Activities of Gender Equality Promotion Committee in the Physical Society of Japan

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Some of our recent activities on the committee are as follows.

1. The large-scale survey for gender equality in science and technology results are presented

The Japan Inter-Society Liaison Association Committee for Promoting Equal Participation of Men and Women in Science and Engineering (EPMEWSE) has conducted several surveys over more than a decade. The one held in 2021was participated by more than 100 societies and 16,000 science and engineering researchers. The analysis process was performed, and the results are presented in Japanese and English. The petitions to the government on gender equality and other policies, such as selective surname for couples are based on those survey results.

2. Support motivated high school female students

JPS has been supporting summer camps called “Natsugaku” for girls in junior and senior high schools, their parents, and the teachers. JPS also supports another summer camp called “Kansai science school,” which is held multiple times a year at universities in the Kansai area. The recent activities are provided online so that the participants from a wider area can attend. The NPO organizations are based on those long-term activities, and both earn interests and financial support from various companies.

3. Proportion of women physicists in JPS

JPS members are about 15,000 in 2025, and about 1,000 are women. The majority of the JPS members belong to universities (64 %), research institutes (11 %), or private companies (9 %) and the students share 16 % of university members. Among students, 12 % are women, and the efforts are made to increase the women’s presence at the senior level. The percentage of women directors in JPS has been about the same as the percentage of women members from 2003 to 2015. From 2015, active promotion of women began in JPS, expecting the leadership of the women directors. As a result, the percentage of woman directors has increase since, though it remains around 30%.

Introduction of Women in Physics Events in Taipei

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Established in 1999 under the Physical Society of the Republic of China and formalized in 2003, the Working Group for Women in Physics in Taiwan has promoted women physicists and monitored their representation in the field. This report summarizes recent trends, including the proportion of women graduates in physics and astronomy at all academic levels and the number of Ministry of Science and Technology grants awarded to female faculty. It concludes with recommendations for advancing the status of women in physics in Taiwan.

Gender Trends in Applied Physics Enrollment at UPLB: Reflections on Philippine Physics Education

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This study analyzes the gender distribution of Bachelor of Science in Applied Physics students at the University of the Philippines Los Baños (UPLB) from 2018 to 2025 and situates the findings within broader issues of Philippine physics education. Enrollment patterns reveal persistent male dominance, with men comprising 55% to 77% of students from 2018 to 2021 and women often below one-third representation. Gender parity was achieved in 2022 and 2024, but the balance proved fragile, as female participation dropped sharply in 2025 to just over 20%. These trends underscore both the potential for inclusivity and the ongoing barriers women face in pursuing physics.

The national context reflects similar challenges. Results from the 2022 Programme for International Student Assessment (PISA) showed Filipino 15-year-olds performing below OECD averages in mathematics, reading, and science, with limited high achievers. While girls outperformed boys in reading and mathematics, this advantage does not consistently translate into higher female participation in advanced physics programs. Teacher-related constraints, such as broad curricula, low student concept retention, weak math foundations, and inadequate laboratory resources, could have contributed further compound these issues. Although innovations like inquiry-based learning foster collaboration and motivation, resource shortages, large class sizes, and uneven teacher specialization remain significant barriers.

Taken together, the enrollment patterns in UPLB's Applied Physics program and the national educational landscape highlight the interplay between gender disparities, systemic challenges in science education, and the need for sustained interventions. Strengthening female representation in physics requires not only program-level strategies, such as mentorship, recruitment, and role model visibility, but also nationwide improvements in science teaching quality, teacher support, and resource allocation.