SURVEY OF COURSES ON WOMEN'S STUDIES AND RELATED SUBJECTS IN INSTITUTIONS OF HIGHER EDUCATION IN JAPAN

I. BACKGROUND

Since 1983 NWEC has been running a series of surveys on courses offered in women's studies in institutions of higher education in Japan, in order to collect the latest information on trends in courses and research activities in women's studies. This survey is the only one of its kind in Japan.

The results of each survey are published in a report, and in 1986 and 1990 English versions were also compiled and disseminated to related organizations in various countries of the world. Summaries of the survey results have been published on five occasions in the Newsletter, starting with Vol. 2, No. 1 in 1985. An report in Vol. 5, No. 1 in 1988 tracked changes of trends over the previous five years, and in Vol. 8, No. 2 a detailed report of survey results, including statistical data, was given.

In 1990 NWEC obtained a medium-sized general purpose computer, and began to convert all procedures to electronic data processing. For example, drawing questionnaire sheets with data, constructing a database, analyzing statistics and compiling reports. Because of this the surveys were temporarily halted after 1990. In 1995, the work of inputting the results of the 8th survey into a database was completed, and we started to provide this database service through NWEC's online information service WINET (Women's Information Network System).

The results of the 8th survey carried out in August, 1993 have been available through WINET since May, 1994, under the title 'Women's Study Programmes 1993 Survey Database,' and in July a report was published, compiled from printouts of the database information.

- "Women's Studies in Japan, 1988," 'Survey of courses on women's studies and related subjects in institutions of higher education in Japan (Fiscal year 1990, 1984: Japan's fiscal year and academic year begin in April and end in March of the following year). A part of the results of the 7th survey were included in a chapter on 'women's studies courses and research centers' in "WISH: The International Handbook of Women's Studies,' published by Harvester Wheatsheaf at the end of 1993.

Table 1: Number of institutions offering courses, and number of courses by type of institution

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Number of institutions offering courses</th>
<th>Number of courses</th>
<th>Type of institution</th>
<th>Number of institutions offering courses</th>
<th>Number of courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Universities</td>
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<td>176</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Regional Universities</td>
<td>6</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local universities</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private universities</td>
<td>32</td>
<td>29</td>
<td></td>
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<tr>
<td>Universities</td>
<td>30</td>
<td>176</td>
<td></td>
<td></td>
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<td>Regional universities</td>
<td>6</td>
<td>31</td>
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<td></td>
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<tr>
<td>Local universities</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private universities</td>
<td>32</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of the to 1</td>
<td>1</td>
<td>0</td>
<td>University of the to 1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1,010</td>
<td>555</td>
<td>Total</td>
<td>1,010</td>
<td>555</td>
</tr>
</tbody>
</table>

Note: Figures in this table include university extensions offering courses related to women's studies.

Contents

- Survey of Courses on Women's Studies and Related Subjects in Institutions of Higher Education in Japan
- Workshop for Staff of Women's Education Centers - Outline, Situation and Issues Seen from the Field
- Survey of Private Women's Universities - Information on Population, Graduates, Employment Rates, etc.
- Japanese Women Today: A Comprehensive Survey of the Situation of Women in Japan
- Ministry of Education, Science and Culture FY 1994 Budget for Women's Affairs
- Current Policies to Care for the Elderly
- A New Era for Women University Students Seeking Work
- Women's Centres in Japan
- Women's Commission, National Civilian Council in Japan
- Organization of Women's Affairs, REMO

Vol.11, No.2, Nov. 1994
II. OUTLINE OF THE SURVEY (FOR 1993-94 ACADEMIC YEAR)

1. Title: Survey of Courses in Women's Studies and Related Subjects in Institutions of Higher Education in Japan

2. Implementation period: 25 August - 30 September, 1993

3. Persons surveyed: 1,102 research/instructors running courses on women's studies, or other subjects incorporating aspects of women's studies, in institutions of higher education such as universities and junior colleges

4. Method: Questionnaire dispatched by mail

5. Year surveyed: 1993 fiscal year

6. Information collected:
   a. DETAILS OF INSTITUTION: name, address, telephone number, whether national, local public, or private institution; whether autonomous or confessional institution; whether 4-year university or 2-year junior college
   b. DETAILS OF PERSONS RESPONSIBLE FOR COURSE: name; sex; occupation; position; specialty; institution to which attached; its address; its telephone number; type of institution
   c. INTENT OF COURSE:
      - a) Faculty
      - b) Course name; subject name; subject field code
      - c) Year launched; semester; whether general or comprehensive course; number of credits; grade of students; qualification gained; class procedure; evaluation of results; number of students
      - d) Part-time students: whether open to part-time students; qualifications for entry; course content; number of students
      - e) Course contents; reasons for selection of subject
      - f) Changes in Attitudes After the Influence on the institution (including teaching staff, administrative staff; etc.; problems and issues for the future)
   g. Subject names

7. Response
   Number of respondents: 1,095, of which 625 (66% women and 30% men) were persons running courses. The number of respondents not running courses in the 1992-93 academic year was 470.

8. SUMMARY OF SURVEY RESULTS
   a. NUMBERS OF INSTITUTIONS AND COURSES
      The survey found that courses were offered by 288 universities and junior colleges, or 66% of the total. This was an increase of 14.8 percentage points over the proportion offering courses in the 1990 survey (Table 1). A breakdown by type of institution shows that there was a significant increase in the number of national universities offering courses, from 57 (for 38.1% of all national schools) in 1989-90 to 77 (for 57.8%), an increase of ten schools or 9.7 percentage points. Furthermore, eight courses were given in six schools at the postgraduate level. The number of courses increased by 42 from 634 in 1990 to 676, showing a higher rate of growth than the number of institutions offering courses. The number of courses offered at educational national schools has increased by more than 50%; from 46 to 70, and at private women's schools by more than 30%. From 88 to 117.
      Table 2 shows a breakdown of courses taught as a general subject and courses taught as part of a comprehensive course. The number of general courses increased in both women's and educational institutions to a total of 434, whereas the number of courses taught as part of a comprehensive course grew only slightly, indicating a relative decline in the proportion of courses taught in a comprehensive course.
   b. COURSE PARTICIPANTS
      Table 3 shows that a total of 56,781 students attended these courses, of whom 44,403 (77.8%) were women and 12,378 (22.2%) were men, leaving 3,748 (6.4%) of unspecified sex. The total number of participating students has greatly increased 1.4% since the 1990 survey, with an increase among male students from 6,000, indicating a possible increase in participation by male students. Respondents gave approximate numbers of students, some gave only a total figure because their large student numbers made it difficult to specify sexes, and for some courses there was no information on student numbers. However, it is estimated that around 57,000 students took courses offered in women's studies, including some respondents who gave approximate numbers. The number of students of both sexes is shown in Figure 1.

9. PERSONS RESPONSIBLE FOR COURSES
   Compared with the 824 persons responsible for courses in the 1990 survey, this survey's figure of 800 shows a slight decline. However, the significant statistics here are the number of full-time
women persons responsible for courses, which has grown from 235 in 1990 to 423 this time, and the proportion of women responsible for courses who are full-time staff members of their institutions, which has grown from 63.7% to 72.9%.

8.4 SUBJECT NAMES AND SUBJECT AREA CODES

Course names and subject names have been included in previous surveys, but this time subject field codes were added. In terms of subject field codes, most of the courses were classified as women's studies: 279 courses or 54.8% of the total. The remaining 45.2% were courses related to women's studies, which incorporate aspects of women's studies, and of these the most common fields were history/geography (42 courses), followed by social studies (37 courses), home economics (27 courses), education studies (25 courses), and literature (25 courses). However, there were no courses related to women's studies given in the natural science fields excluding medicine, and in technical engineering fields, and this was mentioned as a significant issue by some respondents.

If we look at the names given to courses and subjects, we find the most frequently used names are as follows: women (217 courses); women's studies (92 courses); views on women (51 courses); history of women (47 courses); family (47 courses); women's issues (56 courses); men and women (25 courses); the home (23 courses); gender (19 courses); feminism (19 courses); female labor (12 courses). More than 60% of the courses used one or more of these terms in their names.

For the first time since these surveys began, 'men's studies' was mentioned as a subject name. At Kyoto University, courses clearly identifying men's issues include a course in men's studies are offered, at Tokyo Women's University, a course called 'women's studies / men's studies' offered, and at Okayama University, 'new women's views on men'. A comprehensive course including the subject of men's studies is offered at Nagoya Women's University.

8.5 CHANGES IN ATTITUDES AFTER THE COURSE

The main report disclosed that both male and female students indicated a basing of their personal sense of gender identity as a result of taking courses. The majority reacted positively, expressed in terms of 'a bolding of self-consciousness' or 'attempts to self-reconstruction', and a large number of students have begun to select women's studies or a related subject for their graduation thesis or postgraduate research project. However, the number of courses or negative reactions were also reported. In overall terms, these courses have considerable impact, though there are both positive and negative reactions.

The fiscal year 1993 survey produced similar results, and on this occasion there were also some responses indicating 'no change in students', or 'only superficial understanding. To determine whether there is any significant change will require evaluation over a longer term.

8.6 ISSUES FOR THE FUTURE

A number of responses mentioned such issues as the preparation of a structured, systematic curriculum for women's studies, and this issue with subjects closely related to women's studies for teaching in combination or in progress stage. There were also references to the need for greater cooperation between subject instructors of a comprehensive course.

Other issues mentioned were:
- the need for courses on men's studies and views on men
- the need to start courses in women's studies in agriculture, engineering and medical faculties
- the lack of persons to be responsible for courses or suitably qualified instructors
- the problem in cooperation with libraries
- the problem in building visual aids such as videos and films
- the wish to extend courses throughout the academic year and increase the number of credits

9. Special Characteristics of the 8th Survey

9.1 The number of male students taking these courses is increasing. The number has increased with each survey from the 1,009 male students in the 1984 academic year, and has particularly noticeable this time, due to the growth in the number of courses offered at co-educational institutions.

9.2 More of the women instructors running these courses are full-time teaching staff. In the past a high proportion of the women teaching courses related to women's studies in Japan were part-timers, but in the 1990 survey the proportion of full-time staff was 22.9%, a big increase from the 63.7% of the previous survey, and the highest level recorded since the surveys began.

9.3 The proportion of courses taught as part of a comprehensive course has declined, relative to that of general courses. Under 'issues for the future', some respondents made such comments as 'It's difficult to find suitably qualified instructors', 'courses tend to lack focus', 'subject content is repetitious', which may be related to the decline in comprehensive courses. However, the view was expressed that women's studies has gained greater recognition through courses given as a comprehensive course, while the importance of establishing women's studies as a general subject was also pointed out.

Another feature is the growing need for consultation and collaboration in running courses, in light of the fact that they often range of different courses related to women's studies within one institution.

10. Conclusion

Twenty years have now passed since courses in women's studies began to increase in Japan in the mid-seventies, and a certain degree of public recognition has been gained. The recent growth in popularity is apparent from the steady increase in the number of universities offering courses, the fewer voices claiming that women's studies are not appreciated within institutions including teaching staff, administrative staff etc., and the number of courses quoted in "WISH: the International Handbook of Women's Studies", at which 106 courses second only to America's 484.

However, according to the WISH handbook there are higher education institutions in the U.S.A. and the U.K. which offer degrees in women's studies, but to such institutions there has as far as appeared in Japan. Furthermore, there has been no recent progress at the postgraduate level in the same courses offered.
WORKSHOP FOR STAFF OF WOMEN'S EDUCATION CENTRES: OUTLINE, SITUATION AND ISSUES SEEN FROM THE INSIDE

1 INTRODUCTION

With the overall objective of upgrading women's education programmes run by facilities for women's education, a workshop was held from 14th to 16th June 1984 on the basis of the report of the "Facilities for Women's and Adult Education Programme". Thinking about Current Issues, it was designed for the staff of these facilities, to give them practical training on the skills and knowledge needed to design and run adult education programmes from the standpoint of solving women's problems in society.

This programme was initially undertaken by the Women's Education Division of the Ministry of Education, Science and Culture but it has been run by NWECC ever since the latter's founding in FY1977. It provides training for facilities staff, including the training of instructors in women's education, and participants' travel expenses are borne by NWECC.

2 OUTLINE, SITUATION AND ISSUES SEEN FROM THE INSIDE

1. Changes in participants' profiles (extract)

Since the broadcasting in scope of participants from FY1992, more and more different types of facilities involved in women's adu llt education are now participating, and this trend is likely to continue. It results from the fact that, as adult education becomes more popular, large numbers of facilities have been set up to respond to requests for higher level and more diverse adult education programmes for women that are designed to promote the formation of a new type of society in which men and women actively and jointly participate in all areas at all levels. It may also be a reflection of the approach of these facilities as bases for the solving of women's issues in society.

The participating facilities were designated by the board of education of the prefectures and designated cities, but as there are many local government offices and education centres, a vertical alignment of the central administration is apparent.

Though in the last three years, the number of men participating has declined, while there are increasing numbers of women participating is showing a Stage-group. Many of the staff in public facilities are in their 50s and in the private facilities in their 60s.

One reason for this is that the staff appointed have often just retired from careers in social or educational work. As it is important for the staff to have a thorough understanding of women's issues in order to tackle the basic issues in women's education, the appointment of personnel from fields other than social education requires caution to ensure that policy directions are planned to change attitudes and prevent the re-emergence of gender-based roles in the field of reproduction.

The achievement of 'equality under the law' to 'equality in practice' will require not only the encouragement of more female staff, but also the participation and training of young women staff. (Tables 1-3 and 1-2)

The majority of participants are staff involved in the planning and running of projects who have had only a few years of experience, so this is a good opportunity for training on women's issues, and it is also desirable from the viewpoint of upgrading the quality of staff and providing personalized training. Again, for those in management positions, or in senior positions, it provides training in women's issues from a fresh viewpoint, and is like a vehicle for a sort of recurrent training that will contribute to a review of projects and staff guidance. (Tables 1-3 and 1-4)
2. Women’s education programmes, and their budgets, sponsored by women’s education centres (extract)

3. Generally speaking, the culture school type of programme is more popular, due to the influence of local media, staffing, budget etc. In private facilities, in order to secure costs, they face the tough situation of being forced into putting its content which can easily be tied directly to local residents’ requests. Facilities in the future must adjust their curriculum to pick up society’s and women’s trends, and take up everyday issues closely connected to local needs, and which involve women involved in the reform of attitudes towards gender-based roles. They must also become bases for: identifying women’s problems.

4. It is important to ensure that in using information or publicity materials for teaching purposes, the standpoint of educating on women’s issues and teaching women’s problems is always included. Further, effective methods of providing information, such as designing a network with study information centres, need to be examined.

5. Consulting programmes should teach counselling methods that are not about teaching but about listening, about making the client aware of her or his own problems, and where necessary referring the client to a specialist organization, and also plan for the improvement of the consultation system, and cooperation with specialist organisations and other consultation programmes.

6. Family education programmes should aim to encourage enlightened thinking that will work towards drawing off traditional attitudes on gender-based roles.

Table 3: Model Programmes (from Workshop for Staff of Women’s Education Centres 1994)

<table>
<thead>
<tr>
<th>Topic (a)</th>
<th>Method (b)</th>
<th>Points (c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Role-play</td>
<td>1. Help in advising and counseling people on various situations.</td>
</tr>
<tr>
<td>Session 2</td>
<td>Role-play</td>
<td>2. Arrangement of theatre group.</td>
</tr>
<tr>
<td>Session 3</td>
<td>Role-play</td>
<td>3. Member of advisory council.</td>
</tr>
<tr>
<td>Session 4</td>
<td>Role-play</td>
<td>4. Member of advisory council.</td>
</tr>
<tr>
<td>Session 5</td>
<td>Role-play</td>
<td>5. Member of advisory council.</td>
</tr>
<tr>
<td>Session 6</td>
<td>Role-play</td>
<td>6. Member of advisory council.</td>
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<tr>
<td>Session 7</td>
<td>Role-play</td>
<td>7. Member of advisory council.</td>
</tr>
<tr>
<td>Session 8</td>
<td>Role-play</td>
<td>8. Member of advisory council.</td>
</tr>
<tr>
<td>Session 9</td>
<td>Role-play</td>
<td>9. Member of advisory council.</td>
</tr>
<tr>
<td>Session 10</td>
<td>Role-play</td>
<td>10. Member of advisory council.</td>
</tr>
</tbody>
</table>

Programme names of the other three training groups are as follows:

(1) Training Group (2 - 3 - 4) Produced by Group A, B, C, D, E - F
Programme Name: "Let’s send pots to the women of South East Asia!"

(2) Training Group (2 - 3 - 4) Produced by Group A, B, C, D, E - F
Programme Name: "What really politics? - from policy planning to joint participation on equal terms"

(3) Training Group (2 - 3 - 4) Produced by Group A, B, C, D, E - F
Programme Name: "More Horneous Living for Men and Women" Part 1: How Do We Help Look after Baby Part 2: Child Bearing for 1st Grade Moms and Dads

Nov. 1994
**SURVEY REPORT**

**Lifestyle Survey: A Comparison of Japanese, American, and Taiwanese High School Students' Attitudes (extract)**

This survey was undertaken jointly by the Hitachi Council for Promotion of Literacy Education and Youth Research Institute of Japan, to investigate attitudes among Japanese, American, and Taiwanese high school students. It was carried out in October, 1971 in Japan and Taiwan and in November, 1970 in America. The questionnaire used is in each of the three countries is essentially identical. There were 1,000 responses from Japanese students, 1,000 from American students and 1,000 from Taiwanese students. A noteworthy feature of the survey is the inclusion of Taiwan. Here is an extract of the report on the survey results.

1. **Evaluation of One's Attitude to Life**

   The response to the question, "Are you self-confident about your life?" indicates that the American high school students are the most confident about their lives (Figure 1). As many as 30.6% of the American students answered that they were very self-confident, more than double the ratio of Japanese and Taiwanese students. The result illustrates the huge difference between American culture, where a positive self-evaluation is considered good, and oriental culture, which encourages modesty in self-evaluation. By sex, more boys than girls expressed self-confidence in each of the three countries (Table 1).

2. **Concern about the Future and Value of Studying**

   Students were asked to judge which of two statements was closer to their own views: "Either young people should not worry about the future but should enjoy life fully" or "It is important to study hard now in order to prepare for the future." Relatively more Japanese students agreed with the first statement than Americans or Taiwanese, the proportions being 52.7% of the Japanese, 34.8% of the Americans, and only 29.1% of the Taiwanese (Figure 2). When broken down by sex, the figures show that more boys than girls agreed with the first statement in each of the three countries. The disparity was particularly large among the American students, followed by the Japanese and then the Taiwanese. The disparity is still apparent for the boys and girls is less than 1 (Table 2).

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**Table 1** Self Confidence (Japan, America, Taiwan; by sex %)

<table>
<thead>
<tr>
<th></th>
<th>Japan</th>
<th>America</th>
<th>Taiwan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teenager</td>
<td>40</td>
<td>36</td>
<td>30</td>
</tr>
<tr>
<td>Adult</td>
<td>35</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td>Average</td>
<td>35</td>
<td>34</td>
<td>25</td>
</tr>
</tbody>
</table>

**Table 2** Concern about the Future & Attitudes to Life (Japan, America, Taiwan; by sex %)

<table>
<thead>
<tr>
<th></th>
<th>Japan</th>
<th>America</th>
<th>Taiwan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teenager</td>
<td>35</td>
<td>32</td>
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</tr>
<tr>
<td>Adult</td>
<td>32</td>
<td>29</td>
<td>23</td>
</tr>
<tr>
<td>Average</td>
<td>32</td>
<td>29</td>
<td>22</td>
</tr>
</tbody>
</table>
As a related question, students were asked if they thought they should study hard while at high school, even if they were assured of a reasonably secure lifestyle in the future. The Japanese students indicated a much lower level of agreement with this statement than the other groups (Figure 3). In sex

Figure 3 Basic Attitudes to Study (Japan, America, Taiwan; all students)

Table 3 Basic Attitudes to Study (Japan, America, Taiwan; by sex)

3. Satisfaction with Gender

A comparison of the responses to the question "Are you glad you were born a boy (girl)?" shows 90% of the American students satisfied with their gender, with little disparity between boys and girls. In terms of status of satisfaction, the three countries declined: Japan, Japan, and Taiwan, with increasing dissimilarities between boys and girls. All three countries showed higher rates of dissatisfaction with gender among boys, reflecting stereotypes in society towards boys (Figure 4, Table 6). Where gender discrimination exists, or rigid distinctions between the sexes are made, there is a stronger possibility that feelings of loss or gain due to one's gender will be generated. These responses indicate that equality between the sexes is most advanced in America, followed by Japan and then Taiwan. The disparity between the responses of boys and girls in Taiwan is noticeably huge, suggesting that male supremacy is a powerful force in Taiwanese society.

There were in all 33 questions to cover attitudes to a wide range of issues affecting high school students' lives, from schoolwork to recreation. The American students highly positive responses to many of the questions were striking. The study was extremely interesting but did indicate how cultural differences are also to be seen in individual's evaluations of their attitudes to life.

**JAPANESE WOMEN TODAY**

**Ministry of Education, Science and Culture FY1994 Budget for Women's Issues**

1. Introduction

The Ministry of Education, Science and Culture promotes adult education for women as part of its social education programme, and also runs projects for women in areas such as school education, sports for senior age-groups, and international co-operation, and plans a range of policies to bring about equality of the sexes and raise the status of women.

The proposed budget for FY1994 is designed to allocate adequate funds to each of these areas. Here are the outlines of some important projects newly introduced.

2. Comprehensive project to promote adult education for women

For the formation of a society in which men and women actively and jointly participate in all areas at all levels, women should be able to make for themselves rich and fulfilling lives within the social circumstances in which they see placed. To this end we need to create an environment in which women can develop throughout their lives the skills that will open up for them a variety of possible lifestyles, and thus can make active use of these skills in various ways in society.

Together with the promotion of higher education for women, we need to connect people's stereotyped attitudes to gender-based roles, so that meaningful equality of the sexes can be achieved. For this we are providing opportunities for study and the training of specialist instructors, and also running model projects in municipalities.

**Budget:** ¥115 million (new allocation)

47 prefectures/designated cities @ ¥2.30 million each

47 prefectures x 1 municipality unit @ ¥1 million each

**Project details:**

- **Auxiliary project organizer:** Prefectures/designated cities

**Details:**

a. **Research development projects**

A committee of academics and other specialists is set up to undertake research for study programmes on topical issues such as women in development and sexual harassment, and to produce educational materials. The committee also undertakes the overall planning of main projects.

b. **Training of Gender Equality Advisors**

To improve education and training in the sphere of sexual equality, courses for educational staff are provided, specialist instructors (gender equality advisors) are trained, lectures, seminars and training sessions are planned and implemented, and advice is given on the running of group activities.
Current Policies to Care for the Elderly

1 Care of the Elderly and Women's Issues

The aging of Japanese society is proceeding at a rate unseen in any other advanced country, and by the start of the next century we will have an extremely high proportion of elderly people. The problem of how to ensure the best of their physical or mental faculties is to be cared for in the greatest cause of anxiety for Japanese people approaching old age, and the improvement of measures for the care of the elderly has become one of the major topics in public policy.

This is also very much a woman's issue, both because women make up 60% of the elderly population, and also in the sense that women constitute the vast majority of those looking after the elderly, both in public sector care services and at home.

At present the provision of care services for the elderly is inadequate in qualitative terms, and so an enormous burden is placed on the families, and particularly on the women, who care for elderly members. In many cases it is difficult for women working for an elderly family member to continue to work, or participate in other ways in society, and so it becomes doubly necessary to improve measures for care of the elderly to ensure that women will not be impeded in their advances in contributing to society.

2 Current Measures

As measures to assist the elderly, a document "The General Policies of Measures for Old Age Society" was approved by cabinet decision in 1986. It set out in general broad policy directions that the government should pursue in a wide range of areas including employment, income guarantee, health, welfare, study, social participation, housing, housing environment, and research and development.

As specific policy measures, a series of targets, "A Ten-Year Strategy to Promote Health Care and Welfare for the Aged", also known as the "Gold Plan," was agreed in December, 1989. As this specified the introduction of a community tax to pursue the extra financial resources needed to support the aging society, it took the form of an agreement between three government ministries the Minister of Economy, responsible for the national's financial policies, the Minister of Health and Welfare, responsible for measures to care for the elderly, and the Minister of Home Affairs, responsible for local administration. Its main content, and the present extent of implementation, are shown in the table below.

<table>
<thead>
<tr>
<th>Project</th>
<th>Summary</th>
<th>Year 1994</th>
<th>Year 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-service center</td>
<td>Open additional centres to provide care services</td>
<td>2,500</td>
<td>3,000</td>
</tr>
<tr>
<td>In-care care services</td>
<td>Multi-service center to provide care services</td>
<td>2,400</td>
<td>3,000</td>
</tr>
<tr>
<td>Social care support</td>
<td>Social care support to provide multi-service</td>
<td>1,500</td>
<td>1,800</td>
</tr>
<tr>
<td>Other care support</td>
<td>Other care support to provide multi-service</td>
<td>1,000</td>
<td>1,500</td>
</tr>
<tr>
<td>Housing support</td>
<td>Housing support to provide care services</td>
<td>1,500</td>
<td>2,000</td>
</tr>
<tr>
<td>Specific policy measures</td>
<td>Specific policy measures to care for the elderly</td>
<td>1,000</td>
<td>1,500</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>11,500</td>
<td>13,000</td>
</tr>
</tbody>
</table>

GOLD PLAN Projects

- Multi-service center
- In-care care services
- Social care support
- Other care support
- Housing support
- Specific policy measures
the demand for services at the regional level. To this end, all local authorities are required to draw up a Health and Welfare Plan for the elderly, and plans must be complete for the whole country by August, 1994.

It will be particularly important to improve the quality of care services required to meet the specific needs of the elderly. It will also be necessary to extend the system on the basis of

A New Ice Age for Women University Students Seeking Work

With the strong yen currently extending the range of recession in Japan and compounding the after-effects of the ecstatic bubble bursting, many university graduates are said to be facing an 'employment ice age'. They are having to fight particularly hard for jobs, sometimes suffering the humiliation of being turned away by companies for simply requesting information about applying. The results of recent labour surveys attest to this worrying situation.

The Japanese academic year finishes in March, and young people traditionally start looking for jobs on 1st April. A labour survey undertaken during April, 1994, found the number of women school leavers without jobs to be 70,000, the highest number ever recorded during April. Furthermore, in May, 1994, according to a formal survey, the rate of unemployment among women aged 15-24 was 6.3%, also the highest figure on record.

Survey results reveal that in February, 1994, the number of women about to leave full-time education who had jobs lined up (excluding those in part-time jobs for the last week of February and those searching for jobs) was 280,000, a notable decline of 60,000 over the previous year. This figure can be broken down by last level of schooling, and comparisons made with earlier years going back to 1988. (See Figure 3.) Of these women, 100,000 were graduating from university or graduate school, a decrease of 70,000 over the previous year. This drop is also considerable in a figure that has recently remained fairly constant at around 80,000 every year. The numbers of women with jobs lined up, who were graduating from junior colleges or colleges of technology, and from regular high schools also dropped by 20,000 each, to 200,000 and 200,000 respectively.

The equivalent figures for men graduating from university or graduate school is 150,000, a drop of 30,000 over the previous year. The number of high school graduates with jobs, at 230,000 in 1994, has been declining for the last two years.

The current unemployment situation for the baby boom generation (born between 1971 and 1974) is exceptionally bad. The numbers between 1953 and 1960, and so graduates will have missed out on the period during the economic bubble when jobs were plentiful. However, those of this generation who left full-time education at 18, after graduation from high school, started working between 1985 and 1990, at just the time when good jobs were easy to find.

The subsequent generation of high school graduates, however, are suffering the same kind of difficulty finding jobs as the university graduates. (See Figure 2.)

We can follow the fortunes of new graduates up to 1st May through the School Basis of the Ministry of Education, Science and Culture. Despite the growth in the number of women graduates

Figure 1 Numbers of Women Due to Leave Education with Their Employment Decided

The current reluctance to employ new school and college graduates is creating a pool of unemployed young people. Their self-confidence will have suffered as a result of being shut out of society in this way. Employers are also negatively affected, as the age distribution of their staff, among both men and women, will be distorted to the figure of a whole generation of young people. The shadow of these difficult years will last well into the future.

Meanwhile over the longer term, the number of young people is expected to decline rapidly in future years, due to the trend to smaller families, and so the population of young workers will shrink more and more. Some companies see the current job shortages as an opportunity to recruit good staff, and so they are actively taking on staff. This surplus widening of employment opportunities for second generation baby boomers, who represent the last peak in the population of young people that Japan is going to see, can be regarded as a sort of advance investment in readiness for a period of chronic shortage of young labour.

(Nezyoku Negishi, Assistant Director, Labour Force Statistics Division, Statistics Bureau, Management and Coordination Agency)

Figure 2 Changes in Numbers of School and University Leavers

WOMEN’S GROUPS IN JAPAN

The Women’s Groups Section is written by representatives of the groups introduced.

Women’s Committee, National Christian Council in Japan

This Women’s Committee is made up of women representatives from the various denominations and organizations affiliated to the National Christian Council in Japan. Our objectives are to work together to proclaim the Gospel given in God’s Word, to bear His witness in society, and to maintain contact with other churches in Asia and throughout the world to promote Christian unity.

One of the main activities of the Women’s Committee is the World Day of Prayer Service. On the first Friday of March each year, Christians throughout the world all offer prayers for one particular cause. It is an occasion for deepening our faith, praising God and bringing His love into our daily lives. Japan has joined the World Day of Prayer Service every year since 1952, with the exception of 1945. Other regular activities of the Women’s Committee include bible study and preparing church-related materials for publication in Japanese, and then distributing them. On the World Day of Prayer Service in 1994, a total of 10,512 Christians assembled in 228 locations throughout Japan and made contributions totaling 88,824, 029. These contributions are to be used for missionary work in Japan and overseas, allocated in accordance with requests from affiliated denominations and organizations. Some is also put towards providing scholarships for Asian women divinity students.

The National Christian Council in Japan is currently taking up the theme “Taking responsibility for history - working towards living together in harmony.” We believe we have to tackle the issue of the responsibility we should shoulder to live in harmony with the rest of Asia. The 50th anniversary of the end of the Pacific War comes in 1995, and the Women’s Committee is greatly concerned about the still unresolved problem of the Asian ‘comfort women’ and is actively participating in meetings organized by citizens groups. We are also active in the Stop Child Prostitution Action Group, which is working to eliminate the seemingly endless problem of child prostitution in Asian countries.

To promote peace and protect human rights, we join hands with the women of Asia, and in our ongoing efforts to identify and fulfill a meaningful role, we link up with related organizations to participate in joint activities.

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Division of Women’s Affairs, RENG0

Women’s Activities in RENG0

RENGO is the popular name of the Japan Trade Union Confederation, Japan’s central organization of labour unions, which was formed in 1989 through the unifying of various unions into one central labor organization. It has 76 constituent organizations, and 8 million members, of which 22% are women.

The principles and procedures of the RENG0 movement are set out in “The Direction of RENG0”. One of the basic targets upheld in this document is the creation of a society in which men and women are truly equal, and RENG0 has a Division of Women’s Affairs to undertake activities in support of this aim.

Working under the slogan “Women’s active participation to bring about gender equality in the workplace, the home and in society at large”, RENG0’s activities are directed in the following four ways.

First, we plan to increase the number of women officers in RENG0’s executive organizations to reach 20% of the total by the year 2000, as a way of promoting wider participation on the part of women.

Secondly, we are actively demanding from the government revisions in laws and systems that affect women as follows: legislation for a system that allows workers with family care responsibilities to take time off to attend to such responsibilities; strengthening of the laws on gender equality, to provide equal opportunities in employment for men and women; promoting career counselling, job introductions, and training and development of working skills for women; providing adequate nursery facilities; improving social security payments during pregnancy and maternity leave; and reforming the household-based social insurance and tax system to an individual-based system, in recognition of the increase in numbers of women in the work force.

Thirdly, we are actively working through labour / management negotiations to reform labour agreements to eliminate sexual discrimination in the workplace, correct the gap in wage levels between men and women, introduce systems permitting time off for family duties, time off for care of children and family members and better maternal protection.

Fourthly, we support women’s activities by promoting women’s participation in trade union activities and establishing women’s organizations.

Additionally, RENG0 is active in strengthening solidarity with trade union movements in other countries, especially in Asia, through such organizations as the International Confederation of Free Trade Unions.

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PUBLICATION

ENGLISH BOOK ON JAPANESE WOMEN

1. JAPANESE WOMEN WORKING
   This book provides a wide range of perspectives on the study of working women in Japan over the last century. Contributors address issues of state policy towards and management of working women, and also provide accounts of the experiences of particular groups of women: domestic servants, hospital workers, textile workers, miners, housewives, and professional housewives.
   The book highlights many of the issues and decisions that have faced working women in Japan, and calls into question the accuracy of the prevailing domestic stereotype of Japanese women. Essays included span a period of rapid economic change, and indicate the importance of the overall economic environment, as well as cultural factors, in determining women's position in the labour market. Bringing together contributions by historians, economists, anthropologists and management specialists from Europe, Japan, and the United States, the book underlines the importance of a multidisciplinary approach in the study of women working. It is a major contribution to the existing English language literature on Japanese women, and will make it easier for non-specialists to become familiar with the critical issues of Japanese social and economic development.

2. DOING BUSINESS WITH JAPANESE MEN
   This is the first book at the uniquely delicate situation that confronts the Western businesswoman. Japan's long tradition of male dominance means that many Japanese businessmen refuse to take professional women seriously. Using real-life anecdotes, cultural explanations, and extensive lists of tactics and dos and don'ts, the book tells women how to construct a relationship with their Japanese counterparts and work effectively. Included are practical discussions of preparation, meeting protocol, socializing, and getting along, as well as tips on wardrobe, makeup, special health and safety concerns, and fighting off unwanted advances.

   Editors say: "This Handbook is a guide to international women's studies courses and centres, feminist organizations, libraries and publications and training for women. The aim of the Handbook is to empower women to participate fully in economic and educational life. The title of the Handbook recognizes the fact that women's studies involves both feminist practice and feminist study."
   Each of the book's four sections lists major areas of activity under the general umbrella, 'women's studies'.
   (1) International Women's Studies Courses and Research Centres
   (2) Training
   (3) Research Resources (books, clubs, bookshop libraries, archives, resource centres and information; women's organizations)
   (4) Publications: Journals, Magazines, Dictionaries and Handbooks
   The list of the first chapter, International Women's Studies Courses and Research Centres includes 106 women's studies courses in Japan extracted, on the basis of editors' principle, from the report of the 'Survey of Courses on Women's Studies and Related Subjects in Institutions of Higher Education in Japan (Fiscal 1990), which was conducted by NWEF. From the above report, the following items were extracted: university name, address, faculty or school, course title and theme. Universities are arranged in alphabetical order of prefectures in which they are located. The number of 166 comes second to 130 of the U.S.A., and is followed by 74 of the U.K. and 25 of Australia.
   In the second chapter, the book includes two institutions including NWEF. In the third chapter, two bookshops, two libraries and seven women's organizations; and in the fourth chapter, five magazines and two handbooks. According to our knowledge, the numbers of organizations and materials listed in each chapter are less than actual numbers, and it seems that some important ones are not included. We feel it is necessary to disseminate accurate information on Japan to various countries of the world.
   However, the book will enable people to construct a variety of networks. Especially, a large quantity of information about European countries and the U.S.A. is very useful for us in conducting surveys. To give an example, we have been using the book as a reliable material to get information on women's compass in various countries of the world.
INTRODUCING NWEC

1. NWEC PUBLICATIONS

(1) JAPANESE JOURNAL OF EDUCATION FOR WOMEN (IN JAPANESE)
Published to provide information on women's education in Japan and the world. Vol. 20 was published in September, 1994, with a special feature entitled 'Women's Centres in Various Countries: Their Situation and Problems'. This is intended to help build an international network on women's issues, facilitating contacts between the women involved and encouraging exchange of information, through learning about facilities provided for women in various countries. This issue features women's centres in Korea, the U.S.A., Germany and Nigeria. The reports on Korea and Nigeria were provided at our request by local experts on women's issues with whom NWEC has had previous contact. This project will be continued in future issues.

(2) PROCEEDINGS OF INTERNATIONAL FORUM ON INTERCULTURAL EXCHANGE 1993
The NWEC held the International Forum on Intercultural Exchange three times in three years from 1991 to 1993 under the theme of 'Women in Development (WID)'. The final goal of the Forum was that more people in Japan may have the viewpoint of WID and the international grass-roots network working among related organizations may be established. In 1991, the third year, we focused on the current situation with regard to four important issues in developing countries: literacy education, environmental protection, economic activities and violence against women, in all of which women are striving for social change as agents and beneficiaries of development.

We have just published the proceedings of the Forum of 1993. This includes the outline of Forums of 1991 and 1992, as comprehensive report of our thinking WID at those Forums for three years. Please let us know if you would like to get a copy of the proceedings, and we will send you an English version.

(3) "WELCOME TO NATIONAL WOMEN'S EDUCATION CENTRE OF JAPAN" INTRODUCTORY LEAFLET IN ENGLISH
This leaflet gives a brief outline of the National Women's Education Centre, together with information on how its superb facilities may be used by groups or individuals. It is hoped that the Centre will become more widely known and utilized by the foreign community in Japan and visitors from various countries of the world. If you would like to receive a copy of the leaflet, or can suggest an organization which would benefit from having this information, please write to us.

2. NWEC PROGRAMMES IN FY 1994

1994 NWEC TRAINING COURSE FOR INFORMATION PROCESSING ON WOMEN'S ISSUES
This programme was held from 28 July to 7 September, 1994, for a participant from the Asia Pacific region to acquire information processing skills through identifying women's issues, analyzing data and compiling a report of results. There were four participants, one each from China, Macau, Maldives and Papua New Guinea. A report of this programme is currently being edited, and the summary will appear in our next issue.

This programme has a further important objective of expanding the women's information network in the Asia Pacific region. The plan now is to expand the capacity of the programme to answer the many recent requests we have received from all over the region to increase the number of participants accepted.

EDITOR’S NOTE
As of October, 1994, this Newsletter is distributed to 1,336 organizations and individuals in 233 countries. In order to promote further exchange of information, we are currently seeking to increase our circulation. If you know of any organization not yet receiving this Newsletter, but would benefit from receiving it, please contact us at the address below. We also welcome any comments or questions you have relating to this Newsletter.

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