

HONDA-MAJA

Ecotechnological Workshop

"Social Innovation in Asia"



本田財団・ミャンマー元日本留学生協会（MAJA）共催
エコテクノロジー・ワークショップ2012
「アジアにおける社会イノベーション」

A Report of
Honda Foundation — Myanmar Association of Japan Alumni
(MAJA) Ecotechnological Workshop 2012



HONDA FOUNDATION
公益財団法人 本田財団

For Publication

The present report is an account of all the remarks, lectures and discussions from the ecotechnological workshop entitled “Social Innovation in Asia” held in Yangon, Myanmar on June 14th 2012. The workshop was co-organized by Honda Foundation and Myanmar Association of Japan Alumni (MAJA), which has more than 1,300 members and is fulfilling its leading role in the remarkable activities related to bilateral relationship between Japan and Myanmar.

The business people, policymakers, researchers and scholars from both Japan and Myanmar invited to this meeting, were enlivened by the lively presentations and exchanges of opinion. The ecotechnology concept for Myanmar was revisited in discussions and case studies such as “Japan’s ‘Scitech’ Diplomacy” and “University Globalization and Women Resources Empowerment in Japan and Asia.” We would like to thank all the participants for their cooperation, without which it would not have been possible to exchange such fruitful discussions throughout the meeting.

It is our great hope that the discussions and friendships cultivated through this meeting will be effective in the mutual edification of Japan and Myanmar, and accelerating the international understanding of ecotechnology and development of society in harmony with the natural environment.

Satoshi Matsuzawa

Managing Director, Honda Foundation

HONDA-MAJA Ecotechnological Workshop

Social Innovation in Asia

At The Republic of the Union of Myanmar Federation of Chambers of Commerce and Industry (UMFCCI), Yangon, June 14th, 2012

Contents

Opening Remarks

Myint Wai

Chairman, Myanmar Association of Japan Alumni (MAJA) 4

Hiroto Ishida

President, Honda Foundation (HOF),
Former Administrative Vice-Minister (Science and Technology Agency),
Former Japanese Ambassador to the Czech Republic 6

Japan's 'Scitech' Diplomacy (Presentation, Q&A)

Taizo Yakushiji

Former Executive Member, the Council for Science and Technology Policy of the Cabinet Office,
Research Counselor and Board Member, the Institute for International Policy Studies (IIPS)
and HOF Director 10

University Globalization and Women Resources Empowerment in Japan and Asia (Presentation, Q&A)

Kazuko Matsumoto

Senior Director, R&D Research and Development, Vision Development Co., Ltd.
Former Executive Member, the Council for Science and Technology Policy of the Cabinet Office
and HOF Director 18

Small Remark

Hiroyuki Yoshino

Former President & CEO, Honda Motor Co., Ltd. 30

Closing Remarks

Si Si Shein

Vice President, MAJA 32

Kunio Nakajima

Vice President, HOF 33

MC: Daw Mu Mu



Opening Remarks

HONDA-MAJA
Ecotechnological Workshop
Social Innovation in Asia

Opening Remarks

MC: Daw Mu Mu

Good morning, Excellencies, honored guests, ladies and gentlemen.
Welcome to our very first Honda Foundation Yangon Workshop.

First of all, may I call upon U Myint Wai, President of MAJA, the Myanmar Association of Japan Alumni, to give an opening speech.



Myint Wai

Chairman, Myanmar Association of Japan Alumni (MAJA)

Good morning, His Excellency U Thet Tun, former ambassador, historian and the first President of MAJA: the representatives from Honda Foundation: representatives of the women's organization in Myanmar: the group who are working on advancing women in Myanmar and the empowerment of women resources in Myanmar.

I am Myint Wai, the president of Myanmar Association of Japan Alumni, or MAJA.

Thirty years ago, after graduating from Yangon University, I resumed my studies in Japan: one year Japanese language course at Osaka Foreign Studies University and four years at Tokyo Institute of Technology, or Tokyo Kogyo Daigaku, finishing the industrial engineering course.

Our country has emerged as a democratized country for the second time. The first time was in the period of 1948 to 1962, where the country had participated in the practice of democracy significantly and joyfully.

Not only I, Myint Wai, the President of the MAJA, but also the whole people of Myanmar and the whole of the executive committee members of MAJA welcome the delegations from Honda Foundation.

MAJA is an association federated among MEXT, Ministry of Education, Culture, Sports, Science & Technology in Japan. MAJA includes students, scholars, AOTS (Association for Overseas

Technical Scholarships) trainees, JICA's trainees and private students who go to Japan on their own expenses. MAJA, not JAMA, is an association with a purpose and objectives to build solidarity among the Japan alumni. We now have over 1,200 members and have been making efforts to support students who would like to study Japanese language, to support students who would like to study Japanese business manners and culture and to support those who would like to pass through their studies in Japan, especially the students who are outstanding in the field of science and technology.

In the collaboration with the Japanese Embassy in Myanmar, we take the responsibility of conducting JLPT exams, Japanese Language Proficiency Test. There are about 2,500 examinees every year. We also oversee the EJU exams, Entrance to Japanese University exams for the students. We also hold a Japanese culture show every year in order to present Japanese culture to the Myanmar people.

Today, we will not only have an ordinary workshop discussion, but also I believe we are going to have brainstorming discussions among the experts from both Honda Foundation and the Myanmar side.

Today, we invited students as spectators. Places are limited so only 50 selected students and their parents are taking the opportunity to attend today. The second group of guests we invited today are the experts from the women organization and the MAJA members who are going to participate in the discussions, like former ambassador His Excellency, U Thet Tun, former lecturer, and we have others from JICA like Mr. Masahiko Tanaka, Chief Representative of JICA Myanmar Office. And of course, our MAJA members and executive members are also likely to be participating in the discussions if they have enough time.

Today, we will discuss two topics. We put our utmost effort into satisfying the audience and the guests, but it is a pity that we cannot publicize in the newspapers or journals. Also, not everyone who is interested in this workshop could come because we have limited budget and space. We have also arranged a room at the back where people can meet and talk.

Now, I would like to call upon our audience to give, as a gesture, a huge round of applause in welcoming the delegation of Honda. Welcome Honda Foundation!

In conclusion, I would like to extend my heartfelt thanks to Mr. Harada and Dr. Sunami for making this workshop a success. I would also like to thank my staff and executive committee members who have supported the success of this workshop. And, I would also like to extend my heartfelt thanks to the authorities of UMFCCI.

Thank you very much.

Opening Remarks



Hiroto Ishida

President, Honda Foundation (HOF),
Former Administrative Vice-Minister (Science and Technology Agency),
Former Japanese Ambassador to the Czech Republic

Thank you very much for your very kind words. My name is Hiroto Ishida, the President of Honda Foundation. Your Excellencies, ladies and gentlemen, it is my great honor to welcome you to the first workshop in Yangon jointly organized by Honda Foundation and MAJA under the theme of social innovation in Asia.

On this occasion, I would like to express my sincere congratulations for the pleasant reunion of the alumni of MAJA in this glamorous building, and I hope this unparalleled alumni association will extend further and further.

Before speaking more, I want to thank all the distinguished speakers and participants here for taking the opportunity, especially Your Excellency, Dr. U Thet Tun, Dr. Myint Wai and other MAJA representatives.

Honda Foundation, HOF, was established in 1977 by the father of Honda Motor, Mr. Soichiro Honda, and his younger brother, Mr. Benjiro Honda. As you know, Soichiro Honda was one of the most famous entrepreneurs in Japan. Since its inception, HOF has permeated ecotechnology as a guidepost to pursue a more human civilization and hosted quite a few symposiums and workshops in different countries as forums to freely exchange and inspire ideas among intellectuals and experts from all over the world.

HOF's attempts have provoked public interest everywhere as the importance of ecotechnology increases throughout the world and there is more care about environmental friendliness. Our ultimate goal is clear; it is to assure people of human life both mentally and physically. We should consider providing as good education and training as possible to support and encourage people to become entrepreneurs, and in turn, expedite economic growth by innovation.

Likewise, to build a rich society in both material and spiritual terms, we must create a stable livelihood in which we can enjoy a steady income and lead a healthy, secure life in untroubled living conditions free from grievous disasters. This is exactly what the concept of Honda ecotechnology aims to achieve.

I truly hope this Yangon workshop will be a good opportunity

to consider the social innovation system in Myanmar and open up a new page of Asian development here in Myanmar, in Japan and in other countries in Asia.

Thank you very much.



Japan's 'Scitech' Diplomacy

(Presentation, Q&A)

HONDA-MAJA
Ecotechnological Workshop

Social Innovation in Asia



Japan's 'Scitech' Diplomacy

Taizo Yakushiji

Former Executive Member, the Council for Science and Technology Policy of the Cabinet Office, Research Counselor and Board Member, the Institute for International Policy Studies (IIPS) and HOF Director

I'm Taizo Yakushiji and am going to talk about the science and technology diplomacy of the Japanese government.

As I was introduced, I was, for 6 years, a full time member of the Council for Science and Technology Policy of the Japanese Government. This science and technology diplomacy is the last one that I created before I left the government.

This morning I am going to tell you why with the help of the Ministry of Foreign Affairs and the Science and Technology Policy Bureau of the Ministry of Education, Culture, Sports, Science and Technology, Japan tried to get the post of full member of the United Nations Security Council. Japan has been struggling to get the post with the support of developed countries.

The idea behind the policy I created was this: To see the data of Japan's science and technology cooperation with other countries. We heavily depend on developed countries as are parents and brothers, i.e., United States, Germany and UK. Although Japan reached a strong position within science and technology, still we are thinking we have to get ideas from advanced countries, even though we had become an advanced country ourselves.

This slide shows agreements with developing countries for science and technology (See No. 2). Japan is only 17%, US is more than 48%, Germany surpasses Japan with 38%, and even France has 48%. At the time, I created the policy. The data showed that we had really forgot to help developing countries like Myanmar, other Asian countries, African countries and Latin-American countries. So, maybe Japan has been very strong within Asian countries, but science and technology cooperation doesn't support those kinds of things.

Japan's science and technology agreements with Asian countries is only 12%. For the United States, it's more than the Japanese figure at 24%, Germany is still higher in helping Asian countries at more than 20%, and France is still more than Japan.

Science and technology agreements by the Japanese government with African countries is miserable. Look at this. Japan has only over 2%, the United States, 13%, Germany has more than Japan at 3.4%, and France is 11.1%, but they did have a lot of colonies in Africa.

Japan is very strong in science and technology today, so this is the strongest property we have gained since the end of WWII, but we are not using this science and technology capability for diplomatic purposes. Diplomacy needs resources, human

Japan 'Scitech' Diplomacy

Taizo Yakushiji

1

The Data

Japan's scitek cooperative agreements--with 42 countries
But she skews mostly toward the advanced countries.

- 1) Agreements with the developing countries
Japan 16.7%, US 48.6%, Germany 37.9%, France 48.1%
- 2) Agreements with Asian countries
Japan 11.9%, US 24.3%, Germany 20.7%, France 14.8%
- 3) Agreements with African countries
Japan 2.4%, US 13.5%, Germany 3.4%, France 11.1%

2

resources, like diplomats, economic resources and economic help. With those, diplomatic activity will move further. Why not science and technology? That's the strongest property of Japan. So, this is the unique idea that science and technology should be a resource for the diplomatic activity of Japan. This is the idea, but the concept is rather more important: how we create science and technology policy.

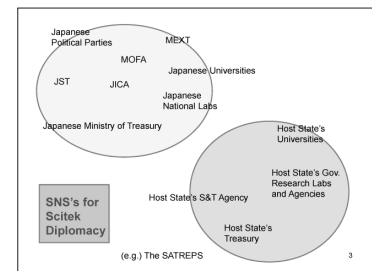
There are so many players like the Japanese science and technology organizations, JICA using the ODA, the Ministry of Foreign Affairs (MOFA) and Japanese universities where there are a lot of capable scientists and technical people (See No. 3). Japan's national labs are very famous for making top-notch scientific achievements.

Then, we have the host state. So the host state, like Myanmar, you have a strong area at the technical university level and also in the medical sciences, so the host country's government will support the collaboration with Japan in the area of science and technology. We called these SATREPS, Science and Technology Research Partnerships for Global Solution.

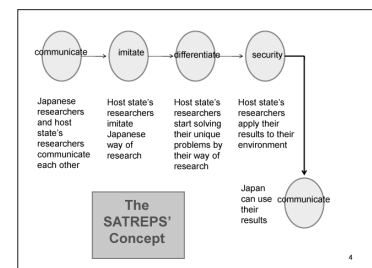
So, the system is this (See No. 4). Japanese research people, university people and industry people have to communicate with counterparts like Myanmar's scientists, industrial people and university people. Communication is very important. If communication is important, then "imitate" is not a bad word. For a hundred years, we have been imitating British technology, German technology and American technology. Through that, we have attained our own innovative strengths. So, imitation is not so bad. The host state imitates the Japanese way of research, not the output, the way of doing research, then the host state starts resolving their own unique way of research. Social implementation of science and technology, like in Myanmar, is very important. Unless you have applied to an area of science and technology, we are not going to get support from the government and the people for scientific activity. This is the differentiate stage.

Security means a lot of things: medical security, natural disaster security, but the host state might be doing their own way and solving their own country's problems, so this is the area where you can attain unique applications. And by getting unique applications, you attain a kind of your own innovation. So, the social implementation of science and technology is very important, and you have to apply it to your own area and get unique applications and attain your own innovation. Then, Japan can learn from Myanmar's unique application. This is the heart of the concept. We are not always teaching you, telling you, but after we start teaching you, you are learning, quickly learning and applying what you are learning to your own country and society. Then, you can get your own innovation. Without application to your own area, innovation cannot happen. That is my strong philosophy of policy implementation to attain innovation.

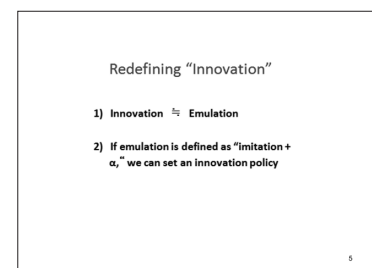
We have to redefine "innovation (See No. 5)." Competitive imitation by your own will be of the Japanese. Just take the Japanese science and technology way of innovation. We attained



3



4



5

our own technology we learned from advanced countries. We applied it to Japan, and then we obtain strong innovative capabilities. Why not Myanmar? Able manpower is very important. Innovation is not the same as emulation, but it is similar. Emulation is to competitively imitate, so you have to actively learn the Japanese way of doing science and technology.

This is the Copenhagen COP15 idea (See No. 6). You have to look at the second sentence: Science and technology collaboration between developed and developing countries based on common interests and mutual benefits is essential because it leads to shared research results and fosters mutual capacity building. So, South-South communication is very important. North-South communication is rather important in the area of green innovation, like reducing carbon dioxide and things like that.

This is the area where our programs are being operated, and all together we have 60 projects annually running and operating in 33 countries (See No. 7). We have just finished nine new projects in nine different countries. This is the area we are successfully running 60-odd projects supported by the Japanese government from the ODA through JICA. The new JICA President, Mr. Akihiko Tanaka, is a friend of mine, he is supporting four projects and partly we are getting the government budget of science and technology area. This is kind of two budgets we have to help Japan's global activity to solve global problems like natural disasters, infectious diseases like avian flu, environmental problems and environmental resource protection. These are the areas for the 60 projects in 33 countries. So, you can find the website called SATREPS, then you can see how many projects are running so far (See No. 8).

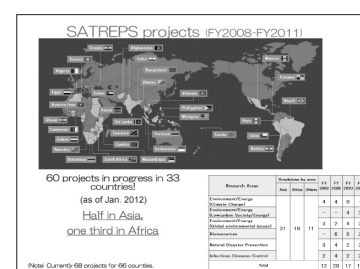
Finally, I sincerely hope next year Myanmar's scientists, university scientists and engineers can collaborate with a Japanese counterpart and create new SATREPS projects.

Thank you very much.

Our View at Copenhagen COP15

1. **Emissions reduction targets** are not a sunk cost for society; they provide **new opportunities** for new growth through the development of green societies
2. **S&T collaboration between developed and developing countries** based on **common interests** and **mutual benefits** is essential because it leads to shared research results and fosters **mutual capacity building**
3. **New mechanisms** must be put in place to allow developed countries to benefit from new green innovations that come from **South-South cooperation**

6



7



8

Question from Audience 1

At slide #4, I can find steps of the program: communicate, imitate, differentiate, security. What are the researchers applications of their results to their environment?



Taizo Yakushiji

First, there is communication between two scientists, a scientist in the host country and a scientist in Japan. There are many scientists in Myanmar, for example, and if they have very active communication in their particular research area like green innovation, bio-diesel or infectious diseases, then they start a project. So, Myanmar would imitate the Japanese way of doing research in the area of infectious diseases, medicine or technological areas like biodiversity or the lowering of Myanmar's CO₂ emissions, things like that.

Then, you have to differentiate on your own. Myanmar applies what it imitated from the Japanese way of doing research. You might find that the Japanese way does not help Myanmar solve the environmental problem or disease problem or whatever it is, so you modify what you learned from the Japanese scientists in doing research. That's "Differentiation."

A hundred years ago, in the Meiji era, Henry Dyer came to Japan and stayed for nearly ten years to open the Technological School at the University of Tokyo. Then, he started seriously learning Japanese. He wrote a famous book on advancing Japan through the British way of doing things. So, that is the idea.

Another example is that Japan taught at the Asian Technical University in Bangkok in the area of environmental problems for 15 years. Now the university is more advanced than what Japan thought, so Japan realized that the environmental application of Asian Technical University is far more advanced than what Japan had been doing in the environmental area. So, there are a lot of cases Japan lost its competitiveness even though we started teaching Asian or African countries in areas in which Japan was very much competitive. The host country became more competitive than Japan. I don't know how long it will take to get that kind of realization, but this science and technology policy is not only for the Japanese government and diplomacy, but Japan will be able to restart by learning from Myanmar's approach, so Japan gets a new innovation.

It's rather difficult to explain for the case of Myanmar, but there are a lot of examples. For example, every country started as a developing country. We learned from advanced countries their ways of doing things, the German way of doing things, the American way of doing things, the British way of doing things, but we became competitive to apply what we learned from Britain, Germany, the US. We got competitiveness, as you are aware, but we are losing it now. We are trying for the future. In maybe two decades, Myanmar will have competitiveness. Even though we start teaching you, you attain by applying what you are taught to your own area. As your own area is very foreign for us, we don't know your own area. We know our Japanese area of application, but we don't know the Myanmar application. Later we can get Myanmar's application and apply that to Japanese society. So it's a long cycle.

Question from Audience 1

At Number 3 in slide #6, it says "New mechanisms must be put in place to allow developed countries.... Then, what is your new mechanism actually?"

**Taizo Yakushiji**

This is specifically COP15's argument, so I just pointed out point number 2. But, point number 3 is about the area where we globally reduce carbon dioxide emissions and what kind of good framework we need. For example, China is emitting 20% of world CO₂ emission, as is the United States. Developing countries have a misconception that in order to industrialize you have to emit more CO₂. So, that's why we need science and technology diplomacy to help South-South cooperation. CO₂ is a particular problem on the agenda. This is exactly what fits with my own opinion.

Question from Audience 1

Can you introduce other programs Japanese government has implemented?

**Taizo Yakushiji**

There are a lot of other Japanese government programs for developing countries to get help to make a route to reduce CO₂ by cooperating with Asian countries. So, there are many government programs, particularly subsidies by the ODA, the JICA program in the CO₂ area, and so forth. So, there are many areas where the Japanese government might send the Japan national labs of the environment to help Asian countries reduce their CO₂ emissions. There are many programs; I'm not referring to a particular one.

Question from Audience 2

As you were a member of the Council for Science and Technology Policy of the Cabinet Office, in your experience, how does traditional technology support modern technology?

**Taizo Yakushiji**

JICA has been implementing so-called technological cooperation and technological helping for building hospitals and sending Japanese doctors to those hospitals. That's JICA's technical assistance project. But, my project uses top-notch and very advanced science and technology in areas like infectious diseases and how you can cure and prevent avian flu, SARS and special diseases in Africa where a lot of people are dying. This is a very acute problem using a very advanced area of medical science. We are cooperating with our counterparts and Japanese medical scientists in those areas.

In English terms, not in British English, but in American English, it is called "top-notch science and technology," not the advanced science and technology, which JICA has been doing through the ODA technical assistance. So, we are getting JICA's money for our own science and technology and for our own diplomacy, but in terms of JICA's definition it is a kind of technical assistance money. It is a trick of budget differentiation, but the truth is we are using top-notch, high level science and technology cooperation with the host country.

Question from U Thet Tun

I've studied many subjects. I started as an economist, secondly I went into the field of diplomacy and international relations, and now I will be 86 year's old on Hiroshima Day, then I will become a historian.

What I have observed and pondered is that there were any psychologists on the board of Honda because Honda started with motorcycles. They knew great demand for motorcycles on the part of teenagers, so after the war, there was prosperity, especially in America and teenagers like adventure, therefore Honda

went into the manufacturing of motorcycles. So, Honda was a famous motorcycle manufacturer.

Secondly, I think there were also psychologists in the management of Honda. They, I think, see problems. When the motorcar population increased in some countries, for example, in Thailand, there were so many motorcars that there were not enough roads, therefore motorcycle-taxis became popular, so I think Honda was very good and very successful in looking at the demand pattern and looking at the stress problem.

Thirdly, recently I was driven around Singapore in Honda which had directional instructions, so if somebody wants to go to a hotel, a famous theater or to a famous restaurant, you just tell the motorcar and the motorcar will tell you to turn left and then later to turn right or go straight. It decreases the stress of driving motorcars. I wonder if that kind of thing, as Singapore is a small city in a small country, will be possible in a big metropolis like Tokyo or London, that's probably easier than New York and Los Angeles. So, I suspected that the board of directors of Honda always convey brains to focus on future demand and meeting it at the right time.

Maybe this will be more concerned with the second speaker. I keep seeing the word "social" everywhere. Now you say, "Social innovation in Asia." It is usually that innovation is technical, now the word "social" seems to be very popular these days. I wonder what the answers to these questions are.

Thank you.



Taizo Yakushiji

Thank you very much. Your comments from your own experience are very educational for me. Psychology and social innovation are rather important for the system to reform and encourage university manpower policy. So, the psychological approach might be more important. I only sketch science and technology diplomacy, but it is based upon the kind of development of different efforts as you pointed out like population change, psychological change of the university people and the scientists to get the mood to study more. So, I think social innovation and psychological innovation are rather behind the advancement of science and technology as you pointed out.

Thank you very much.

Honda Foundation and MAJA

14

University Globalization and Women Resources Empowerment in Japan and Asia

(Presentation, Q&A)

**HONDA-MAJA
Ecotechnological Workshop**

Social Innovation in Asia



University Globalization and Women Resources Empowerment in Japan and Asia

Kazuko Matsumoto

Senior Director, R&D Research and Development, Vision Development Co., Ltd.
Former Executive Member, the Council for Science and Technology Policy of the Cabinet Office and HOF Director

My name is Kazuko Matsumoto, and I worked formally as an executive member of the Council for Science and Technology Policy of the Cabinet Office. This is a Japanese government council. I was not a specialist of women's employment issues, but in that council, there were a lot of arguments about how Japan must increase the employment of women and enhance the activities of women. Even now, it is a really big issue that Japan has to deal with.

I'd like to start my talk with a brief history of how Japan developed its women's education system. As perhaps you know, Japan, even today, is not a very women friendly society. It is still a little bit male dominated. However, we have a rather old women's education system, especially higher education for women.

The first school founded for women's education was in 1900 (See No. 2). In that year, three women's schools were founded. One was the Tokyo Women's Normal School which was founded by the government. Before 1900, there was no special school for women's higher education. Of course before 1900, there were many small schools where women could learn writing, reading and calculations. But, this year was the start of women's higher education. This school was a governmental school, but now it has been upgraded to a university which is called Ochanomizu University. If you think that the first men's university was founded in 1886 which is now the University of Tokyo, 1900 is rather more recent in comparison. But at that time, women were not allowed to enter that university because it was only for men. So, there was a clear distinction between men's and women's education.

The second school was founded privately by Ms. Umeko Tsuda called Jyoshi Eigaku Juku. It is now called Tsuda College. This woman, Ms. Umeko Tsuda, went to the US at the age of 7, a very young girl, and stayed there for 14 years. She learned at a primary school, high school and university, then she majored in biology at university. So, she learned a lot from the US education system. After she returned to Japan, she founded the Jyoshi Eigaku Juku. She used all of her private fortune to found this private school and asked several other supporters to donate money towards the foundation of this school.

The third school was founded by Mr. Jinzo Naruse, a male founder who founded a women's school which is now called Japan Women's University.

At that time, all of these universities aimed to provide a very



1



2

liberal education for women of all social classes. All social classes is very important because at that time, of course only a very limited number of women could enter these schools, but fundamentally the founders considered that education should go to all social classes. Also, there are limitations because of tuition problems and the numbers of places as these universities are limited, so not a lot of women students existed then. But still, these three schools were the start of Japanese women's education.

Such a system continued until WWII. After WWII, when Japan was totally defeated by the US, the US government sent a US Education Mission to Japan to totally renovate the Japanese education system. In 1947, there was a reformation of the education system including primary schools, high schools and universities (See No. 3). That renovation was carried out by US Education Mission together with Prof. Shigeru Nanbara who was the president of the University of Tokyo.

The basic idea of the reformation was equal education opportunities for both genders of all social classes. Before WWII, women could not enter universities. Although as I showed you, there were three major schools and several other women's schools, they were not universities. Women could only enter those special women's schools. But in 1947, two items were established: 1) nine-year compulsory education for both genders between 6 and 15 years of age, 2) the first formal acceptance of women into universities. So, this is a memorial year for women's education, especially for higher education.

Because of this modernized education system, in the 1970s and 1980s, Japan enjoyed a very high level of industry and economy. But recently, there has been a decline in those things. We are now very much concerned about recent social changes that urge globalization and women resources empowerment at universities in Japan (See No. 4).

One such social change is the decrease of the marriage rate and birth rate, which are causing a population distribution of less children and more elderly people. Our distribution curve is for elderly people. The distribution for both men and women is large, and for children, there is less population. That is quite blatant in Japanese society.

The second is the population decrease after 2005, which is amazing because we always thought that the population was increasing dramatically or gradually in either case. We believed that, but in 2005, the population started to decrease. For example, in 2005, the population was 127,768 thousands, but in 2009, the population slightly decreased to 127,510 thousands. This population decrease means we need more women and foreigners in the industry and economy of Japan.

Third, structural changes in industry and the economy demands that university education be more globally compatible and competitive.

I will show you the statistics of globalization and women's participation at the University of Tokyo (See No. 5). The University

Higher Education for Women in Japan after the World War II

1947 Reformation of Education System including primary school, high school, and university by US Education Mission Group and Prof. Shigeru Nanbara, the president of the University of Tokyo

Basic idea: equal education opportunity for both genders of all social classes

- Nine years compulsory education for both genders of 6 to 15 of age
- First formal acceptance of women to universities

3

Recent Social Changes Urging Globalization and Women Resource Empowerment at Universities in Japan

- Decrease of marriage rate and baby birth rate, causing population distribution of less children and more elderly people
- Population decrease after 2005 (127,768 thousands in 2005 to 127,510 thousands in 2009) needs more women and foreigners in industry and economy of Japan
- The structural change of industry and economy demands university educations be more globally compatible and competitive

4

Statistics of Globalization and Women Participation at the University of Tokyo

Women student ratio:	2002	2011
Undergrad:	2726/15370 (17.7%)	2673/14128(18.9%)
grad:	1659/5747 (28.9%)	1945/6218 (31.3%)

Foreign student ratio in 2011: 21%

Women faculty ratio in 2011:

prof	62/1320 (4.7%)
assoc prof	84/914(9.2%)
lect	32/238 (13.4%)
res assoc	206/1346(15.3%)

Foreigners ratio in faculty in 2011:

97/3818 (2.5%)

5

of Tokyo, as I told you previously, is the oldest governmental university in Japan. In this university, the women student ratio for undergraduates was 17.7% in 2002, but it increased slightly to 18.9% in 2011. For graduate students, the ratio of women changed from 28.9% to 31.3%, so a slight but steady increase.

The foreign student ratio in 2011 was 21%, so it is pretty high. The women faculty members' ratio in 2011 was Prof., 4.7%, it is very low, Associate Prof., 9.2%, Lecturer, 13.4%, and Research Associate, 15.3%. So, you can see that the faculty ratio for women is relatively low. And, that is a determined problem and a target of arguments.

The ratio of foreigners in faculties in 2011 was 2.5%, and unfortunately it is still very low.

If you look at the statistics of foreign students at the University of Tokyo for undergraduates, there was an increase in foreign students in the years 2002 to 2011 (See No. 6). Foreign students increased from 2,050 to 2,966. The majority of foreign students come from Asia, second from Europe, third from North America, Middle and South America, Middle East Asia, Africa and Oceania.

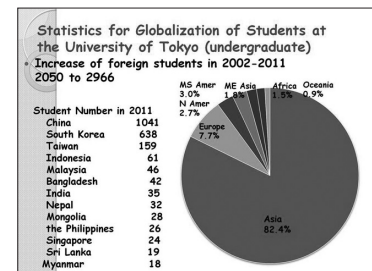
In the student numbers in 2011, the top was China, which had more than 1,000 students; South Korea, second; Taiwan; Indonesia; Malaysia; Bangladesh; India; Nepal; Mongolia; Philippines; Singapore; Sri Lanka; and Myanmar comes here. So today, we don't have many students from Myanmar, unfortunately, but we do hope that you send more of your students to Japanese universities.

This is an article that was recently shown in a Japanese newspaper. The headline was, "Female Foreign Students Upheave Number of PhD Recipients at Japanese Universities (See No. 7)." These are average statistics of all Japanese universities, and they are the ratio of foreign PhDs from 2002 to 2006.

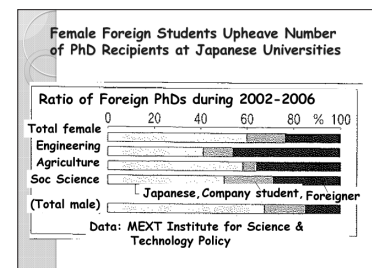
The black bar is the ratio of foreign students. The grey bar is company students. Most Japanese universities have a system that after you enter a private company, if you wish, you can reenter university to study for a PhD. So, during that period, the company student has a dual identity as both a worker and a student. The white bar is normal Japanese students.

If you look at total female, the ratio of foreigners is more than 20%, which is pretty high. If you compare the total male statistics at the bottom, it shows that foreigners are about 15% or so. So, in Japanese universities, it appears that females dominate the PhD level. If you look at the engineering or agriculture faculties, the ratios of foreigners are much higher. In the engineering faculty, close to half of the students are foreigners. In the social sciences, the number of foreigners is less.

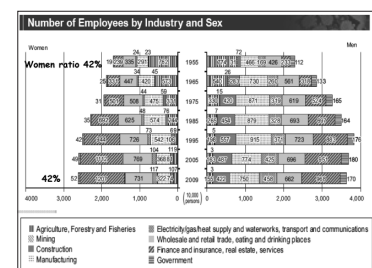
This is the number of employees by industry and sex (See No. 8). The ordinate shows the years from 1955, 1965, 1975, etc. up to 2009. These are the numbers of people employed in each field of industry for women on the left and for men on the right. There are several categories of industry, for instance, this blue one is agriculture, forestry, and fisheries; the orange one is mining; the green one is construction; the dotted red is manufacturing; the light blue one is electricity, gas, heat supply and infrastructure; the



6



7



8

yellow one is wholesale and retail trade, eating and drinking places; the blue one is finance and insurance, real estate and services; and the red one is government.

So, if you compare the total ratio of women to men, the ratio is 42% in 1955. Total employees, both women and men, increased up to 2009, but the ratio of women is still 42%. So, this means that the ratio has not changed.

Perhaps you have the impression that a 42% ratio for women in industry is not a bad figure. It's close to half, so it's not a very bad figure. However, we have a problem, although it is not shown here. If you look at each field of industry, for instance, this blue one is finance and insurance, real estate and services; the number of women increased very rapidly, more rapidly than the number of men. This yellow one is wholesale and retail trade, eating and drinking places. In these two fields of industry, the number of women increased much more than that of men.

Although the data is not shown here, if you look more closely into one field of industry, for instance, in this finance and insurance field the ratio of women who hold higher positions of responsibility is much less compared to lower positions. There is less responsibility among women in that field. So, that is a problem for the Japanese government.

The red bar is the government. This is very small, of course, and if you compare government, for instance in 1955, the ratio of women to men was 19/111, so the ratio of women was 10% or something like that. But, it increased in the year 2009 to 52/170; the ratio is about one third. The government has made an effort to increase the number of women employees, but in other fields of industry, if you look only at responsible positions, the ratio of women has not increased at all, or has even slightly decreased.

The government has made an effort to enhance the employment of women in every field of society and made laws and took actions to promote gender equality within Japanese society (See No. 9).

In 1985, there was a law established called the "Employment Opportunity Law for Men and Women." This was an epoch-making law because it was established when there was no law to promote and enhance women's participation within society. In this law, there is a clear statement that prohibits middle to major companies from discriminating between men and women employees.

For instance, when I graduated a university in 1972, on the bulletin board there were many recruitment announcements from many major companies. But, all of these announcements stated that the positions were available only for men. In 1972, Japanese companies could do that. The law established in 1985 prohibited this discrimination.

After that, women's employment was increasing, but it was very gradually. So, the government took action in 1999 with the First Basic Plan for Gender Equality. Under this plan, there was about 42 items that were to be carried out in the next five years.

In 2010, the Third Basic Plan for Gender Equality was

Government Laws and Actions Taken for Gender Equality in Japan

- 1985 - "Equal Employment Opportunity Law for Men and Women"
 - 1999 - The First Basic Plan for Gender Equality
 - 2010 - The Third Basic Plan for Gender Equality
- Promotion of efforts aimed at increasing the share of women in leadership positions to at least 30% by 2020 in all fields of society

published in which there is an item for the promotion of efforts aimed at increasing the share of women in leadership positions to at least 30% by 2020 in all fields of society. This is a very remarkable statement, so you can understand how the Japanese government is making efforts to enhance and promote Japanese women's participation in society.

In the next few slides, I'd like to introduce to you a Japanese governmental center which is called the National Women's Education Center of Japan (NWECC) (See No. 10). This is an independent, administrative agency under the Ministry of Education, Culture, Sports, Science and Technology (MEXT). This center was founded in 1977. If you are interested in this center, you can refer to this website that is written in English (www.nwec.jp/en).

The aim of the center is the promotion of a gender equal society by frameworking and networking of education for women and women leaders. This center is aimed especially for the promotion of women leaders, not only in Japan, but also in Asia. The functions of the center are training, exchange, research, information, study support with database of NWECC and internship at NWECC for sponsored programs.

I will introduce several NWECC's activities (See No. 11). In 2011, the Asia Women Eco-Science Forum was held, which was held between the China, South Korea and Japan Science and Technology Leaders Forum. This center also participated in the 56th Commission on the Status of Women. This was a United Nations commission. Also, every year we hold the Seminar for Gender Equality Officers and Women Leaders in the Asia Pacific Region. This is an NWECC seminar. We also have the NWECC International Symposium. Last year, its subtitle was "Disaster Restoration and Gender." There is also the Exchange with the Committee on Women Status Enhancement with the Vietnam Ministry of Information and Communication. The Vietnamese ministry visited this center last year.

This is a picture of the participants from the Asia Pacific region on the occasion of the NWECC Seminar for Gender Equality Officers and Women Leaders in the Asia Pacific Region (See No. 12). This seminar has been held every year since 2006 at NWECC Japan, and the participating countries are selected from the member and associate member countries of UNESCAP. UNESCAP is a committee of the Asia and Pacific region that are recipients of Japanese Official Development Assistance (ODA). The women in the picture each come from a different country in Asia, and they are wearing their very beautiful traditional clothes. The participants are usually government officials working on women's issues, NGO members working on the advancement of women and researchers working on gender-related issues.


The participating countries in the past were, in 2011: India, Indonesia, South Korea, Cambodia, Sri Lanka, China, Nepal, Pakistan, and Bangladesh; and in 2010, Bangladesh, Cambodia, China (2 people), India, Indonesia, Palau, South Korea (2), Sri Lanka, Thailand, Philippines (2), and Vietnam (See No. 13). I tried to find the participating countries for 2009, 2008, etc., but I couldn't find them.

National Women's Education Center of Japan (NWECC)

independent administrative agency under
Ministry of Education and Science (MEXT) Japan
founded in 1977
home page (English) : www.nwec.jp/en

Aim: Promotion of Gender Equal Society by Frameworking and Networking of Education for Women and Women Leaders

Function: Training, Exchange, Research, Information, and Study support with data-base of NWECC and Internship at NWECC for sponsored programs



10


International Activities of NWECC in 2011

- 2011 Asia Women Eco-Science Forum (China-Korea-Japan Science & Technology Leaders Forum)
- 56th Commission on the Status of Women (United Nations)
- 2011 Seminar for Gender Equality Officer and Women Leaders in the Asia Pacific Region (NWECC Seminar)
- NWECC International Symposium -Disaster Restoration and Gender-
- Exchange with the Committee on Women Status Enhancement, Vietnam Ministry of Information and Telecommunication

11

NWECC Seminar for Gender Equality Officer and Women Leaders in the Asia Pacific Region

- held every year since 2006 at NWECC Japan
- participating countries: selected from the member and associate member countries of UNESCAP in Asia and the Pacific that are recipients of Japanese Official Development Assistance (ODA)
- participants:
 - government officials working on women's issues
 - NGO members working on advancement of women
 - researchers working on gender related issues



12

NWECC Seminars for Gender Equality Officer and Women Leaders in the Asia Pacific Region (NWECC Seminar)

Participating Countries in the past

2011: India, Indonesia, South Korea, Cambodia, Sri Lanka, China, Nepal, Pakistan, and Bangladesh

2010: Bangladesh, Cambodia, China (2), India, Indonesia, Palau, South Korea (2), Sri Lanka, Thailand, the Philippines (2), Viet Nam

www.nwec.jp/en

13

Myanmar is not on these lists, so I do hope that you can participate in the seminar in the near future.

This is a map of the women leaders in Asia (See No. 14). You can easily recognize that if you look at the whole area of Asia, we have a lot of women leaders. It's really an amazing number. All these people are very famous leaders in their respective countries and also throughout the world. Some of them are presidents or prime ministers or directors of the central bank or central organization of each country. Perhaps you know many of them. This is Ms. Gloria Arroyo, President of the Philippines. There are several prime ministers and many famous leaders in Asia. There are so many people here, but above all, the most famous lady is Ms. Aung San Suu Kyi who is an icon of democracy in Myanmar. All the Japanese women and many people throughout the world, I believe, expect that she will show good leadership in Myanmar.

I would like to summarize my talk by emphasizing two points (See No. 15). One is the opportunity for higher education for anybody, regardless of race, social class, religion or personal economic situation. In order to realize such equal opportunities for higher education, the government must always make a lot of effort, financial support is especially important.

Second, a global network for leaders of women's education in Asian countries through NWECE and other organizations is very much expected in the future. You can visit this website to see how this center is acting throughout the year.

This is my talk. Thank you for your very kind attention.



14

Summary

Towards Future Asian Women Resources Empowerment

- Opportunity of higher education to anybody, regardless of race, social class, religion, and personal economy situation
- Global network for leaders of women education in Asian countries through NWECE (Japan) and other organizations

www.nwec.jp/en

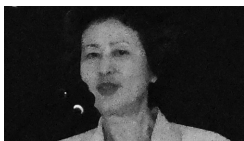
15

Question from U Thet Tun

I suppose in Japan, there is no gender discrimination in entering kindergartens and schools. I understand that after 12 years of education, the universities are also there, but unlike in the West, as you know, there is O-level at 16 years of age and A-level examinations at 18 years of age, then they go to university. Now, what happened in Myanmar is that the government has set the university entrance examination at the age of 16. Whereas in the West, it is 18. Probably in Japan also, it is 17 or 18.

Now what happens is 16 is the age when young ladies are riding on cycles and spending more time at home making themselves beautiful, but at the same time also studying more. Now, I don't blame Honda directly, but many young men at the age of 16 get on their motorcycles which are mainly Hondas, and they go to karaoke clubs. The result is that although the proportion at one time was 60% male candidates and 40% female candidates of the examination, the results were the other way around because the girls were studying at home while the boys were out on their Honda motorcycles visiting karaoke clubs. So, as a result, today, if you go around the offices in Myanmar, you will find that there are more women than men.

So naturally, you would ask what men do. Men, of course, go to sea as seamen or join the army. But, in other spheres, I think there is more domination by women than men. So, I must partly blame Honda for the majority of successful candidates being women. I wonder what the rate of success at the university entrance level in Japan is.



Kazuko Matsumoto

I understand your explanation about men and women entering university in Myanmar. Is there any particular point I should address?

U Thet Tun

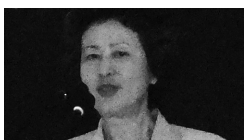
For example, the teaching profession is 90% women. We can argue that young children may be easily handled by women teachers, and of course, at the higher level they are grown up. But, you can also say that teenage boys cannot be managed by women teachers, therefore you need men. So, we give preference to men.

In medicine, also, of course men do better as surgeons because they are not afraid of seeing blood, but there are more women physicians than male surgeons.

Also in dental studies, female students do very well in their theory work, but have they got enough strength to pull out teeth?

In the forest service, is it safe to have female foresters?

So, the authorities have to deduce many reasons for a better balance; otherwise, Myanmar bureaucracy would be 80%/20%.



Kazuko Matsumoto

Thank you, I understand your situation in Myanmar. Also you have a similar problem. We can share the problem and maybe exchange opinions. That will help both countries. Thank you.

Question from Myint Wai

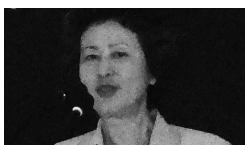
My name is Myint Wai. I would like to make a statement regarding women in Myanmar. I think you know Mr. William Fielding, the person who wrote the book about the soul of Burma in which he mentioned the women in Myanmar. This was in the colonial time, that was before 1889, when our country was colonized by the British. In the book, he mentioned the ladies of Myanmar. He met some of the wives

of the heads of villages when he toured around.

One day he met a lady, the wife of the head of a village, making a judgment on a thief, deciding on whether he should receive 50 lashes on his back. Why was she in that position? It was because her husband was away from home. So, she took the place of her husband and made a very tough, bold decision to give punishment to that thief.

There are about three separate incidents he mentioned, but he was wondering why the ladies of Myanmar do not take the name of the husband. He was wondering this and he jokingly mentioned that the ladies of Myanmar may be very strong at heart, which is why they don't bother to take the name of their husbands.

So, you talked about education, and if I have to talk about education, MAJA is sending some students with the cooperation of the Japanese embassy as scholars to Japan. So far I remember, 9 out of 10 people happened to be girls going for the scholarship. So, the question I would like to raise is when Japanese ladies started taking the names of their husbands. And why not? Physiologically, or another concept? Why our ladies not taking name? Why take the names of their husbands when they get married? In Thailand, Laos, Cambodia, India, Sri Lanka, Japan, everywhere, they take the names of their husbands, but why not in Myanmar? I want to know your thinking about why we don't do it.



Kazuko Matsumoto

Well, that is a difficult question. I'd like to ask one of the delegates from Japan who knows the answer.

You don't know when and why women take their husband's name? (to the delegation of Honda Foundation)

Sorry, we don't know.

Comment from Audience 1

Thank you so much for your presentation. We didn't know so much about your country. Actually it's not a question, but I would like to explain about Myanmar's Women's Affairs Federation. Before 1995, there was no organization for women in Myanmar. But, after attending Fourth World Conference on Women held in Beijing, the government took concerted action for the advancement of women. So, the National Committee for Women's Affairs, NCWA, was established in July 1996, so this day, July 3rd is our Women's Day. I want to let you know that our Women's Day is July 3rd.

So, we have implemented activities for the advancement of women and have achieved tremendous progress over the last few years. However, a committee being composed only of members, the scope of activities was confined only to members. So to widen the scope and area of activities for the advancement and security of women, the Myanmar Women's Affairs Federation was formed on December 20th 2003.

Subsequently, women's affairs organizations from the state and regional level to the grassroots village and ward level carried out all the activities. Now we have carried out the activities, the critical areas of concern which were laid down by the Beijing Platform for Action, such as health, culture, economy, violence against women, female child trafficking, rehabilitation, environment and national affairs. Apart from these activities, currently we emphasize joining the micro-credit scheme to alleviate poverty. Besides protecting women against violence and trafficking, we also rehabilitate and reintegrate traffic victims and elderly homeless people. These are the activities we are taking.

Apart from that, our women are now at the forefront and are active in all industrial sectors. Under the Constitution of the Union of Myanmar 2008, women enjoy equal rights as men. To increase the participation of women in the political sector is significant. It can be seen that women have achieved the right to participate in all three organs of power: legislative, executive and judicial. So, I hope that you will understand that we are now taking these steps.

According to 2006/2007 statistics, the percentage of women serving in high-level posts at various government departments was about 33%. According to 2009/2010 statistics, women serving in various posts at the education department, like lecturers, assistants and directors, was about 75%. Education officers, about 77%. In various ministries, you will learn that women are serving as managing directors, director generals, university rectors and medical superintendents with equal status as men.

In the judiciary, a number of women are serving as judges and advocates.

The participating of women in various sectors plays a vital role in the development of the nation. Through education, experience and exposure, Myanmar women have established themselves in leadership and decision-making positions in the socioeconomic life of Myanmar.

In international affairs, women from government departments and NGO participants are active in international conferences, seminars and workshops.

I hope that you remember that we attended the Beijing Platform for Action held in China. We have also attended ASEAN+3 workshops.

So, director generals, councilors, deputy head of missions in Myanmar embassies went abroad.

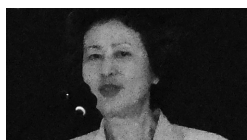
In the business sector also, women are actively engaged in an equal footing as men.

Internationally and in ASEAN, on the April 7th 2010 the ASEAN commission on the promotion and protection of the rights of women and children, ACWC, was formed and from Myanmar, there are two representatives. One is for women's rights, she is from MWA, and one is from the department of social welfare.

Now, Myanmar's women's members are about 5.3836 million, so we are taking part in the advancement and empowerment of women as well as the protection of women's lives.

In spite of the many challenges we have to face, Myanmar's Women's Affairs is striving for the elevation of poverty and the advancement of women from all walks of life in various sectors.

Thank you.



Kazuko Matsumoto

Thank you very much for the very valuable information. All of us know that there are many aspects of women's issues. Today, I focused mainly on higher education, but as you said just now, there are many problems and aspects that are related to women's issues. Women's enhancement committees or commissions are held everywhere in Asia and in other countries.

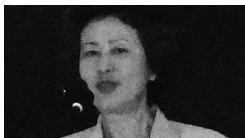
Thank you for your information.

Question from Audience 2

Thank you very much for your very informative talk. I am from Taunggyi, the capital of Shan state.

In Myanmar, we still have some restrictions in rural areas. Most parents from rural areas think that education is not an essential thing for their children. We also have some limitations in religious matters. So, I'd like to ask you if Japan does or did

have such limitations. If so, how did you try to overcome them? And if you didn't have any, what suggestions would you give to us to overcome such limitations in rural areas? Thank you.



Kazuko Matsumoto

As far as I know, perhaps Japan doesn't have any such kind of restrictions for women today. As long as a woman has a strong will, a determined mind, and she wants to do something or be in a certain position, she can. Basically, all women have opportunities. But still, the fact is there is less advantage for women.

Question from Audience 3

Thank you very much for your nice presentation. I want to know that according to your slide "Recent Social Changes Urging Globalization and Women Resources Empowerment at Universities in Japan," there is a decrease in the marriage rate and birth rate causing a population distribution of less children. Does it influence the Japanese students attending universities?

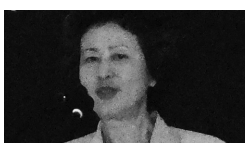


Kazuko Matsumoto

It is only for older people, not only for university students. But, these are statistics for all people in the younger generation, both men and women. Marriage rate is decreasing, and birth rate is also decreasing. Birth rate is only for women, but marriage rate is decreasing for both genders.

Question from Audience 3

According to the slide "Globalization at the University of Tokyo," you compared just the foreign students distribution, but you did not compare the foreign students with the Japanese students at that university. I just want to know if the increase in the foreign students does not decrease the Japanese students.



Kazuko Matsumoto

Foreign students, I'm sure are increasing in major universities in Japan.

The number of Japanese students is slightly decreasing recently because the student number is decreasing.

Question from Audience 3

Thank you. This is just a personal question. I want to know your opinions about marriage and childbirth because you are a Japanese woman too. I think they have decreased because of the materialism in highly developed countries. I want to know other women's opinions, especially Japanese women's opinions.



Kazuko Matsumoto

Marriage shouldn't disturb any family life. She should be able to work as far as she wants to. Marriage means it is a usual matter, so I don't have any special opinion about that.

Comment from Audience 3

The last one is just my comment. I had the chance to meet Japanese women who are volunteering in the rehabilitation process of last year's disaster, and I was very impressed about their mind and their strength to take part in that process. I'm also interested in the NWECE seminar and hope that Myanmar can join NWECE seminar in the near future. Thank you very much.



Small Remark

HONDA-MAJA
Ecotechnological Workshop

Social Innovation in Asia

**Hiroyuki Yoshino**

Former President & CEO, Honda Motor Co., Ltd.

I'm very pleased today, and I am enjoying my first visit to this country. As somebody said, if my memory is correct, Honda has some 130 plants in 30 countries. And of course in the Asian region, we have both motorcycle and automobile plants in most of the countries except a couple including Myanmar.

Before I left Japan on this trip, I discussed with my staff at Honda Motor about what they think about Myanmar in the future, and the response was very promising. They recognize that the people of Myanmar are very diligent and high quality and high ability. So according to them, they are now vigorously studying how and when they will get into this country to contribute to the industrialization and mobility of the people.

Today, I also got the impression that Myanmar people are very positive about the future, so I promise to bring that information and my impression back to Japan to our current management, and you can expect it will be not so long before Honda will be in this country.

Thank you very much.



Closing Remarks

HONDA-MAJA
Ecotechnological Workshop

Social Innovation in Asia

Closing Remarks



Si Si Shein
Vice President, MAJA

His Excellencies, representatives of Honda Foundation: President and executive members of MAJA: invited guests: and participants. On behalf of the joint organization of Honda Foundation and MAJA, I would like to thank you all for your kind participation to make this workshop successful.

My special thanks go to Dr. Taizo Yakushiji and Dr. Kazuko Matsumoto for their interesting talks on “Japan’s Scitech Diplomacy” and “University Globalization and Women’s Resources Empowerment in Japan and Asia.”

I’m sure that all who are present here today have gained invaluable and fruitful knowledge through the discussions. I’m also of the opinion that the discussions and ideas emerging out of this workshop will pave the way for improving Myanmar’s participation in the global process. Finally, I wish to reiterate my sincere thanks to all the participants and everyone who has contributed in various capacities in making this workshop a success.

Thank you.

Closing Remarks



Kunio Nakajima

Vice President, HOF

Thank you for your kind introduction. I am Kunio Nakajima, Vice President of Honda Foundation.

Through the presentations and discussions, I believe that this workshop became very fruitful and valuable for all of us here today. We have seen presentations by experts of “Japan’s Scitech diplomacy” and “University Globalization and Women Resources Empowerment in Japan and Asia.” Today, we heard prestigious representatives all together from academics, industry and various areas. I suppose that’s a section free society.

By the way, this is the first time for almost all of the Japanese members to come to Myanmar, but in my opinion, we all feel that we have already met four or five times.

This is a very important relationship between Myanmar and Japan. Taking this workshop as the beginning, Honda Foundation would like to maintain close relationships with MAJA for further development of both of us.

I thank you very much for attending this workshop. Thank you.



Published by: Satoshi Matsuzawa

Honda Foundation 6-20, Yaesu 2-chome, Chuo-ku, Tokyo 104-0028, Japan

TEL: +81-3-3274-5125 FAX: +81-3-3274-5103 <http://www.hondafoundation.jp>

©2013 Honda Foundation

Published April 2013

HONDA-MAJA
Ecotechnological Workshop
"Social Innovation in Asia"

