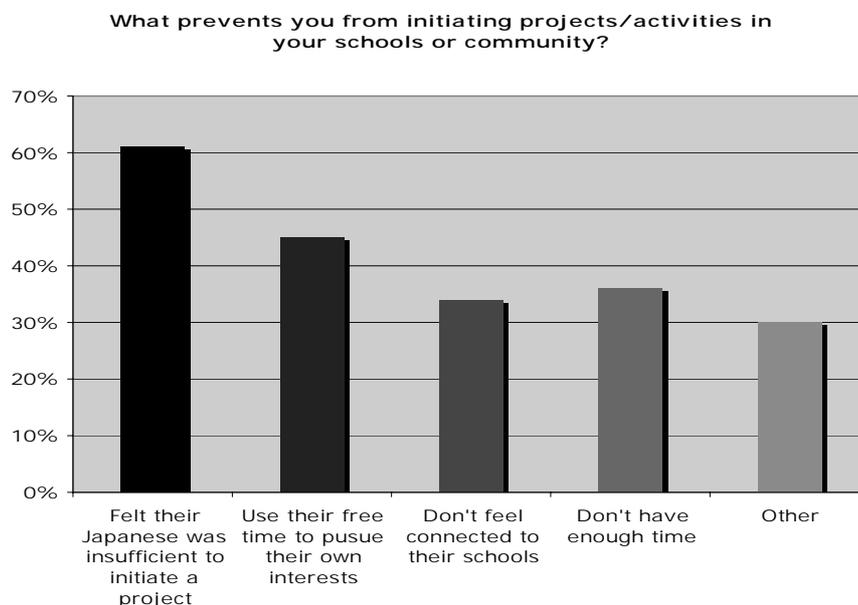
Time spent during contract hours

When asked “How do you spend your time during contract hours when you are not teaching English?” 80% spend time talking with teachers/staff, 65% spend time talking to students, 50% eat lunch with the students, 43% responded with “other” with a majority studying Japanese or preparing lessons, 45% work on special projects (English board, newspaper etc..) and 24% participate in non English classes.

Community Involvement

When asked “Do you initiate projects, activities, or events in your community or in the communities where you teach?” 77% said no, while 23% said yes.

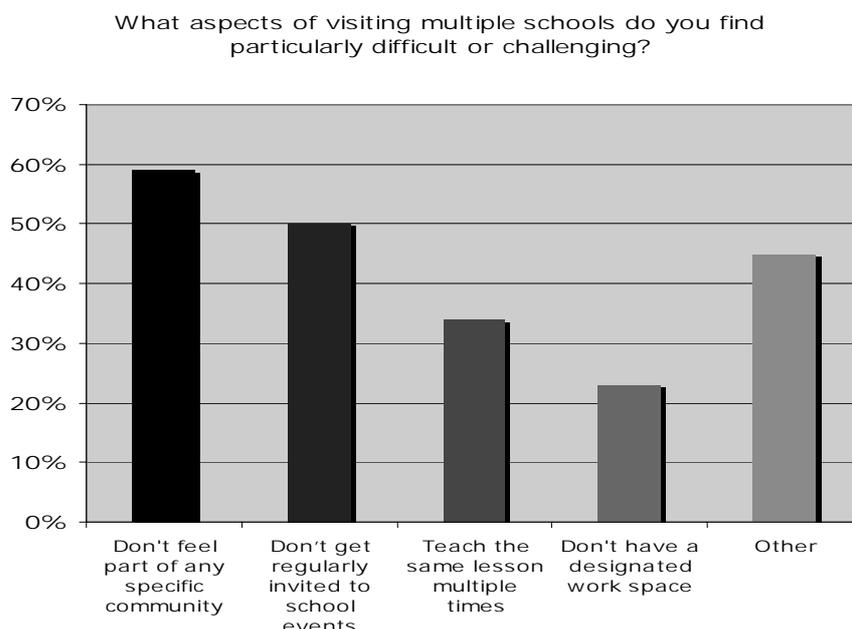
Figure 3



Job Satisfaction

50% like visiting multiple schools, 29% are indifferent and 21% dislike it. When visiting multiple schools 81% like being able to meet different students, 64% like meeting different teachers, 58% enjoy teaching students at various levels, 49% like that they can use the same lesson materials and plans, 19% responded with “other.”

Figure 4





When asked “What aspects of visiting multiple schools do you find particularly difficult or challenging?” 59% of respondents don't feel as if they are part of any specific community, 50% don't regularly get invited to school events, 34% teach the same lesson multiple times, 23% don't have a designated work space, and 45% responded with “other.” A discussion of these difficulties and challenges is found below.

DISCUSSION ANALYSIS

Through this survey we were able to analyze the varying responses for ALTs who visit a low number of schools versus ALTs who visit a high number of schools. The analysis revealed several notable points. ALTs who visit less than five schools spend much more time at their schools outside of contract time.

In a similar analysis, there were several interesting results for ALTs with a base school and ALTs without a base school.

| | ALTs with a base school | ALTs without a base school |
|---|-------------------------|----------------------------|
| Responded, “I attend most school events.” | 82.9 % | 39.4 % |
| Responded, “I like being an ALT with multiple schools.” | 53.0 % | 43.0 % |

For this analysis as well, the number of respondents without a base school found more aspects of their job difficult or challenging.

| | ALTs with a base school | ALTs without a base school |
|---|-------------------------|----------------------------|
| I don't feel as if I'm a part of any specific community | 50.3 % | 80.9 % |
| I don't regularly get invited to school events | 43.6 % | 66.2 % |
| I teach the same lesson multiple times | 30.1 % | 44.1 % |
| I don't have a designated work space | 20.2 % | 30.9 % |

The results from our survey show that ALTs with base schools have more job satisfaction and a sense of belonging to a group or community. If the ALT is satisfied with their situation, they may be more likely to be more effective in their teaching and more active in their school community.

Survey respondents were given the option of listing challenges and difficulties that were not included in the above table, such as difficulty in building relationships, feeling of being spread too thin and commuting difficulties. We compiled responses into categories of similarity.

Of the 103 open responses, 26 respondents stated that it is difficult to build relationships with students and the schools.

In another category, 20 respondents stated that they were “spread too thin” or “didn’t spend enough time in one place.” This individual’s response sums up this category:

“It’s hard for me to really get to know my students, which makes it hard for me to know just how much English they are really learning. I see students infrequently, I feel that their English is suffering because of their lack of contact with a native speaker.”

Other respondents noted the difficulties in dealing with different expectations at multiple schools as well as the challenges in identifying the needs of hundreds or thousands of students.

In this survey we asked a multiple choice question, “What did you wish you had known before becoming a JET visiting multiple schools?” Of the 162 people who provided an answer, several categories emerged from the responses. While 29 people responded “nothing,” many respondents listed the following:

| What ALTs listed in response to the question “What did you wish you had known...” | Number of responses |
|---|---------------------|
| Various expectations directly related to being an ALT with multiple schools | 29 |
| Job and schedule expectations | 25 |
| Teaching and classroom expectations | 23 |
| Better understanding of English abilities (for both students and teachers) | 9 |
| The need for Japanese abilities | 5 |

Through this survey we identified a few common areas of challenge that ALTs with multiple schools face when teaching English. 197 of the 272 surveyed provided an answer. The common categories are as follows:

| Identified category | Number of responses |
|---|---------------------|
| Difficult to build relationships | 67 |
| Students receive infrequent English lessons | 31 |
| Not knowing the level of students’ English | 17 |
| ALTs make infrequent visits to schools | 16 |
| Logistical / Planning difficulties | 14 |

The largest challenge in teaching English was the difficulty encountered in building relationships with both students and teachers when visiting multiple schools. Many ALTs see this as essential for providing motivation to students for English learning as well as creating opportunities for cultural exchange.

This respondent provided two specific items that can be implemented to help ALTs who visit multiple schools for overcoming the difficulty of building relationships:

“It would be most helpful for travelling teachers to have 1) a seating chart with names in Hiragana or English 2) a picture of the students with their names. I have found both of these immensely helpful.”

The second most common response addresses students' limited class hours where English is spoken. While it is obvious that communicative English learning can only happen when students are using English, many students do not get regular opportunities to do so in their classes.

Projects and Events of ALTs Visiting Multiple Schools

Despite the difficulties that ALTs visiting multiple schools face, many are still initiating projects and events in both their communities and schools. Of the 272 respondents, 59 listed specific things they have been involved in during their time as a JET. The following is a sample of salient projects, events and classes.

One popular choice of events is holiday-themed parties. JETs mentioned hosting or organizing these events for both students and community members. This is often a simple and fun way to get together with Japanese people, and can serve as a way of breaking the ice for planning events as well as for the community in which the JET lives. There is opportunity for meeting foreigners, teaching about cultures and simply having fun.

24 of the 59 respondents listed being involved with multiple projects or events. It is clear from these responses that there is a population of JETs who are going above and beyond their normal work duties to achieve the goals of the JET Programme. One respondent listed:

“One of my schools wrote letters to a Japanese club in America. I have fun quizzes on an English board each month and students get prizes for their efforts. I also host after school English holiday parties”

Another involved JET responded that he or she is involved with projects planned by a group of JETs in their prefecture:

“With other people, we organize a film festival to which JETs and non-jets as well as Japanese citizens can produce and enter their own movie into the film competition, it also works as a fund raiser for charities that I plan ahead of time to participate ... We also formed an art group called SouZou to display our photography or drawings as a way of reaching out to others. We are at our second annual show that also acts as a fundraiser for charity.”

The range and scope of the projects listed is quite wide. Several JETs mentioned initiating Pen Pal projects. Other school projects were starting English clubs, and hosting an International or English day. One respondent started an “English Pals” project between his or her high school and elementary school where older students came to the elementary school and gave English presentations. There was also a wide range of community projects and classes. Several JETs started adult English clubs, cooking clubs or other cultural clubs. Several JETs listed unique projects such as interviewing community members for a local TV Program, creating a bilingual website about tourist spots in the JETs town, writing for local newspapers, and organizing an Easter-egg hunt.

It is clear that many projects and events require the organizational support of someone who knows Japanese, whether this be a JTE, Japanese friend or the JET. When asked, “What has hindered you from initiating projects, events or activities in your community?” the largest

response was “I feel my Japanese abilities aren’t sufficient” with 61.3% answering in this way. Of the respondents who listed their Japanese abilities as “advanced,” 81.8% initiate projects, compared to only 30.8% of JETs who listed their abilities as “intermediate” and 18.4% who listed their abilities as “beginner.” As a result of these findings, we encourage contracting organisations and the JET Programme to work together to send JETs with high proficiency in Japanese to COs that will use the JET in multiple schools.

AJET SUGGESTIONS

Many of the issues raised through this survey are directly related to communication and relationships with Contracting Organisations. Therefore, many of the suggestions proposed below are things that individual JETs with multiple schools should be doing in order to be successful and effective. The role of AJET, CLAIR and the Ministries is to distribute these valuable methods and information to both current and incoming JETs. Currently there is little information in the General Information Handbook specifically addressing issues relevant to ALTs with multiple schools. It would be useful for an additional chapter or section on this topic to be included in the next edition. AJET will continue to utilize its methods of communication including forums and resources on our website to distribute information. Additional specific suggestions are provided under the relevant topics below.

The members of this report team sent a follow-up email to respondents asking three questions. These questions were posed in order to discover concrete and practical methods for addressing the major issues raised by the survey. The three questions addressed were 1) Overcoming communication difficulties with contracting organisations and between schools, 2) How to be a better initiator, and 3) What should be included in a Tokyo Orientation workshop for ALTs with multiple schools.

Communication

- **Advance meetings.** ALTs who visit multiple schools should schedule a meeting with each school prior to a visiting period (whether that be in a “one-shot” context or once a week context). If possible, these meetings should be in person, though a meeting by telephone will suffice. These meetings are to determine the expectations that the school has for the ALT as well as to talk about lesson plan ideas. Schools should be made aware that ALTs can use contract hours to meet with their various schools.
- **Standardised Evaluations.** ALTs need to be evaluated on a regular basis so that they understand the needs and goals of their various schools and can build confidence and direction for teaching. One suggestion is having the ALT bring a standardised sheet to each school where the school contact person would provide feedback. These would then be submitted to a Supervisor.
- **Learning Japanese.** Unfortunately, there is not always a contact at each school that is able to communicate in English. While it is already expected of every JET to be learning Japanese, it needs to be explicitly emphasized at Tokyo Orientation that JETs with multiple schools are recommended to study Japanese in order to attain a level of functional fluency.



- **“JET Life” for Supervisors and JTEs.** Even though each contracting organization receives the General Information Handbook, there is still a widespread misunderstanding about the ALT’s role, responsibilities, and how to use them effectively. A plethora of information is provided to the new JET participant; however, relatively little information is currently provided to Supervisors and JTEs. CLAIR, along with AJET, could produce a JET Life DVD in Japanese *for the Supervisor/JTE* detailing the job of an ALT, how to use an ALT effectively (both in the classroom and outside the classroom), and how to evaluate an ALT.
- **AJET Online Community.** This would be a place for ALTs to discuss tips and strategies, lessons and activities that have worked for ALTs visiting multiple schools. Hopefully by doing this the lack of vertical handovers can be alleviated with lateral handovers.

Initiating Projects

- **Creating an English presence.** One simple project that all ALTs can do is put up an English board in a visible location in each of the visited schools. This board should be attractive and may contain simple games, announcements or information about the ALT. This can be a springboard into initiating other English related projects involving the school.
- **Establish relationships.** If the ALT is interested in starting a new project, the ALT should attend any planning meetings for regular events, such as the culture festival or holiday parties. This way, the ALT can learn planning methods and build rapport with other teachers who may be willing to help with new projects. Building relationships with teachers allows the ALT to feel comfortable presenting new ideas.
- **Enlist the help of a specific JTE.** In initiating new projects, the ALT should ask a JTE to join the planning and executing of the proposal, suggesting specific tasks that would be helpful.
- **Advertise.** As any new project comes into fruition, the ALT should actively advertise the project in as many ways as possible including making an announcement during meetings, explaining it in relevant classes and putting up posters.

Workshop for JETs visiting multiple schools

This year AJET will be hosting a new workshop at Tokyo Orientation called “JETs Visiting Multiple Schools.” At this workshop AJET plans to distribute ideas and information to the new ALTs on how to make the most out of their visits to multiple schools. The information that will be distributed will be methods and resources that have been used or are currently being used by ALTs. The following is a list of general topics to be covered in the workshop:

- Provide an outline packet for each JET, this packet would include space for the JET to write down detailed information about each of their schools such as location, directions, number of classes, number of students, clubs, contact names and phone numbers, etc. they must find or figure out in the first few weeks of their contract. A

paper copy would be provided at Tokyo Orientation as well as an electronic copy being available for download on the AJET website.

- Highlight the importance of studying Japanese
- Stress open-mindedness and flexibility
- Provide methods of connecting with students who are seen infrequently, such as creating an English board in the school, creating English lunch event, etc.
- Briefly address lesson planning by providing useful methods and resources such as:
 - o How to access resources such as helpful websites, YouTube videos and/or BOE handbooks
 - o How to adapt lessons to fit various situations and English levels
 - o How to actively involve learners
 - o Advice for JETs to keep lessons fresh, especially when they are constantly repeating the same lesson.
 - o How to compile a large binder or briefcase with curricula, lesson plans and teaching materials to bring to various schools.

CONCLUSION

The role of the ALT is changing from visiting a couple of schools to visiting five or more schools and in some cases more than twenty schools. Those who are visiting a large number of schools face unique challenges. The resources and information available from the JET Programme are not sustainable for the amount of ALTs that are visiting multiple schools. This creates dissonance between ALTs and their Contracting Organisations. However, AJET's suggestions and the new Tokyo Orientation workshop for ALTs visiting multiple schools may increase job satisfaction and the support system for ALTs to help foster more school and community projects, greater job satisfaction and overall effectiveness.



QUESTIONS

1. Does MEXT or CLAIR plan on creating any resource materials for ALTs who visit multiple schools or are considered “one-shot” ALTs?
2. It is AJET’s opinion that standardised handover procedures would help to alleviate some of the challenges ALTs who visit multiple schools face when first starting their new job in Japan. As a follow-up question to the previous Opinion Exchange, what has been done to standardise handover procedures? What new information or materials have been given to Prefectural Advisors since the last OE that will help JETs better inform their successors of their job expectations?
3. How is CLAIR adjusting Tokyo Orientation and subsequent workshops to accommodate the ALTs visiting multiple schools?
4. Does the Supervisor’s Manual and Contracting Organisation Manual have any information available concerning specifically the role of ALTs visiting multiple schools?
5. Does CLAIR, MEXT, MIC, or MOFA have any suggestions for material that they would like to have included in the AJET workshop for ALTs Visiting Multiple Schools?

GENERAL ACTIVITIES REPORT

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Daniel Patterson, Block 8 Representative
Sarah Lineker, Chair

Introduction

The General Activities Report outlines projects and events that AJET has or is currently undertaking. This report describes the current status of these projects, highlights areas where improvements can be made, and further identifies new directions AJET can take. Additionally, it helps to disclose all these affairs to CLAIR, the Ministries, Contracting Organisations, and to fellow JETs.

AJET Teaching and Internationalisation Awards

During February this year, AJET conducted the Teaching and Internationalisation Awards Programme. This year's award conditions were adjusted so as to recognise and reward a greater number of successful nominees.

Nominated teachers who clearly demonstrated any or all of the judging criteria received a certificate of achievement along with a letter of recognition sent to the principal of their respective schools by National AJET announcing their nomination by a JET Programme participant. The judging criteria for the Teaching Awards included:

- The use of activities that motivate students to communicate in another language;
- The use of activities that promote international understanding;
- The demonstration of excellent team teaching practices so as to effectively utilise the JET within the classroom.
- Level of creativity used by the Japanese teacher;
- The extension of second language education into other areas of the school curriculum.

For the Internationalisation Awards, nominees who clearly demonstrated any or all of the judging criteria received a letter of recognition, announcing their nomination by a JET Programme participant. The judging criteria included:

- The initiation of activities to promote international awareness/understanding;
- The support and promotion of a JET Programme participant's grass-roots internationalisation activities;
- Personal commitment to being internationally aware, and the ability to work well with people of different cultural backgrounds;
- The integration of international affairs and the international world-view into multiple aspects of work or daily life.

16 English language teachers along with 12 other citizens received AJET acknowledgement letters for their outstanding contributions. Reasons cited for their excellence under the teaching criteria included and were not limited to their:



- true dedication, enthusiasm, inspiration and respect (*Mr Furuta – Ama JHS – Shimane, Mr Yanaihashi – Kanzawa Nishiki Gaoka HS – Ishikawa, Ms Morishita– Okaharu JHS – Kumamoto, Ms Aiba – Tohoku Higashi JHS – Aomori, Ms Arakawa – Kitakata JHS – Fukushima, Ms Kasai – Ominato SHS - Aomori*)
- collaborative efforts with the ALT to plan lessons, exceptional team-teaching skills (*Ms Hasebe – Nakatsugawa Elementary/JHS – Yamagata, Mr Murai – Gifu-Kakamino HS, Mr Kurita – Taragi JHS - Kumamoto*)
- creative lesson planning using a large variety of genre and mediums (*Ms Matsumoto – Horyuji International HS – Nara, Ms Kawakami – Kawaii Daiichi JHS - Nara*)
- use of practical English within the classroom (*Ms Ono – Omura Kogyo HS – Nagasaki*)
- creation of a comfortable mistake-friendly learning environment (*Mr Ogawa – Ikura JHS – Okayama*)
- enthusiastic interactions with students at every opportunity (*Mr Yamakura – Koriyama SHS – Nara, Mr Takahashi – Yokote Minami JHS – Akita*)
- effective use of the textbook (*Ms Uto – Kasasa JHS – Kagoshima*)

The internationalisation entrants were recognised for their:

- efforts to promote peace through international understanding (*Ms Akamatsu – Yamaguchi*)
- promotion of intercultural and international understanding (*Ms Kagiya – Gifu, Ms Takuwa – Shimane, Ms Karasaki – Hiroshima, Ms Oki – Kumamoto, Mr Sawada – Fukui, Ms Mogi – Yamagata and Ms Yamaguchi - Fukushima*)
- compassion, respect, extreme interest in international affairs, and cultural awareness (*Ms Fujita – Fukuoka*)
- organisation of international events (*Ms Fujihara – Osaka, Mr Matsuyama - Wakayama*)

National AJET believes these are worthy awards and request the assistance of CLAIR and the ministries in their promotion to ensure the longevity of this project.

Conference for Returning JETs – Information Fair

The AJET Career and Information Fair for Returning JETs was held as part of the Conference for Returning JETs. 29 of AJET's Group Associate Members (GAMs) participated, with representatives from universities, recruitment agencies, and post-JET services. AJET was pleased with the offering of the GAMs and the fair's overall set up.

Feedback, (courtesy of CLAIR) saw over 74% of the 372 JETs attending the Information Fair finding it useful.

“Great variety of opportunities and helpful information”

One major criticism from JETs though was with the unfortunate early departure by many companies before the advertised finish time. In the future, National AJET will be strongly enforcing the closure time for the fair. A break during the middle of the fair will also be offered to GAMs whilst workshops are taking place. AJET endeavours to work closely with



CLAIR's schedule so as to provide JETs with a greater opportunity to spend quality time at future fairs.

National AJET also took the opportunity to use this conference as a physical meeting point for its National Council members. On the weekend prior to the conference, National AJET Council convened, at their own expense, for a general council meeting giving all council members the opportunity to examine recent AJET projects, give prefectural updates and discuss future projects.

AJET National Council Elections

On April 1st the 2009-2010 council was announced, and the members are as follows:

Chair - Jennifer C. Park, Gunma
Vice Chair - Joseph Schott, Hyogo
Treasurer - Martin Nash, Nara
Block 1 Representative - Alisa Tobin, Aomori
Block 2 Representative - Kaleb Uri-ke, Miyagi
Block 3 Representative - Andrew Heffernan, Gunma
Block 4 Representative - Vicki McCann, Shizuoka
Block 5 Representative - Ian Matthews, Aichi
Block 6 Representative - Brandon Kramer, Hyogo
Block 7 Representative - Kathryn Kovacs, Nara
Block 8 Representative - Daniel Patterson, Kagawa
Block 9 Representative - Caroline Ideus, Shimane
Block 10 Representative – Jesse Welty, Saga
Block 11 Representative - Suzanne Lee, Kumamoto
SEA Representative - Christine Wegner, Nagasaki
CIR Representative - Vanessa Abel, Mie
Translator/Interpreter – Adam Tsai, Chiba
PSG Coordinator – Emily Collins, Kagoshima
Webmaster – Goran Seletkovic, Hyogo

Nationwide elections for new council members were held in early March, with 33 JETs from around the country submitting platforms for consideration. 615 JETs voted in these elections, showing that AJET is gaining more visibility and support within the JET community. The new council contains seven members from the previous council.

Survey Incentives with White Rabbit Press

In an effort to encourage more JETs to voice their opinions, along with further expanding the Group Associate Members (GAM) Programme, the AJET corporate team in collaboration with White Rabbit Press created a mutual incentive project. The AJET goals for this project were to:

- increase response rates for National AJET surveys
- encourage JETs to further study Japanese by offering discounted study materials



Once the survey is completed, the JET receives a coupon code offering 15% discounts on certain White Rabbit Press products, including which includes study materials like the popular kanji flashcards.

AJET saw the survey response rate, unfortunately, stay the same as previous year's and is working towards using these, plus other initiatives, to further encourage JET participation in relation to information gathering.

Prefectural AJET Chapter Highlights

National AJET is proud of the achievements and successes of their local chapters. Highlights for the last six months for AJET prefectural chapters include:

BLOCK 1

Akita

- Akita organised a **Weekend Ski Trip** to Appi for 21 JETs during February with ¥133,000 donated to their charity group, Room to Read. JETs from Akita, Aomori, Iwate and Miyagi attended

Aomori

- Aomori hosted the inaugural **Namaste Art Exhibition** showcasing artworks by JETs and local artists raising ¥240,000 for the charity group, Everest of Apples. Six JETs organised the event with a large number of the general public visiting over the three day event (JET Effect winner)
- Held a **Casino Night** where ¥90,000 was raised for the charity group Everest of Apples with over 30 JETs attending the event
- Organised the 5th Annual Charity **Futsal Tournament** with 16 teams competing. Over 100 participants including JETs and local citizens, helped to raise ¥100,000 for the charity group Everest of Apples

Hokkaido

- Hokkaido AJET hosted their annual Sapporo **Yuki Matsuri Tour** in February bringing 90 JETs from all over Japan, raising over ¥540,000 towards their English Home Stay Competition
- Conducted their **Hokkaido English Challenge Cup** competition for Junior High and High School students throughout Hokkaido with over 50 prize winners from 130 entrants. First prize for both divisions is a two week home stay in the English speaking country of their choice. The next 48 winners receive an invite to a five day English summer camp hosted solely by ALTs with all expenses paid on arrival. This is Hokkaido AJETs biggest event involving over 60 JETs participating in activities from training students, to judging, to organising and running the camp

BLOCK 2

Miyagi

- Held the **MAJET Art Show** offering free art-related workshops in Sendai. Over 140 JETs attended the three day event with the majority of workshops attracting 30-50 Japanese locals, over 150 people attended the opening night. This event gleaned much publicity on local television, radio and numerous publications
- Hosted their first **St. Baldrick's shaving event** held in Japan. St. Baldrick's is the world's largest volunteer-driven fundraising event for childhood cancer research.



Volunteers shave their heads in solidarity with children with cancer, while requesting donations from the community, friends and family. This event was publicised in a local newspaper with eleven participants shaving their hair (a mix of JETs and locals), together raising ¥218,000 for the Children's Cancer Association of Japan

Yamagata

- Inspired by their schools, Yamagata AJET ran a **T-shirt design competition**. They created a Facebook page for ALTs to post their creations and later, to vote. Submissions and votes were opened to all citizens with a Yamagata address. More than 175 shirts of the two most popular entries were printed and sold. The community at-large were encouraged to participate, with not just JETs showing pride in wearing JET created Yamagata T-shirts

BLOCK 3

Nagano

- Nagano AJET organised a mallet **golf tournament** with more than 50 players, which preceded their annual Thanksgiving dinner last November
- Planned '**Christmas at the Cabins**', complete with a Christmas feast, carols and of course, presents
- Held its annual **ski trip** to Nozawa Onsen in February with over 55 JETs
- Conducted their infamous **talent show**, "Naga-show" for charity which features a variety of plays, bands, and improvisational acts. 30 JETs alongside 30 local Japanese took part in the proceedings.
- Organised the all ALT **soccer tournament** in April, teams from all over Japan play in the scenic and lush hills of Sugadaira, proceeds for this tournament donated to PEPY, a non-profit organization that promotes education and environmental awareness in Cambodia. Over 300 ALTs in Japan combine to form 30 teams

Gunma

- Gunma AJET held a **Thanksgiving Dinner**
- Organised a **Christmas Party** at the beautiful Lake Haruna enjoying a true Japanese holiday experience in a ryokan
- Conducted an **organised tour** to Jigokudani Monkey Park and Zenkoji Temple in Nagano City for JETs

BLOCK 4

Chiba

- Chiba's AJET chapter was revived this spring. There was a planning **meeting** in mid-March where several individuals committed to organising events, with a camping trip already planned

Yamanashi

- Organised a **ski and snowboard trip** to Nagano-ken
- Hosted the 'Nashi 500 **scavenger hunt** bringing teams together from all over the prefecture
- Maintains a **bi-weekly newsletter** with articles, classifieds, and information

Shizuoka

- Sponsored many events in the prefecture including **mountain biking, white water rafting, and open mic night**
- Organised a **Yuki Matsuri tour** to Sapporo during the snow festival



BLOCK 5

Gifu

- Gifu hosted a **Tri-Prefectural Winter Event** bringing Japanese and JETs together from Fukui, Aichi, and Gifu for skiing, onsening, and socialising

Fukui

- In May, 20 Fukui AJET members hosted the **FJET International Talent Show** for over 120 people including JTEs, JETs, and other foreigners. Categories included performance, visual arts, writing, and cooking, with proceeds going to a charity in Thailand
- Fukui has continued to organise volunteer trips (**Orphanage Volunteer Project**) to two local orphanages where 72 JETs and 7 Japanese community members organise events, craft activities, English games, and spend quality time with the children (JET Effect winner)

Toyama

- Each year, members of both the Japanese community and the JET community come together to create a talent variety show with a combination of Japanese and Western cultural acts. The **Charity Variety Show** donates 100% of the proceeds to one local charity (Toyama-shi Aiiquen, an orphanage), one national charity (Second Harvest Japan), and one international charity (Heifer International)

BLOCK 6

Hyogo

- Lead a **ski trip** to northern Hyogo, and conducted a **rafting trip** to Shikoku Island
- Organised a large **cherry blossom viewing** event at Himeji Castle, with 40-50 JETs attending
- Hosted a **pub quiz** for charity in Sannomiya
- Hosted a Valentine's Day prom for JETs
- Held the **TAJ Ultimate Frisbee Tourney** – in Spring

Kyoto

- Hosted a **Fuji hike** that included t-shirts and granola bars for all members, including six other prefectures & Japanese friends
- Conducted semi-frequent **cooking classes** in Central Kyoto

Shiga

- Hosted a **Book swap** with all money donated to charity
- Organised a bike ride around Lake Biwa with donations going to AJET's special interest group, Bicycle for Everyone's Earth (*BEE Japan*)
- In collaboration with BEE Japan, held the "Clean-Up Biwa" Day event for Earth Day
- Held a St. Patrick's Day Party with games that raised money for charitable organisations
- Organised a charity trip to India

BLOCK 7

Nara

- Implemented a **scholarship programme** this year, raising funds to assist three successful Nara High School students, towards studying abroad. The ¥100,000 scholarships were awarded in February to a first year student spending three weeks in America, a second year student spending two weeks in England, and a third year student spending one year in America. All will participate in registered English study



programmes. Fundraising for this event included a Halloween party, pub quizzes, a book sale, “Mo”vember and a T-shirt design competition

- Nara JETs also sent 30 JETs to both the **Ultimate Frisbee tournament** and the **Tokushima Touch tournament**

Osaka

- Held a **monthly pub quiz**, as well as a party for mixing with hearing impaired people
- **Seasonal events** included an end of year party, a trip to Yoshino to view Cherry blossoms, spring and summer barbecues, and watching sumo

Wakayama

- Co-ordinated the Koya-san **sleepover**, which hosted 50 JETs from across Japan to stay at Koya-san temple in November
- Participated in the **soccer tournament** in Awaji, Hokkaido’s `Yuki Matsuri`, along with sumo and kabuki watching in Osaka

Mie

- Events have included a **Valentines Ball** with 38 JETs attending, a monthly stitch group, visits to sumo and baseball and organising things with their "Nagoya friends" group

BLOCK 8

Tokushima

- Tokushima JETs produced, directed and performed the **musical**, Charlie and the Chocolate Factory with free admission, in five locations throughout the prefecture for the local Japanese community

BLOCK 9

Shimane

- Conducted the Shimane AJET **Scholarship Fund**, which awarded English scholarships to four students totalling ¥400,000. Money is raised through donations from Shimane JETS who promote the Scholarship Fund in their high school classes and encourage students of every inclination to apply. Over 40 JETs plus 40 people from the local communities contributed. Due to the scholarship fund’s increasingly positive reputation, applications have now been extended to third-year junior high school students.
- Shimane AJET hosted the annual AJET Prom in February with over 65 people in attendance; just under half of these were JETs with the remainder citizens from the local community. All funds raised went to the scholarship fund

BLOCK 10

Saga

- Helped run Saga City's Annual Charity **Christmas Party**, which raises money for local orphanages

BLOCK 11

Kumamoto

- JETs alongside their JTEs and students collect **unused school supplies** to send to less fortunate schools in Zimbabwe. Between 100-200 kg has been sent so far. The Tamana International Society, the Kumamoto Shinbun, and the Asahi Shinbun have also gotten involved with the project (JET Effect winner)



Special Interest Groups (SIGs)

Projects that SIGs have successfully initiated include:

Bicycle for Everyone's Earth (BEE Japan)

- Organised a bike ride around Lake Biwa to enjoy the cherry blossoms and collect rubbish
- Planned a Nagoya rubbish scavenger hunt to help clean-up the city. Prizes were awarded for the largest amount of rubbish, most interesting piece, and biggest piece collected

Go Make A Difference (GO M.A.D)

- Arranged a pen-pal exchange between Japanese students and students from the Baan Dada Boy's home in Thailand
- Conducted five different education-based fundraising events for international charities that provided JETs with resources to teach Japanese students and community members about global issues in the developing world
- GO M.A.D. volunteers have organised several volunteer service trips for JET programme participants assisting orphanages and community development projects in Thailand, India and Cambodia

PEPY Ride

- Ran an educational volunteer trip to the PEPY Ride School in Cambodia during Golden Week, to work at the school and help in constructing new schools in the area

JET Christian Fellowship

- Held a spring fellowship retreat for JET and Japanese Christians in Nagano during March
- Organised a Golden Week trip to build houses in the Philippines with NAJET's Habitat for Humanity SIG

Room to Read

- JETs in Akita prefecture have held several community events including a Halloween Dance Party, Sumo Tournament, Ski/Snowboard Trip and in-school coin drives to raise money toward their goal of ¥1,200,000 to build three school libraries in Vietnam, Sri Lanka and India
- Oita prefecture has also organised several fundraising events working towards their goal of sponsoring the building of a school in Laos
- To date, JETs have raised over ¥4,000,000 for Room to Read projects and have sponsored the building of 3 schools
- In addition, JET volunteers have worked in their schools, holding book drives and incorporating lessons about global issues such as poverty and literacy using Room to Read materials (particularly in conjunction with the lesson on Nepal, where Room to Read started, in the 3rd year New Horizons textbook - Unit 3 "Our Sister in Nepal")
- The JET Alumni Association has also been involved in supporting Room to Read through various events throughout the world



JET Effect

Since the last Opinion Exchange, AJET have featured numerous community involvement projects instigated by JETs:

- a community-based, JET-organised Cricket club (Sendai)
- a charity art exhibition featuring the works of local Japanese and Western artists (Aomori)
- an illustrated English book on a Himeji Castle legend by students and then later read to tourists at the castle (Hyogo)
- a collection of surplus school materials sent to less fortunate Zimbabwean schools (Kumamoto)
- an international sumo tournament where a local sumo association and JETs combine for an hilarious intercultural exchange (Akita)
- an English Challenge competition culminating in an English camp (Akita)

AJET's goal is for JET Effect to be an invaluable resource and inspiration. These articles are maintained online in a resource archive to assist JETs kick starting their own community-involvement projects. AJET have already begun receiving e-mails from JETs interested in starting spin-off projects of their own.

Further, after being promoted nationally in November's 2008 JET Effect, the Fukui Orphanage Project has snowballed. Through AJET contacts, the organiser has started a website with assistance from the Hokkaido AJET webmaster to expand the project to other prefectures. Additionally, the organiser, Michael King, will also be sharing information on starting similar community volunteer projects with new JETs at the AJET Info Fair during this year's Tokyo Orientation.

AJET Online

The administration team has been very busy this past year organising and updating the data on the AJET website, clearing and fixing dead web links and verifying e-mail addresses. On top of maintenance the administration team have been striving to make the website easier to use and to allow more information viewable to the public in relation to National AJET. National AJET also has been working towards getting more JETs to visit their website. In an effort to do this we have been making sure information is updated and current. The website is becoming more user-friendly allowing JETs easier access to useful information and to our biannual reports.

The E-Bulletin is a useful information source with over 80% of JETs subscribing. The E-Bulletin provides JETs with information regarding the JET community, Japan, and opportunities for ALTs and CIRs. AJET's advertising team are continually attracting new GAM's to invest and advertise in the E-bulletin. We have received positive feedback from JETs as well as eager SIGs and GAMs to advertise in the E-Bulletin. The E-Bulletin team will continue to find new ways and information to ensure it is providing the JET community with relevant and unique information.

The social networking application, *Facebook* is also proving to be a useful means of communication between National AJET and its constituents. Currently there are over 425



JETs receiving AJET information through the free-access social networking website, *Facebook*.

April Orientation

This year AJET sent Chair, Sarah Lineker, to represent AJET at April Orientation. After Ms. Lineker's National AJET introductory speech, over half of the 73 new JETs signed on as National AJET members. A number of the participants also signed up for Tatami Timeshare – National AJET's travel network. It is hoped that these new JETs will be warmly welcomed by the other JETs in their prefectures. We would like to thank CLAIR for their assistance and cooperation.

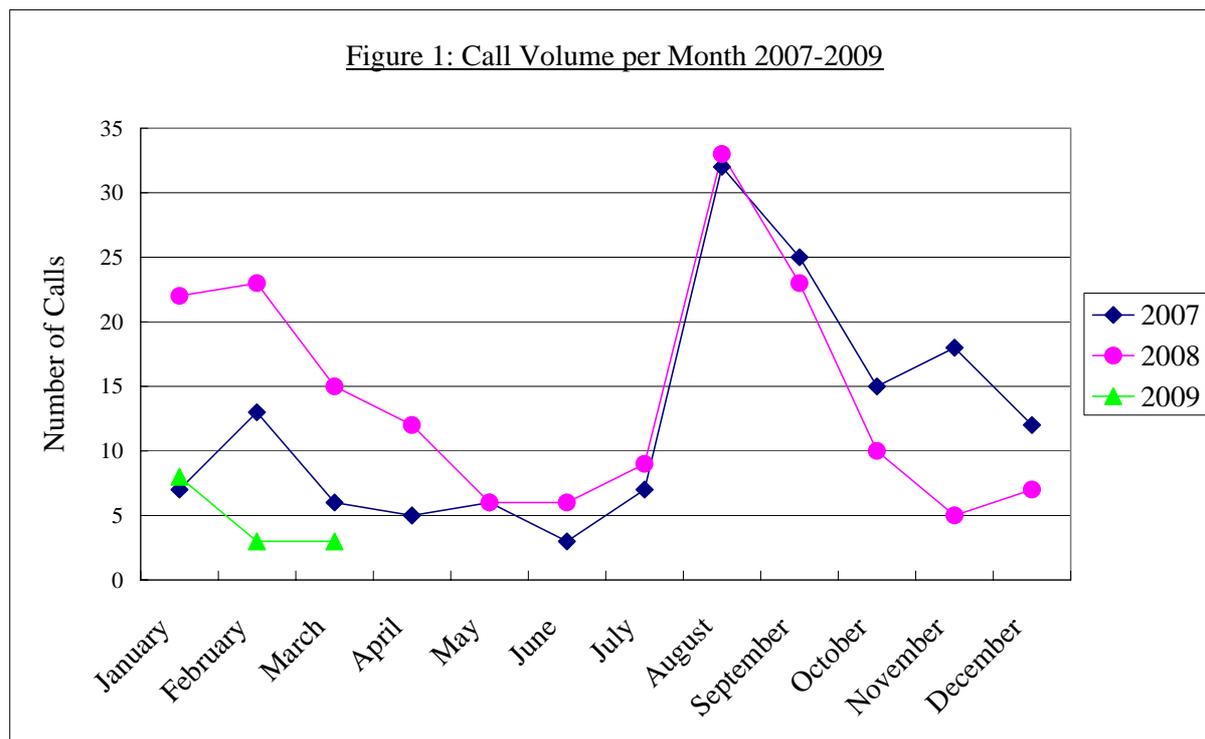
Tokyo Orientation

AJET is looking forward to working with CLAIR in the upcoming orientations. Last year the Tokyo Orientation Assistant (TOA) application form was changed to include a section for potential TOAs to select which AJET workshops they would like to present. This year we have worked with CLAIR to improve this by setting the workshop topics in advance and by changing the wording on the application form. We hope this will result in more TOAs being interested in presenting quality AJET workshops which will help in providing better information to new JETs. It should also make the workshop planning process easier. Last year we encountered many problems because we weren't able to meet with TOAs, as we were in the past, and we hope that these difficulties will be rectified for this year.

Peer Support Group (PSG)

Recruitment for PSG volunteers was finalised in early April. This year, to reduce the workload, the number of required volunteers has increased from 30 to 32. The leadership team will also increase, with two volunteer co-ordinators this year.

For the previous six months, October 2008 to March 2009, PSG received less calls than average (refer to Figure1). There was however two instances of severity '4' call (suicidal intent or other serious emergencies such as injury, poisoning, etc). Where possible the PSG National coordinator did check with the Prefectural Advisor(s) that the situation had been resolved. In all cases the Prefectural Advisor(s) were aware of the situation and appreciated PSG's involvement.



The new PSG wiki is expected to be finished prior to the next JET intake. The currently piloted new Skype-based message system may also involve a change for the PSG contact number. We will inform all interested parties (CLAIR, PAs, and SGLs) as soon as the new systems have been tested and are operational.

National AJET would like to thank CLAIR for the assistance they have given PSG and hope that this assistance will continue for the incoming PSG team.

Publications

Our sales for both NAJET publications, Planet Eigo and Foxy Phonics, have increased from previous years. Both of these publications have been well received with close to a combined total of 1000 copies sold within the last 12 months. Increasing interest has also been shown by JTEs purchasing copies at prefectural mid-year conferences.

National AJET is currently researching the method of obtaining an ISBN number so copies can be sold more easily online and to increase our market base.

JALT

National AJET will present at the JALT Nakasendo conference later in June in Omiya. The relationship between National AJET and JALT is constantly being strengthened. This is the second year AJET has been asked to submit a presentation and is looking forward to publicising our efforts outside of JET circles and further promoting the JET Programme. There are two AJET presentations scheduled, AJET publications and the JET perspective on the new elementary curriculum.



Questions

1. National AJET has altered its methods of selection for the recipients for their Teaching and Internationalisation Awards. Is there anything further CLAIR would like AJET to do in order to ensure the longevity of this project?
2. National AJET is constantly employing new methods to ensure a greater majority of JETs are represented through their online surveys, information gathering and information dispersal. Do CLAIR and the ministries have any suggestions for ways in which National AJET can be effective for more JETs?
3. At the last Opinion Exchange meeting, CLAIR made some suggestions about how they could help promote JET Effect (i.e. placing a link on the CLAIR homepage, telling local governments about the JET Effect activities during visits, possible inclusion in the JET Journal or CLAIR News, etc.) What kind of progress has been made in regards to these suggestions and do you have any other suggestions about how AJET or CLAIR could further promote these case studies to a Japanese audience, especially Contracting Organisations? Is it possible to promote JET Effect to Contracting Organisations through something similar to this promotional handout (JET Effect 2008-9 Ed)
4. How many participants are expected at the Tokyo Orientations this summer?

Sexual Harassment Report

Alaina Riley, Block 7 Representative
Emily Collins, Block 11 Representative
William MacDonald, Peer Support Group National Coordinator
Jonathan Merz, Translator/Interpreter

Introduction

This report examines the issue of sexual harassment in relation to JET Programme Participants and what can be done to further educate and inform them.

National AJET was contacted by a Prefectural Representative regarding this issue; at her prefecture's recent mid-year seminar, role play questions about discipline problems evolved into a lengthy debate about sexual harassment. There were many complaints and frustrations concerning harassment from fellow JETs, co-workers, students and strangers. She sought information in the CLAIR General Information Handbook, which had some useful material, but found that most of the information she was seeking was in the Contracting Organisation Manual (Keiyaku dantai-yo Manual) and is only in Japanese. In addition to talks within her prefecture, she contacted her AJET Block Representative to ask how the issue of sexual harassment should be approached; if there could be training or seminars in place, whether or not occurrences and information differs by prefecture, and how cultural perceptions affect the issue.

Objectives

This report will:

5. Investigate the issue of sexual harassment and how it is affecting JET Programme Participants.
6. Determine what JETs know about the support systems already in place and the laws related to sexual harassment in Japan.
7. Assess the need for further education and information for JETs concerning sexual harassment.
8. Create a clear chain of personnel for JETs which outlines who they can approach, depending on their situation. Specifically outlining how to deal with situations arising from both adults and students.

Method

This report is based on data collected by surveying 321 JETs, with 42 prefectures represented. Almost half (45.5%) of the respondents are first year JET Programme Participants.

Data and Analysis

This is the third National AJET survey dealing with the topic of sexual harassment (*see appendices; Nov 2001, Nov 2002, May 2004*). Because sexual harassment is a topic which has been researched before, we acknowledge the need to approach it from a new angle - sexual harassment awareness and about how to deal with instances of it in Japan. Within this survey, questions were directed one of two ways; instances of sexual harassment, and training about sexual harassment.

Training about Sexual Harassment

Around one-third of all survey respondents (34.1%) have received specialised training about sexual harassment prior to joining the JET Programme. The majority of training was at previous employment through seminars, written materials and video or DVD. Many respondents added in their comments that this type of training was standard and mandatory.

Only 2.8% of respondents say they have had training as part of their JET tenure - including during home country pre-departure orientations, at prefectural post-arrival orientations and in their work place; all of these respondents were satisfied with their training.

Even though many JETs have not received specialised, professional training about sexual harassment, they have established ideas what constitutes sexual harassment within their home countries, having learned about it in school and from their friends or families. However within Japan, 64.3% of respondents say that they do not feel adequately informed as to what constitutes sexual harassment in this country:

“I know what constitutes sexual harassment in the US but not in Japan.”

One area of confusion which can be rectified through further training is information regarding the support systems in place for victims of sexual harassment. Fortunately, a large proportion of JETs (74%) responded positively when asked if they have someone in Japan whom they are comfortable asking for assistance - but for the 26% who feel alone in this situation, further information and guidelines would be immensely comforting.

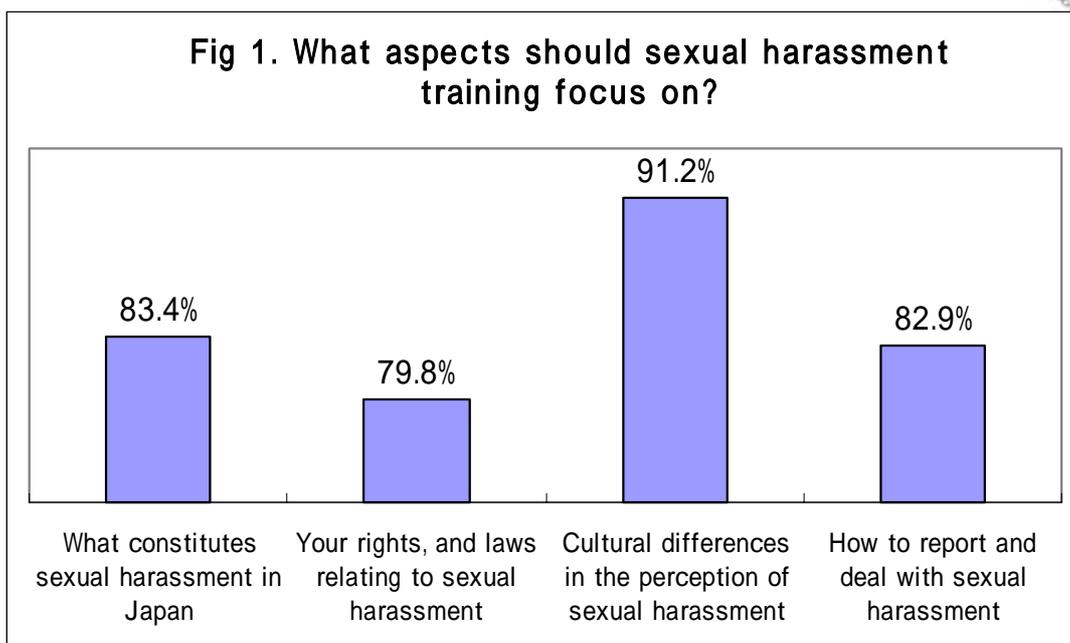
An overwhelming majority (82.8%) of JETs do not feel adequately informed about laws and their rights relating to sexual harassment in Japan, however a lot of confusion surrounds the definitions and differences between sexual harassment and sexual assault.

The CLAIR General Information Handbook includes a section about sexual harassment (see appendices). 61.7% of JETs answered affirmatively to having read this section, however many of them comment that it was so long ago that they no longer recall the content. The responses about the quality of information varied widely depending on the year group of the respondent, which reflects the yearly revision of the book.

“The guide was useful in telling you who to contact and encouraging you to speak up. It also had some cultural information about how it might be dealt with. I would have also liked it to mention something about the laws relating to sexual harassment in Japan and what constitutes sexual harassment.”

In the 2009 edition of the GIH, an essay about sexual harassment was added (see appendices). While this essay is a step in the right direction and sends a message of positive action, it still leaves questions which JETs want answers to; how to deal with students, dealing with non-verbal abuse, and the law and police in relation to sexual harassment. Further, this essay is found in the back section of the book (pg. 261) and is not referred to on the page about sexual harassment (pg. 169) making it possible to be missed by those seeking more information.

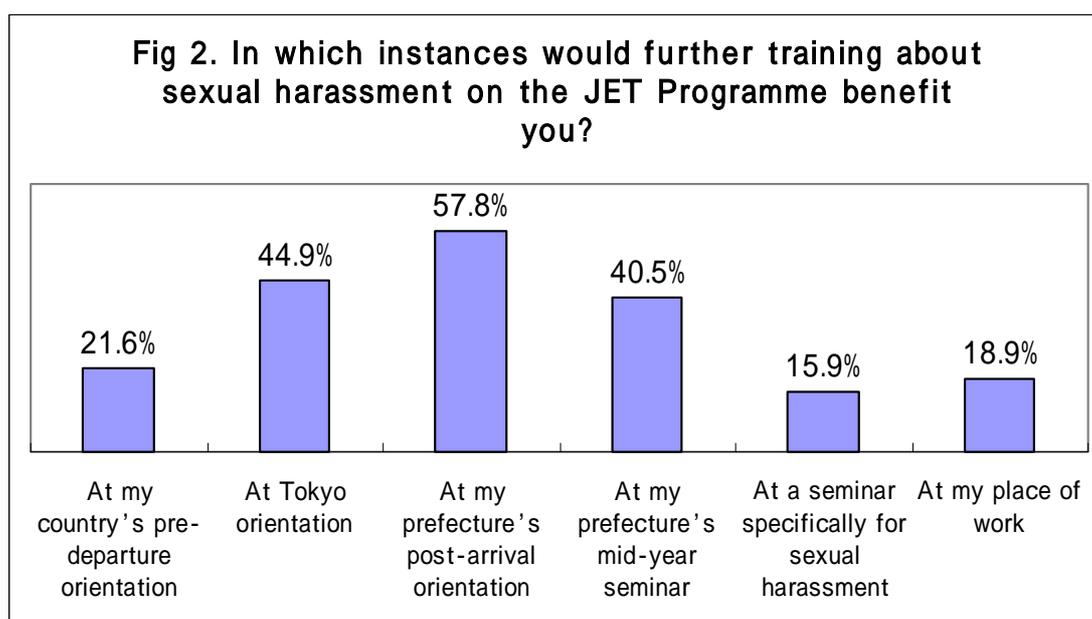
One of the most important statistics within the survey is that 64.9% of JETs think that there should be more training on the issue of sexual harassment. Figure 1 shows the aspects which are of particular interest for potential training to focus on:



There were also a number of written suggestions for training topics:

- How to cope with the stress related to sexual harassment.
- How to handle a sexual harassment situation in a culturally sensitive way.
- How to deal with sexual harassment specifically in relation to students.
- What to do as a third party when witnessing sexual harassment.
- Options regarding employment if the victim is unable to return to the workplace.
- Useful Japanese language expressions which deal with sexual harassment.
- Training for supervisors and schools.

The timing for this training could arguably be beneficial to JETs at different times in their JET contract. Figure 2 shows which instances JETs feel training would be most beneficial:



The largest response is for prefectural orientation. This topic could be discussed after the new JETs have settled into life and can put the topic into context. In smaller groups people can ask questions and share advice more freely. As support systems are likely to differ within each prefecture, prefectural orientation is an appropriate time to address sexual harassment.

Although the next largest response was for Tokyo Orientation, other respondents commented that this is not an ideal time. New JETs are often jetlagged and overwhelmed, and there is already a lot of content which needs to be delivered at this time.

Instances of Sexual Harassment

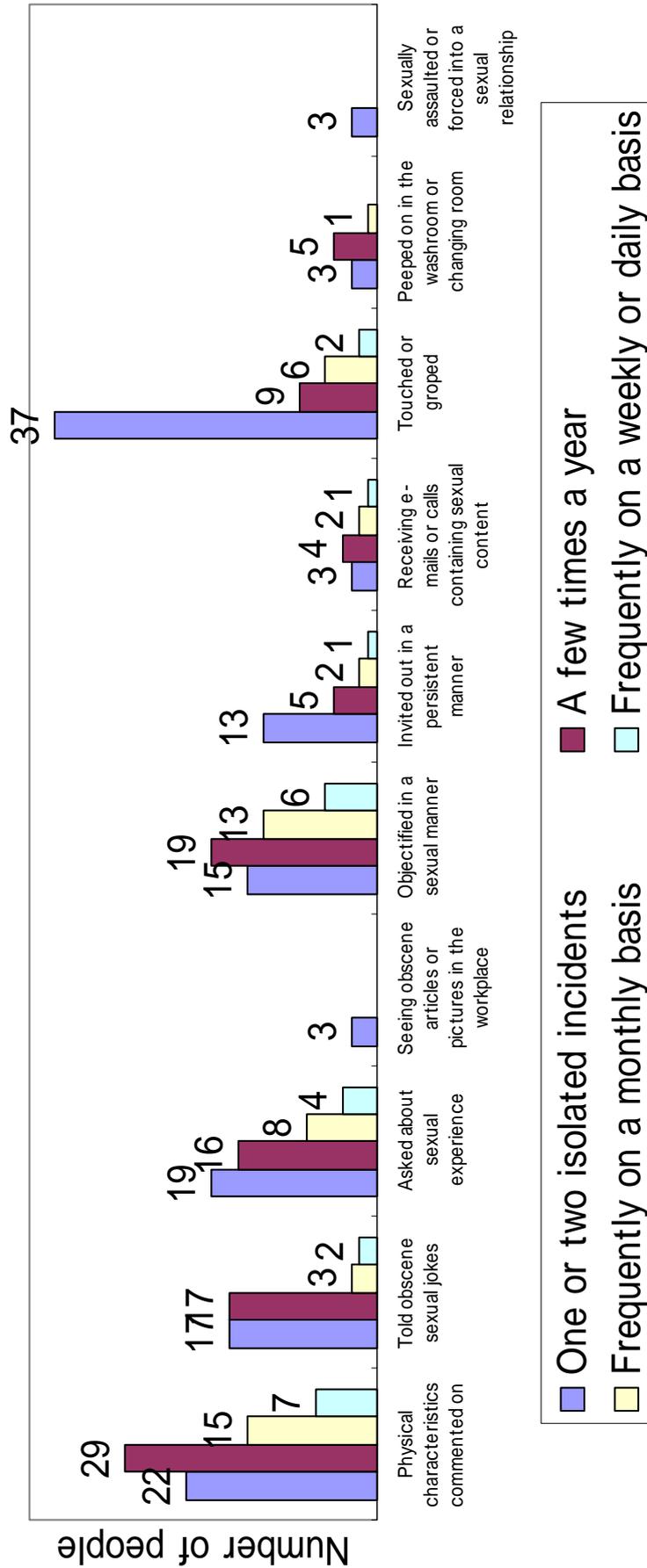
For this survey, we included a definition taken from the Oxford English Dictionary; “*The repeated making of unwanted sexual advances or obscene remarks to a person, especially in a workplace.*” Because the definition of sexual harassment differs from person to person, we tried to emphasise that they answer questions with the idea that the actions are unwanted.

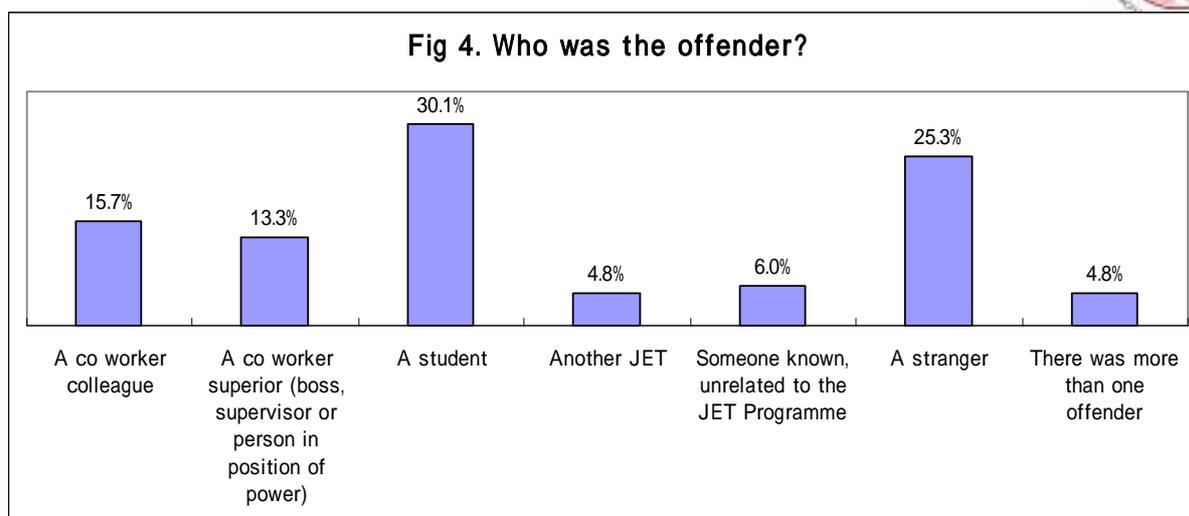
30% of respondents said that they have experienced sexual harassment in Japan. Of those, most are female (76.1%), and have no previous training on sexual harassment (62.5%). The majority of these don't know what Japan's laws are (92%) and would benefit from more training concerning sexual harassment (83%). Figure 3 on the next page shows the nature of their sexual harassment experiences.

The most common harassment is verbal, which could be explained as cultural difference in some instances. Often the respondent is not sure if it would be considered harassment in Japan, but the fact that the respondent considers themselves to have been harassed is something which needs attention. This is where much confusion arises - a JET feels they are being harassed, but are not confident that their concerns are valid in Japan.

Figure 4 shows the offender in the single most serious incident of sexual harassment that the respondent experienced. The large majority (85.5%) were male, and offenders can be divided into three main groups; students (30.1%), co-workers (29%) and strangers (25.3%).

Fig 3. The nature and frequency of sexual harassment incidents experienced





The largest group of offenders, students, is directly related to the employment of the majority of JETs. The feelings concerning harassment by students are mixed. Some consider it innocent or amusing, whereas others feel demeaned and disrespected by it.

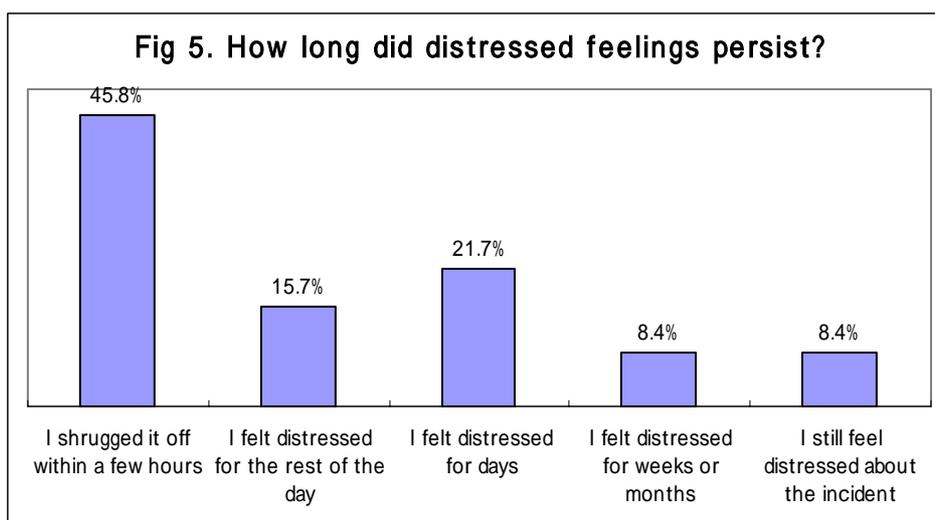
“I wish the kids would respect my personal boundaries. Just because I’m a foreigner, doesn’t mean they can touch me or ask me questions regarding virginity/bust size etc.”

The next group is co-workers - in both the category of colleague (15.7%) and superior (13.3%). This is the most concerning group, as not only does it affect the JETs working environment and working relationships, but almost half of the time it is coming from a person who is in a position of power. This is a situation where little information about a recommended course of action is given. In these instances JETs are unsure how to handle their situation due to lack of knowledge, as well as a fear of alienation.

“I’ll keep my mouth shut about things that are purely verbal and just take it. Unless there is something physical I can’t be sure what is cultural and what isn’t. Even talking to the other female teachers they laugh about the subject and tell me just to take it.”

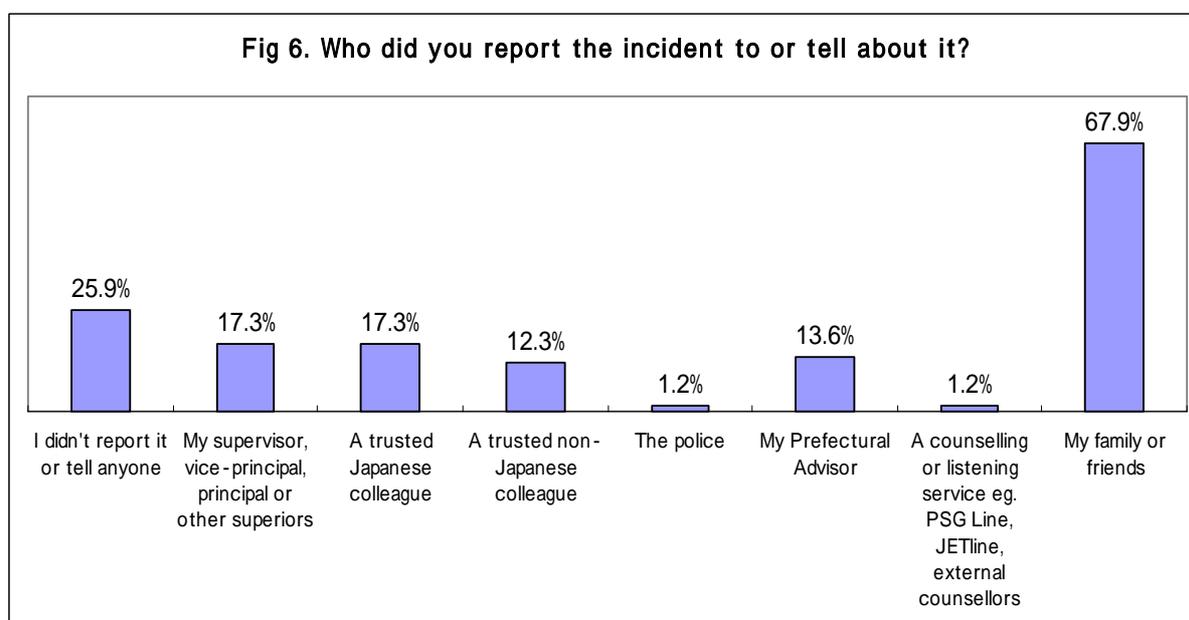
While the JET Programme cannot control the actions of strangers, training about sexual harassment might better prepare JETs for how to deal with instances of harassment.

Figure 5 shows that while 45.8% were only mildly distressed and shrugged it off within a few hours, an almost equally large proportion (38.5%) felt distressed for days, weeks, months or still continue to - which no doubt affects their daily life, including their work.



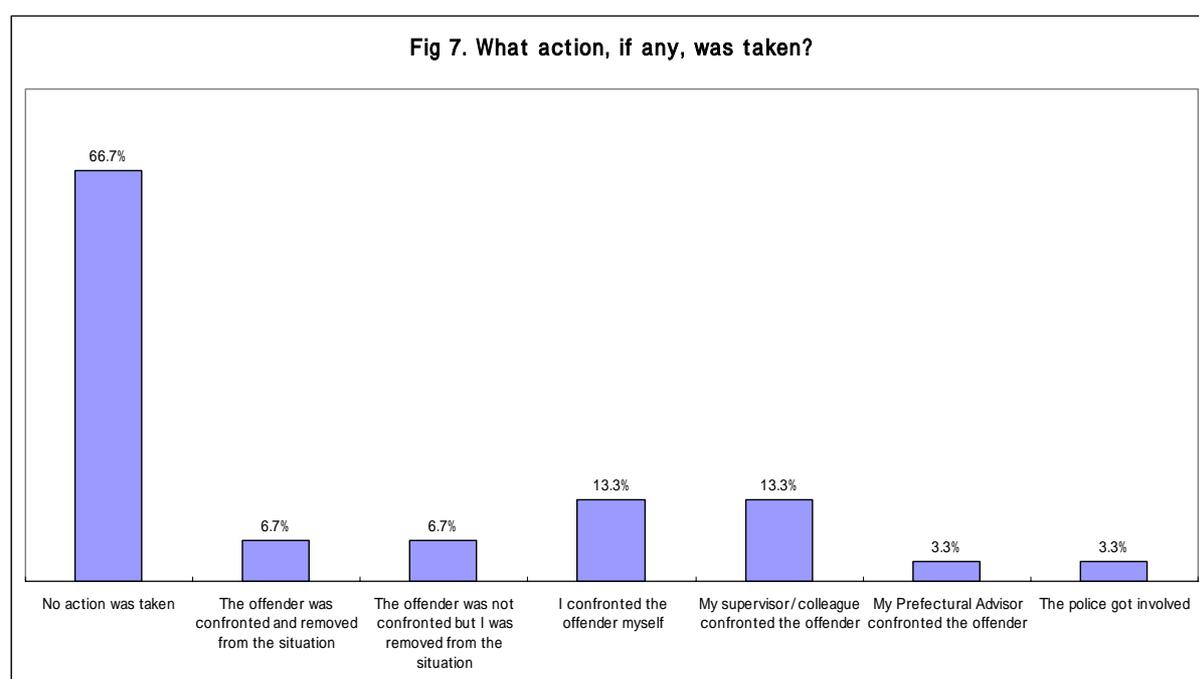
Dealing with an incident of sexual harassment emotionally or practically is not something that most JETs have been trained to do, and as the majority of respondents are uncertain about procedures in Japan, the aftermath of a sexual harassment experience can be confusing and stressful.

Figure 6 shows to whom these incidents are being reported. Most JETs share their experience with family and friends, perhaps looking for reassurance and comfort, however family and friends don't necessarily understand the cultural context and while they can offer some support, they can't help the JET to make sense of the incident, which may be why we see JETs traumatised for a longer period. Unfortunately a large number of JETs do not tell anyone - either dealing with it on their own, or bearing this burden without support.



In three-quarters (75.3%) of all cases no action was taken – but this is reflective of the fact that 67.9% of victims are not reporting the incident, or only to their family and friends, whom we can assume are not able to help in seeking action within Japan.

Figure 7 shows what action, if any, is taken in the 9.3% of instances where sexual harassment was reported to someone in Japan; supervisor, vice-principal, principal or other superiors; a trusted Japanese colleague; a trusted-non Japanese colleague; the police; or a prefectural advisor.



Surprisingly, we still see that in the majority of cases, no action was taken. Even when action was taken the majority (66.7%) of respondents say that the harassment did not stop.

Note that three survey respondents answered to having been sexually assaulted or forced into a sexual relationship, and yet the police were involved only once, (the offender was never found). While we cannot understand the reasoning for these specific circumstances; it is alarming to note that in two out of three serious cases, legal action was not taken.

From our research data we can see that while sexual harassment has not directly affected every JET, it is still a serious problem and the majority of respondents are not well enough equipped to deal with the situation once and if it arises.

Conclusion and Recommendations

This report raises obvious questions: do JETs and Japanese culture disagree over what constitutes sexual harassment? Who defines cases of sexual harassment, and when is it sexual assault? Can someone still feel sexually harassed whether or not a legal definition covers their case? JETs are living in a place where their interpretation and other's interpretations of events might not align. Many JETs are uninformed about sexual harassment, and feel that they lack the power to act should an event occur.

JETs should be offered greater support regarding sexual harassment, especially in terms of

further education. This not only makes the JET Programme participants safer and better informed in their positions, but also makes the JETs feel that they, as employees of government organisations, are treated and protected in the same way as Japanese employees. AJET has come up with recommendations for actions which AJET, CLAIR and the ministries can take to facilitate this aim.

Designing a seminar guideline for prefectural orientations and mid-year seminars

A guideline should be created for a seminar or workshop which could be recommended to Prefectures/Designated Cities to include in their prefectural orientations, mid-year seminars and such. The guideline could outline points to expand on such as the culture gap and legal information, as well as details of professionals who could be contacted for counselling.

Expanding the literature about sexual harassment available to JETs

Portions of the Contracting Organisations manual need to be translated into English and made available so that JETs are aware of the procedures that their employer is aware of and what channels they are advised to follow. JETs also need to be encouraged not only to read these materials, but to discuss any questions or issues they might have with their supervisor or PA.

Educating people at JETs place of employment

Many misunderstandings regarding sexual harassment, especially verbal, could be avoided if people whom JETs have to deal with for work are more informed about sexual harassment. Also, teachers could take greater responsibility in class to discipline students who are behaving inappropriately, which also requires ALTs to talk to their JTEs about what their boundaries are, and what problems they might be having.

Promoting the support systems

Support systems in place include the JETline, CLAIR forums, and the Peer Support Group, however for some victims there is a reluctance to use them. We need to investigate ways to make it easier for JETs to reach out for help if they need it. Reasons for not calling will be varied, but by promoting the service further and highlighting the anonymity and safety of the service, we might be able to encourage more JETs to speak up when they need to.

Sexual harassment sections in the CLAIR General Information Handbook

The sexual harassment essay in the GIH is a great inclusion, but the information needs to be expanded. The essay should be referred to on the earlier information page so that JETs are aware there is more information within the book. These pages would also be a good place to reinforce the JETLine, Peer Support Group and other support services available. There is little to no reference about sexual harassment concerning students or superiors at work, which should be mentioned. JETs have expressed a need for explanation of sexual harassment in Japan, their legal rights and dealing with the police. This raises the point that JETs are unclear of the difference between sexual harassment and sexual assault. Our data shows that JETs have dealt with both of these problems, and so the GIH could outline the difference and the procedures relating to each issue.

Questions

1. JETs want to be given a definition of sexual harassment in Japan and to know the Japanese law as it relates to sexual harassment. Is there a definition and set of laws which can be outlined for JETs?
2. Could parts of the Contracting Organisation Manual (Keiyaku dantai-yo Manual) be translated into English and other languages of JET participants? And could this be added to an accessible place such as the PSG website, JET Programme website, AJET website or similar? AJET is willing able to offer assistance with translations if needed.
3. Is it possible for CLAIR to recommend that Prefectures/Designated Cities incorporate sexual harassment training into their prefectural orientations or mid-year seminars? (Especially for ALTs in dealing with harassment from students, it would be most effective when the supervisors/JTEs are there and it could provide cross cultural training for both sides.)
4. What kind of information do student handbooks include about human rights or sexual harassment – if anything? Is there a guideline for disciplinary action included in the student book or school rules?
5. In the next revision of the GIH, could the section on sexual harassment and the essay be linked in some way, by referring them to the corresponding page? Also, could information about support lines and other necessary information be added or referred to?
6. Do the JETline or CLAIR forums receive any calls or questions about sexual harassment? What are the recommendations and procedures that CLAIR follow when dealing with this kind of issue?
7. Does CLAIR or any of the ministries have their own workplace training concerning sexual harassment? If so, what are the details? Do they believe it to be an important part of their employer's offering?

Appendices

Stalking and Harassment Report

Danola Pillay, 2003-2004 Block 2 Representative

AJET presented this report at the Opinion Exchange, May 2004.

Summary of CLAIR Response to the Report

CLAIR says that a JET who feels they have been sexually harassed should discuss it with their supervisor and their Prefectural Advisor. They can also read information in the General Information Handbook. Contracting Organisations have a manual which shows them how to deal with complaints of sexual harassment. PAs have special training to deal with the cases. If more help is still necessary, the Programme Coordinators at CLAIR also have training to deal with the complaints and should be contacted through the JET Helpline. CLAIR knows that sexual harassment is still a serious problem even though awareness of the seriousness of sexual harassment is slowly taking hold in the Japanese workplace.

National AJET's Response

AJET understands that this is a sensitive subject. We would like CLAIR to provide more information to the JETs through conferences, handbooks and newsletters. We are happy that they will start making announcements throughout the year in CLAIR News, PA newsletters and other appropriate forums so that JETs receive the information and support they need.

Physical/Sexual Abuse Report

2001-2002

AJET presented this report at the Opinion Exchange meeting in November 2002.

There is no available download of this report.

Sexual Harassment Report

Alonzo Surrette, 2000-2001 Block 8 Representative

AJET presented this report at the Opinion Exchange meeting in November 2001.

In Okayama prefecture, sexual harassment lectures and workshops have been given. The aim of these workshops is to eliminate sexual harassment from the workplace, and according to Alison Rodden, an ALT who has lectured this topic in Okayama, "There is no sexual tension in this workplace," and "It is a very comfortable working environment."

In her own research Ms. Rodden found that, "almost all teachers affirmed that such workshops should be mandatory." Ms. Rodden goes on to say that, "many teachers said the cases of sexual harassment illustrated in the workshop occur in their workplace, but a) the teachers didn't realize it could be termed as sexual harassment, and b) the teachers didn't know where to go for confidential advice and counselling."

For these reasons, it is important for CLAIR to do two things:

- * Institute workshops in Japanese for Japanese co-workers of JETs. The workshop should
 - Clearly define sexual harassment
 - Provide sensitivity and attentiveness training
 - Provide guidelines for conduct between co-workers, colleagues, etc.
 - Inform participants that intoxication is not an excuse for bad behaviour.
- * Provide support centres for Japanese employees and JETs that:
 - Provide counselling
 - Give confidential advice for those sexually harassed.

Sexual Violence PSG Resource

Author and date unknown

Common psychological consequences of sexual assault are flashbacks, avoidance, emotional numbness, lethargy, lack of self-confidence, feelings of self-blame, feeling that it could have been avoided if... anxiety, fear, terror, lack of trust, physically unwell.

Legal Punishment

- For sexual harassment: Fine of up to 10,000 yen for first-time offenders, up to 30,000 yen or half a year imprisonment for repeat offenders (Ehime Prefecture Ordinance).
- For assault: 6 months to 7 years of imprisonment with labour.
- For rape: Minimum 2 years of imprisonment with labour. (The time to be served must be defined.)

Police Procedure in Japan

Investigation begins as soon as the assault is reported. If the victim has sustained injuries and has not yet seen a doctor, a female police officer will accompany her to a doctor for a medical examination. This doctor is connected with the police, so the victim will have full confidentiality.

The police will then ask about the assailant and the circumstances of the assault. This is necessary to catch the attacker and settle things, so please be cooperative even though it is unpleasant and you don't want to think about what happened.

When the victim reports damages due to a crime, the report is called "haigai no todoke". Since the privacy of the victim is involved in sexual crimes, the police take the position of letting the victim decide whether or not to take the assailant to court.

Taking someone to court is called 'bringing charges', "kokuso". The police begin the investigation as soon as they receive the report of a sexual crime, but when the assailant is found, he cannot be punished unless the victim presses charges (kokuso). It is not unknown for the victim to need some time between reporting damages due to a crime (higai no todoke) and deciding whether to press charges (kokuso) because of the psychological stress the experience produces. Furthermore, in cases where the assailant is known to the victim, the victim often reports damages due to a crime but does not immediately file suit (kokuso).

For these reasons, there is no time limit on the filing of a suit (kokuso); the victim can file a suit if she decides to.

- The police will go to the scene of the crime etc and gather evidence. The victim is asked to be present in order to explain the events. The victim is asked to submit the clothes and things she had with her when she was attacked as evidence.

The police in Ehime Prefecture are currently placing female police officers at all the main police stations in the prefecture, and has a system that calls female officers to any station that is handling a case of sexual assault.

The police have plans to strengthen patrolling in the evenings to prevent sexual crimes, to strengthen cooperation with volunteer organisations (Ehime is currently starting up a victim support centre), and to build a homepage.

A consultation hotline has been set up (0120-31-91100) and officers are available to hold speeches about how to prevent sexual crimes.

Coordinator for International Relations Report

Bryan Olsson, CIR Representative
Sarah Lineker, Chair

Introduction

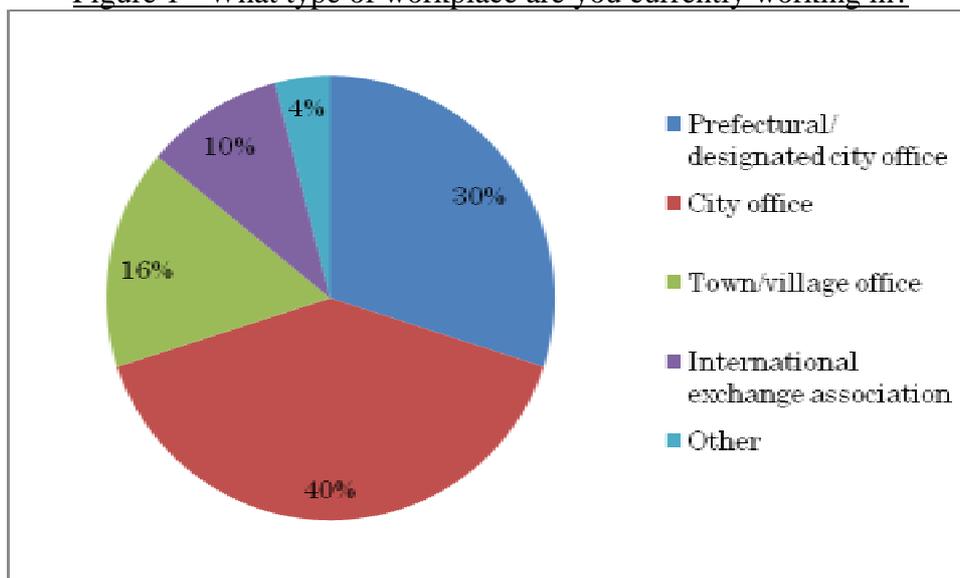
As with JET Programme participant numbers on the whole, Coordinator for International Relations (CIR) positions have also been declining in recent years. As historically there have been fewer CIR positions compared to Assistant Language Teacher (ALT) positions, this trend has had a more dramatic effect on CIRs throughout Japan. To combat this National AJET would like to look into the different types of activities CIRs are doing to promote internationalisation in their communities, and also what CIRs can do to promote the JET Programme.

The purpose of this report is to present examples of CIR-involved activities, and how CIRs are promoting these activities to their community. It is hoped that this report will provide examples, not only for CLAIR and the Ministries, but also for Contracting Organisations, and current and future CIRs to put into practice in their own communities.

Method

The data and analysis for this report is based on a survey conducted by AJET in April 2009. This survey collected responses from CIRs throughout Japan. There were 50 respondents, with the vast majority of respondents (88%) being English language speakers. Unfortunately, this means there is a bias in this survey reflecting English speaking CIRs, and so this report may not reflect the situation of non-English speaking CIRs.

Figure 1 - What type of workplace are you currently working in?



Most respondents were CIRs working in city offices or prefectural/designated city offices as illustrated in Figure 1 above. CIRs at town/village offices or international exchange associations accounted for a much smaller percentage. The largest group of respondents were

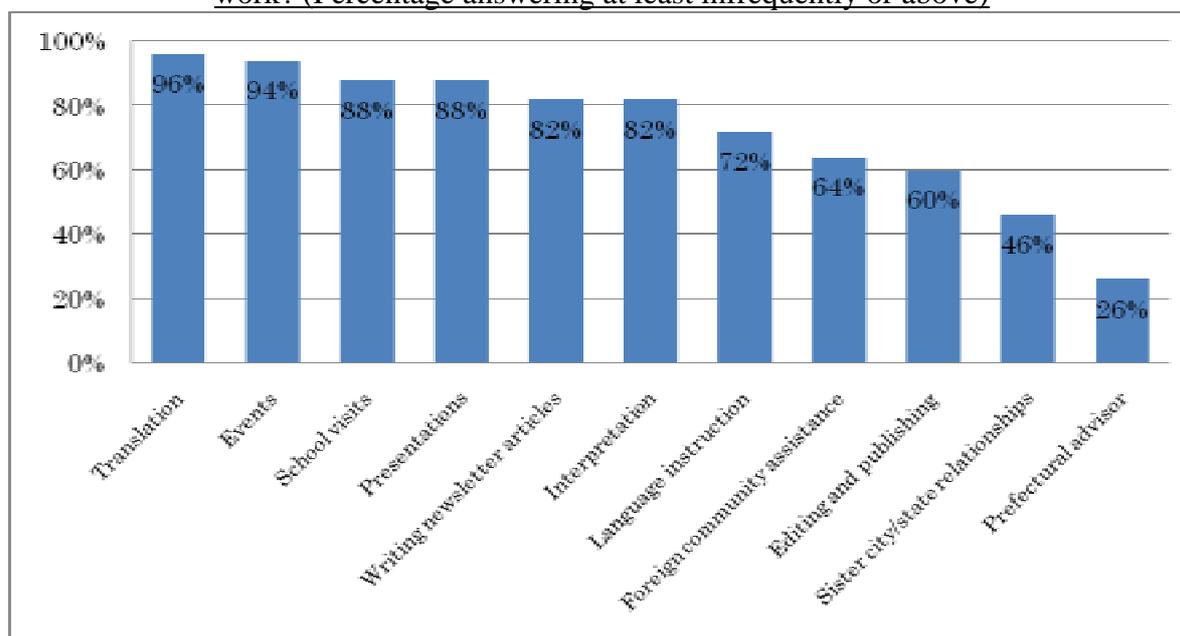
in their first year (44%), and 34% were in their second year.

In *Chapter 3: Work* of the General Information Handbook (GIH, 2008), CLAIR provides a list of common CIR work duties. This list was used as the basis for survey responses regarding the type and frequency of activities, as well as the perceived usefulness of these activities done by individual CIRs. The survey consisted of 24 questions with a variety of answer formats such as “yes” or “no” answers, Lickert scale answers (a scale of 1-5, 5 being the best and 1 being the worst), choices from a set list of answers, and free response sections. Moreover, several survey respondents allowed further contact via email, through which additional information was collected.

CIR Activities

In response to what sorts of activities CIRs engage in respondents were asked to rank the following activities: school visits, translation, presentations, writing newsletter articles, interpretation, language instruction, events, sister city/state relationships, editing and publishing, foreign community assistance, prefectural advisor, and other, according to the frequency they engage in them with the following choices: never, infrequently, often, and very often.

Figure 2 - How often do you engage in the following sorts of activities as part of your CIR work? (Percentage answering at least infrequently or above)



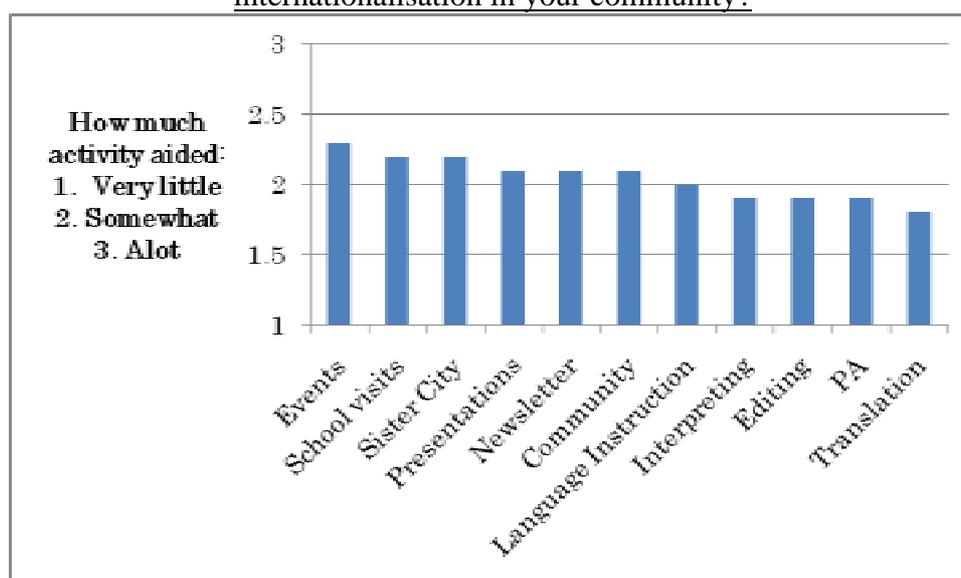
Looking at this data by type of workplace (prefectural/designated city office, city office, town/village office, and international exchange association) we can see respondents working in certain types of offices engage in certain activities more or less often depending on their location. Figure 3 below shows the activities that CIRs from certain workplaces were more or less likely to engage in.

Figure 3 – Likelihood of CIR doing activity by workplace

| | Prefectural/ designated city office | City office | Town/village office | International exchange association |
|---|---|---------------------------|-------------------------|--|
| More likely to engage in activity | Translation | Events | Language instruction | Events, school visits |
| Less likely to engage in activity | School visits, events | Editing and publishing | Translation | Language instruction |

In regards to how much CIRs feel their activities aid in internationalisation in their communities, most activities were regarded as aiding internationalisation somewhat (see Figure 4). The activity that respondents rated the most helpful to internationalisation was events, followed by school visits and sister city relationships. The activities rated least helpful were translation, followed by interpreting, editing and publishing, and prefectural advisor.

Figure 4 - How much do you feel the activities in which you engage aid in internationalisation in your community?



When comparing Figures 3 and 4, we can see that CIRs from city offices and international associations are more likely to engage in activities that respondents rated higher as aiding internationalisation (e.g. events and school visits). While prefectural/designated city office CIRs are less likely to engage in the activities rated higher for aiding internationalisation, and more likely to engage in activities respondents rated lower for aiding internationalisation (e.g. translation).

Starting New Projects

Figure 5 - How much freedom do you have to start projects on your own? / How open is your contracting organisation to starting new projects?

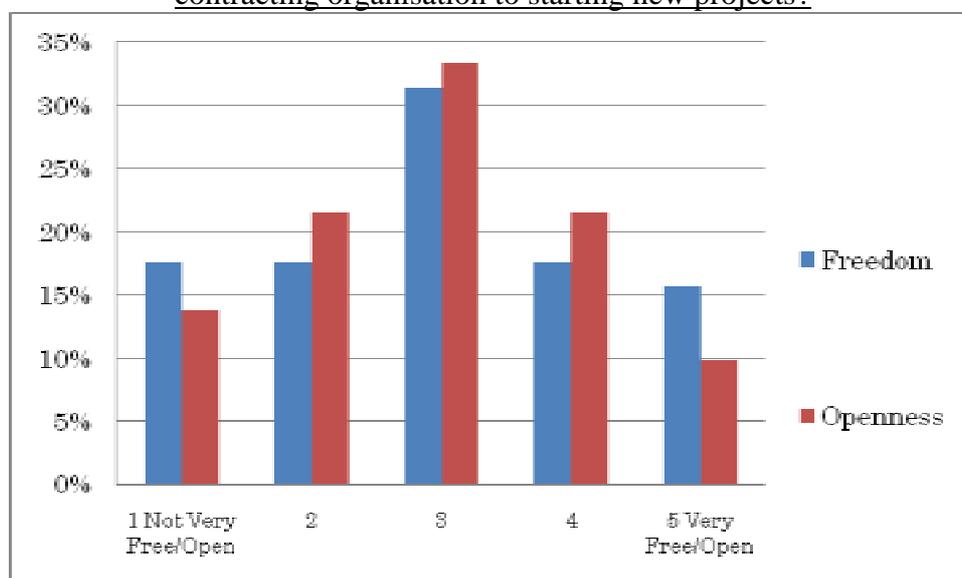


Figure 5 shows an average distribution; there is no trend for Contracting Organisations to be more or less open/ CIRs having more or less freedom to start new projects. In other words, every situation is different. A trend showing more freedom and openness to starting new projects would be ideal for CIRs to begin promoting the JET Programme.

In relation to what, if any, barriers to starting new projects CIRs experienced responses included time/workload, budget, content of the project, participants, resistance from Contracting Organisation, prefectural office policy, Contracting Organisations attitude towards CIRs, language barrier of foreign residents, and lack of support.

Of the factors above, the most mentioned was budget issues (34% of respondents). Many Contracting Organisations are facing shrinking budgets, and this affects the ability of CIRs to plan new activities. Many organisations require any new activity to cost nothing. As one CIR wrote:

“If a project requires a budget then it is impossible.” (1st year, prefectural/designated city office CIR)

CIRs are also aware of the current economic climate and how it is affecting their jobs:

“The things I have successfully proposed have been budgetless and almost entirely do-it-myself. Because of the current economic situation it is of little use for me to suggest anything that will require a budget.” (1st year, city office CIR)

A lack of time/heavy workload was the next most mentioned obstacle to starting new projects (29% of question respondents). Many CIRs are already busy with the many different activities they do throughout the year or have a large number of responsibilities. This makes starting new projects difficult. As one CIR wrote:

“Time! Although the CIR position here doesn’t have translating and interpretation jobs as in the cities, school visits, monthly *kohos* (municipal newsletters) and numerous events take up much of our time” (1st year, town/village office CIR)

A significant number of CIRs above mentioned budget as a barrier to starting new projects. While 63% of respondents have not felt worried about their position due to budget issues, the majority of CIRs employed in town/village have (63%).

Awareness of CIR Activities

Survey respondents were asked to rate how aware of their activities they feel their workplaces and communities are. As illustrated in Figures 6 and 7, in general more respondents felt that their workplace and community were unaware of their activities.

Figure 6 - How aware of your activities do you feel your workplace is?

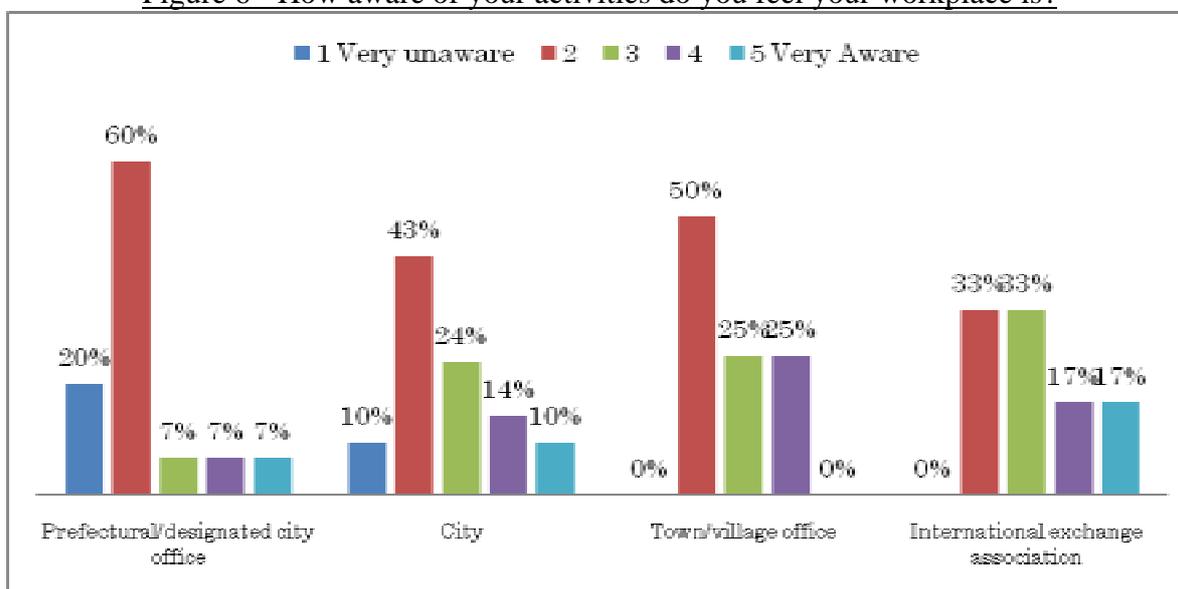
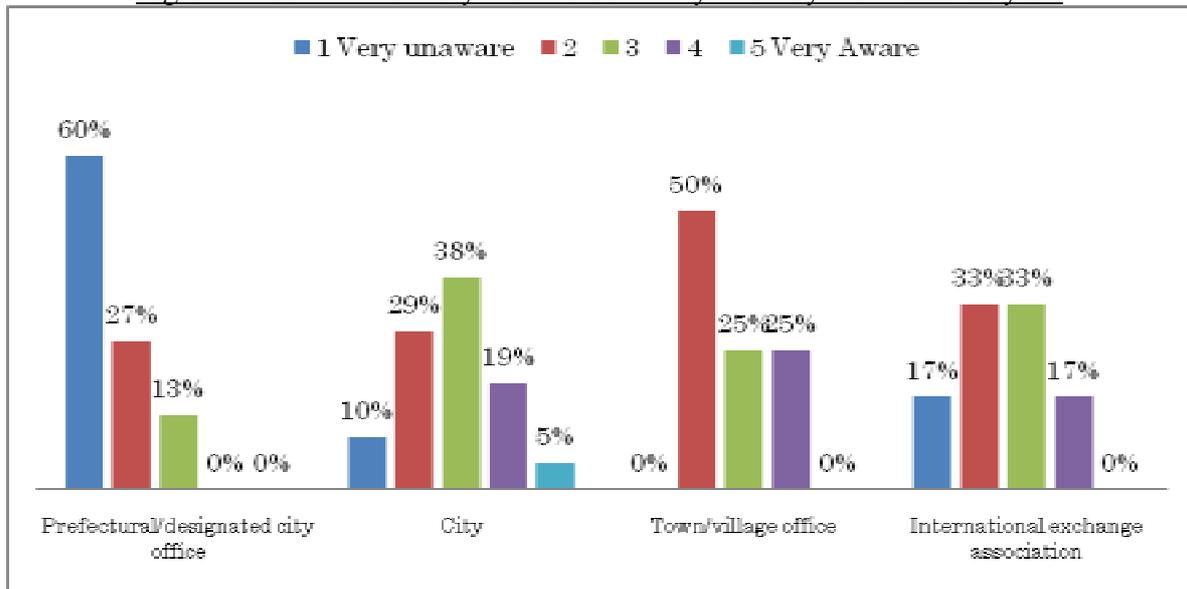


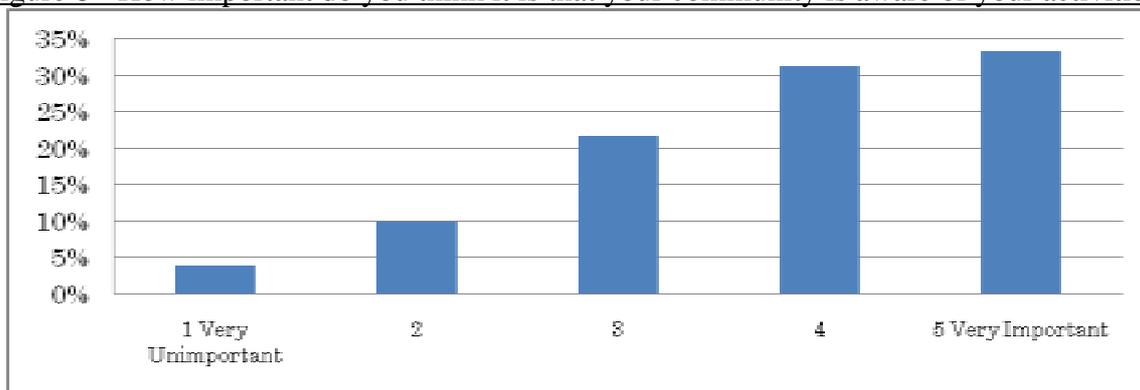
Figure 7 - How aware of your activities do you feel your community is?



More CIRs in prefectural/designated city offices felt their workplace, and especially their community, were unaware of their activities. This may be due to the fact that CIRs in prefectural/designated city offices responded that they most often engage in activities that do not aid in internationalisation. This suggests that activities which aid internationalisation also promote perceived community awareness of the CIR.

In relation to how important respondents think it is that their community is aware of their activities, a large majority of respondents felt that it was important their community be aware of their activities (see Figure 8). So even though most CIRs feel it is important that their community be aware of their activities, the majority of CIRs actually feel their community is unaware. This indicates that overall, CIR activities are not currently being promoted effectively to the community.

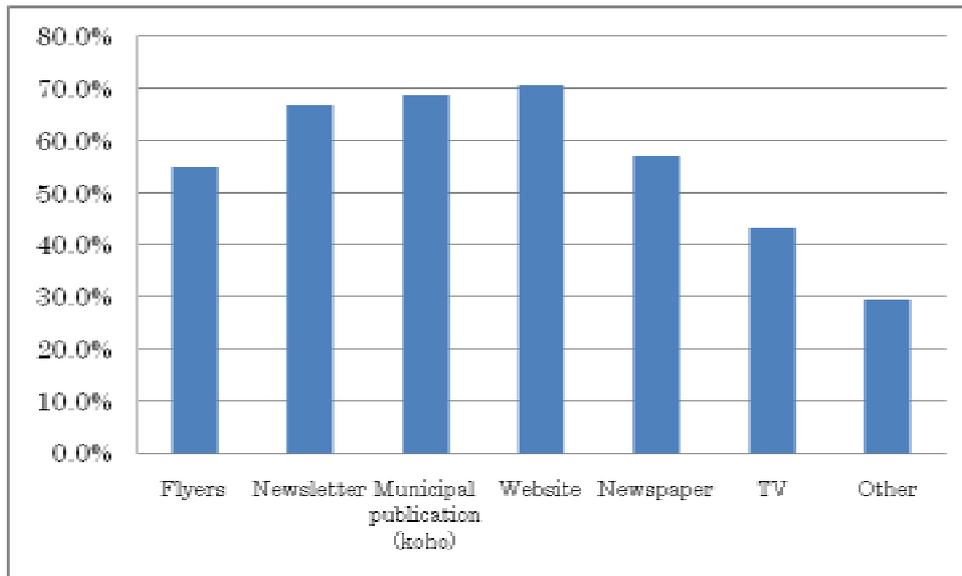
Figure 8 - How important do you think it is that your community is aware of your activities?



Promotion of CIR Activities

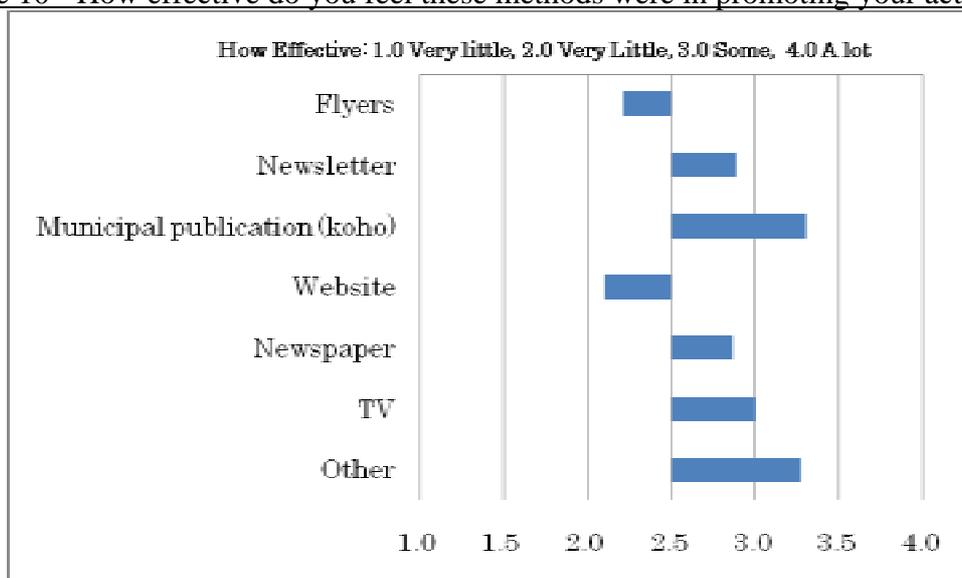
Ways CIR activities have been promoted responses are show in Figure 9.

Figure 9 - In what ways have your activities been promoted to your community?



As shown in Figure 9, CIRs most widely use websites, municipal publications (koho), and newsletters, with 65% or more of respondents using these methods. Other methods of promotion used by CIRs included: word of mouth, email, and radio. Comparing this to Figure 10 we see that respondents rated municipal publications (koho) the most effective. Unfortunately, the most highly used method, websites, was rated the least effective. Additionally, TV and newspapers were rated as effective, but not as many respondents utilized this method of promotion. This further supports the idea that CIR activities need to be promoted more effectively. However, 69% of CIRs responded that their events had received media coverage. Newspapers received the highest number of responses (69% of those receiving media coverage). Coverage via TV was also high (50% of those receiving media coverage). This is promising as it shows the media is willing to cover CIR activities and is an effective way for CIRs and the JET Programme to be promoted.

Figure 10 - How effective do you feel these methods were in promoting your activities?





Conclusion

National AJET acknowledges the importance of all activities that CIRs engage in. While activities such as translation or prefectural advisor may not seem to aid internationalisation much, CIRs greatly contribute to their Contracting Organisations through these activities. However, to further promote CIRs and the JET Programme, CIRs should be encouraged to engage in projects such as events and school visits that do aid internationalisation more.

The current financial situation facing many Contracting Organisations should be taken into consideration when starting new activities. CIRs should be encouraged to undertake projects that carry little or no cost. Events are effective in increasing the awareness of a CIR in his or her community, and are an important part of grassroots internationalisation. Additionally, CIRs should also be encouraged to engage in activities that promote internationalisation within their workplaces.

CIRs are in a position to be able to use the media to promote their activities. The media have shown a willingness to promote CIR events and projects, so CIRs should be encouraged to engage them



Case Study 1: Event - Fun in the Snow Day

A majority of town and village CIR respondents feel worried that their CIR position may be cut due to budget issues. Dominic Abordo is a CIR working in Kosaka in northern Akita Prefecture. His event, “Fun in the Snow Day”, is an example of what town/village CIRs are doing to promote their position to their community without the need for a budget.

Mr. Abordo planned “Fun in the Snow Day” to promote the area’s ALTs and CIR to the children of Kosaka through snow play, as well as to promote cultural exchange by introducing how people from different countries enjoy the snow. He enlisted the help of four neighbouring ALTs for the event, and approximately 30 children from the town afterschool program attended. Participants played games such as snowman building contests, snowball basketball, and snow fights while having a chance to interact with foreigners in English.

Events such as these are a chance for CIRs to promote to the community the variety of activities in which CIRs engage. As Mr. Abordo wrote, “[W]hen students and townspeople participate in events like ‘Fun in the Snow Day’, they are given an opportunity to interact with us as cultural ambassadors, which is one of the purposes of the JET Program. Hosting activities outside of school helps break down the stereotype that JET participants = English teachers. We have a lot more to offer, and this becomes apparent during cultural events.”

Both the Contracting Organisation and CIR felt the event was a success based on the large attendance and the enthusiasm of participants. “Many [participants] asked if this event would be hosted again next year, and a few parents contacted me to thank me for hosting ‘Fun in the Snow’ Day. This was definitely a worthwhile event for everyone involved.” Not only did this event promote the CIR to students and their parents, but this event also received coverage from Akita Television where the CIR position was mentioned frequently and Mr. Abordo was interviewed in Japanese.

Mr. Abordo felt that this event, along with his other CIR duties, was successful in promoting the CIR position to his community. “I think that the success of the ‘Fun in the Snow Day’ event served as a pleasant reminder of the importance of having a CIR in my town. Kosaka has a very international feel for a small town, and both my Contracting Organisation and the townspeople attribute part of that to the CIR's events and activities.”

One aspect of this event that Mr. Abordo stressed was that this event required no budget. As mentioned previously, budget restrictions were the most cited restrictions to starting new events by survey respondents. This is just one example of an event that requires no budget to be successful in promoting the CIR position. As Mr. Abordo stated, “Many CIRs claim that they cannot plan events because of budget issues. However, this event, as well as other events I have helped plan, are indications that a budget is often completely and totally unnecessary when trying to get your point across.”



Case Study 2: Newsletter – Bonnie’s Mini Kokusai Chishiki

Many workplaces are not very aware of activities done by CIRs. Bonnie McClure is a CIR in Yokosuka City who introduced a newsletter that has helped promote her position within her workplace. This activity requires no budget to implement and does an excellent job of promoting the CIR position.

The newsletter, called “Bonnie’s Mini Kokusai Chishiki,” is posted to her city’s internal bulletin board once a week. About 4000 employees have access to the newsletter. The newsletter, written in Japanese, contains comments from the CIR about the local culture, a main article about an aspect of a foreign culture, and also English idioms with an explanation in Japanese. Past newsletters have introduced topics such as Cambodian traditional proverbs, etymologies of US state names, etc.

The newsletter appears to be widely read among city employees. As Ms. McClure states, “Whenever I meet people from different departments, I always find that some of them are reading my newsletter.” She also stated that her newsletter has been very successful based on the number of positive comments she and her superior have received.

This has led to an increased awareness and visibility of the CIR in the workplace. “I can’t think of any project that could better promote the CIR position. A lot more city employees are aware now that I exist and that I exist for everyone’s benefit. When I meet people from different departments and they hear my name, they’re like ‘Oh! You’re Bonnie!’ because they know my name from my newsletter.”

CIRs can be very busy and may not have a lot of time to devote to new projects. Ms. McClure is in a similar situation, “I can’t take on a whole lot more [projects], because the mainstay of my job is supposed to be translation so I need to have some days in the week open for working on translation projects.” However, this newsletter is something that she has been able to implement despite these challenges.

Questions

1. What is CLAIR currently doing to promote the JET Programme within Japan? How specifically are you promoting CIR positions?
2. Media coverage is an excellent way to promote CIR activities and the JET Programme. Would it be possible for CLAIR to consider providing some sort of training to more effectively engage the media to help promote CIR/JET related activities?
3. What aspects of the JET Programme does CLAIR feel are the most effective for promotion? What is MIC's position? In relation to this, does CLAIR or MIC have any resources, such as promotional or informational materials, that CIRs would find useful when promoting the JET Programme?
4. National AJET is unable to survey one important partner necessary for successfully promoting the JET Programme: Contracting Organisations. Does CLAIR or MIC have ways of receiving feedback from COs to find out information such as which CIR activities they find most important?
5. This year the CIR Handbook is being revised. Will there be more examples of activities that aid internationalisation but do not cost money that CIRs can implement in their own communities?
6. In addition to the CIR Handbook, the JET Forums are a great place for JETs to share information and ideas however; they seem to be an underutilised resource. A similar forum for CIRs is also maintained by the CIR Network. As a result of this report, National AJET would like to encourage more CIRs to make use of these online forums to share ideas and resources. Is it also possible for CLAIR to promote the use of these online resources so that CIRs can help each other?



Appendix

Bonnie's ミニ国際知識 Vol. 15

ボニーは日曜日、たけのこ BBQ に参加しました！
たけのこ天ぷら、たけのこみそ焼き、タンポポ・三つ葉・雪ノ下天ぷらなど、
新鮮なものをいっぱい食べて、大変美味しかった。

ボニーは自然界のなかで育ったから、今の街中生活をしている間に心が半分寝ているけど、
山中の竹林に行ったらその寝ている半分が起きられました。
生きていることをとても感じた一日でした。

今週の国際文化ファクト

日本の国際ランキング

色々な面白い国際ランキングがありますが、今日はその中から大きな6つを説明します。

1) 国際連合の人間開発指数(United Nations Human Development Index) は、国の富・健康・教育の発展レベルを測ります。2007-2008 のランキングで、日本は180カ国の8位でした。上位3カ国は上からアイスランド・ノルウェー・カナダで、下位3カ国は下したからシエラレオネ・中央アフリカ共和国・コンゴ民主共和国です。

2) 世界経済フォーラムの世界競争力報告(World Economic Forum Global Competitiveness Index) は、国が国民に富をもたらす能力を測ります。日本は2008-2009 のランキングで134カ国の9位でした。上位3カ国は上から米国・スイス・デンマークで、下位3カ国は下したからチャド・ジンバブエ・ブルンジです。

3) 世界経済フォーラムの世界男女格差報告(World Economic Forum Gender Gap Index)は、男性に比べて女性の健康・教育・経済権限・政治的権限を測ります。2008 のランキングで、日本は130カ国の98位でした。上位3カ国は上からノルウェー・フィンランド・スウェーデンで、下位3カ国は下したからイエメン・チャド・サウジアラビアです。日本のランキングが先進国だけではなく、世界中でも低いのは、日本の女性の健康・教育のレベルが高いのに、政治的権限・経済権限が非常に低いからです。(女性の平均収入は全体的に男性の平均収入の45%で、類似業務の場合は59%です。)

4) ウォールストリート・ジャーナル / ヘリテージ財団 (Wall Street Journal / Heritage Foundation Index of Economic Freedom) は、ビジネス・財産・投資・労働などの自由を測ります。日本は179カ国の19位です。上位3カ国は上から香港・シンガポール・オーストラリアで、下位3カ国は下したから北朝鮮・ジンバブエ・キューバです。



5) トランスペアレンシー・インターナショナルの腐敗認識指数 (Transparency International Corruption Perceptions Index)は、公務員・政治家がどの程度腐敗していると認識されるかの指数です。2008 のランキングで、日本は180カ国の18位でした。上位3カ国は上からデンマーク・ニュージーランド・スウェーデンで、下位3カ国は下したからソマリア・ミャンマー・イラクです。

6) 国境なき記者団報道の自由ランキング (Reporters without Borders Worldwide Press Freedom Index) の 2008 ランキングでは、日本は173カ国の29位でした。上位3カ国は上からアイスランド・ルクセンブルグ・ノルウェーで、下位3カ国は下したからエリトリア・北朝鮮・トルクメニスタンです。日本のランキングが先進国にしては高くないのは、記者クラブのシステムのせいでニュースの自由報道が妨害されているからです。しかし、右翼団体からのメディアに対する激しい攻撃が最近減ったということで、2007年の42位から上がりました。

今週の英語慣用句

1) “early bird” 「早朝の鳥」

意味：早起きの人

例：“He’s an early bird; he gets up at 5:00 a.m. to go jogging.” 「彼は早起きの人で、午前5時に起きてジョギングに行っている。」

2) “night owl” 「夜間のふくろ」

意味：夜型の人

例：“I’m both a procrastinator and a night owl, so I do my best studying at 3:00 a.m. the same day as the test.” 「私はぐずの常習犯の上に夜型だから、テストの当日午前3時の勉強が一番効きます。」