

# NWEC

## NEWSLETTER

A Biannual Publication of the National Women's Education Centre of Japan

### 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 1988 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. A 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 1992, the work of inputting the results of the 7th survey into a database was completed, and we started to provide this database service through NWEC's on-line 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), 1991'. (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

Fiscal year	Institution/course	1990						1992							
		Total number of institutions	Number of institutions offering courses			Number of courses			Total number of institutions	Number of institutions offering courses			Number of courses		
			Women's	Co-educational	Total	Women's	Co-educational	Total		Women's	Co-educational	Total	Women's	Co-educational	Total
National	Universities	96	2	25	27 (28.1%)	8	45	54	91	2	35	37 (37.8%)	9	70	79
	Junior colleges	44	0	1	1 (2.4%)	0	1	1	39	0	1	1 (2.6%)	0	1	1
Local public	Universities	39	5	3	10 (25.6%)	8	5	13	41	5	4	9 (22.0%)	11	5	16
	Junior colleges	34	4	6	10 (18.5%)	14	6	20	53	4	10	14 (26.4%)	13	11	24
Private	Universities	372	42	44	86 (23.1%)	89	78	167	384	38	50	88 (22.9%)	117	78	195
	Junior colleges	498	102	15	117 (23.5%)	179	29	208	499	98	21	119 (23.8%)	167	80	347
University of the Air		1	0	0	0	0	0	0	1	0	0	0	0	0	
<b>Total</b>		<b>1,101</b>	<b>155</b>	<b>95</b>	<b>251 (22.8%)</b>	<b>298</b>	<b>165</b>	<b>463</b>	<b>1,115</b>	<b>147</b>	<b>121</b>	<b>268 (24.0%)</b>	<b>317</b>	<b>195</b>	<b>512</b>

Note: Figures in ( ) indicate proportion of institutions offering courses related to women's studies

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## II. OUTLINE OF THE 8TH SURVEY (FOR 1993 FISCAL 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 :** 1,927 researchers/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 despatched by mail
5. **Year surveyed :** 1992 fiscal year
6. **Information collected :**
  - 1: **DETAILS OF INSTITUTION :** name; address; telephone number; whether national, local public or private institution; whether women's or co-educational institution; whether 4-year university or 2-year junior college.
  - 2: **DETAILS OF PERSON(S) RESPONSIBLE FOR COURSE :** name; sex; occupation; position; speciality; institution to which attached; its address; its telephone number; type of institution
  - 3: **DETAILS 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 cost; number of students
    - e. Course contents; reasons for selection of subject
    - f. Changes in Attitudes after the Course; 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 (425 women and 200 men) were persons running courses. The number of respondents not running courses in the 1992 academic year was 470.

### 8. Summary of Survey Results

#### 8.1 NUMBERS OF INSTITUTIONS AND COURSES

The survey found that courses were offered by 268 universities and junior colleges, or 24% of the total. This was an increase of 1.2 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 27 (or 28.1% of all national schools) in 1990 to 37 (or 37.8%), an increase of ten schools or 9.7 percentage points. Furthermore, eight courses were given in six schools at postgraduate level.

The number of courses increased by 49, from 463 in 1990 to 512, showing a higher rate of growth than the number of institutions offering courses. The number of courses offered at co-educational national schools has increased by more than 50%, from 46 to 70, and at private women's schools by more than 30% from 89 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 co-educational institutions to a total of 405, 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.

#### 8.2 COURSE PARTICIPANTS

Table 3 shows that a total of 56,793 students attended these courses, of whom 44,180 (77.5%) were women and 9,235 (16.5%) were men, leaving 3,378 (5.9%) of unspecified sex. The total

number of participating students has greatly increased 1.47% since the 1990 survey, with an increase among male than female students. Some 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 related to women's studies, including part-time students, and of these approximately 10,000 were known to be male. The growth in the number of students of both sexes is shown in Figure.

#### 8.3 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

**Table 2: Number of courses, by type of course and type of institution**

Type of institution	Type of course	1990						1992					
		General course			Comprehensive course subject			General course			Comprehensive course subject		
		Women's	Co-educational	Total	Women's	Co-educational	Total	Women's	Co-educational	Total	Women's	Co-educational	Total
National	Universities	7	34	40	1	13	14	6	51	57	3	19	22
	Junior colleges	0	1	1	0	0	0	0	1	1	0	0	0
Local public	Universities	4	3	7	4	2	6	8	4	12	3	1	4
	Junior colleges	13	3	16	1	3	4	12	8	20	1	3	4
Private	Universities	72	60	132	18	18	36	99	57	156	18	21	39
	Junior colleges	118	23	161	42	4	46	132	27	159	35	3	38
<b>Total</b>		<b>234</b>	<b>123</b>	<b>357</b>	<b>66</b>	<b>40</b>	<b>106</b>	<b>257</b>	<b>148</b>	<b>405</b>	<b>60</b>	<b>47</b>	<b>107</b>

**Table 3: Number of students in courses, by sex and by type of institution**

Type of institution	Sex	1990					1992						
		Female	Male	Unspecified	Total	Female	Male	Unspecified	Total	No. of relevant courses*			
		Full-time	National	Universities	1,843	2,068	696	4,607	49	3,786	3,737	350	7,873
Junior colleges							0	20	0	0	20	1	
Local public	Universities		594	237	103	936	12	864	280	0	1,144	15	
	Junior colleges		359	12	0	371	12	1,245	50	0	1,295	24	
Private	Universities		9,799	3,204	62	13,065	123	15,920	5,056	2,709	23,685	188	
	Junior colleges		19,759	26	0	19,785	179	22,345	112	319	22,776	193	
<b>Sub total</b>			<b>32,354</b>	<b>5,547</b>	<b>863</b>	<b>37,764</b>	<b>375</b>	<b>44,180</b>	<b>9,235</b>	<b>3,378</b>	<b>56,793</b>	<b>496</b>	
Part-time	National		Universities	30	5	0	35	6	5	0	0	5	4
			Junior colleges	0	0	0	0	0	0	0	0	0	0
	Local public		Universities	57	2	40	99	4	76	0	40	116	4
		Junior colleges	2	0	0	2	2	8	0	0	8	7	
	Private	Universities	130	83	0	213	8	199	284	0	483	9	
		Junior colleges	50	0	0	50	9	154	1	0	155	12	
<b>Sub total</b>		<b>269</b>	<b>90</b>	<b>40</b>	<b>399</b>	<b>29</b>	<b>442</b>	<b>285</b>	<b>40</b>	<b>767</b>	<b>36</b>		
<b>Total</b>		<b>32,623</b>	<b>5,637</b>	<b>903</b>	<b>39,163</b>		<b>44,622</b>	<b>9,520</b>	<b>3,418</b>	<b>57,560</b>			

\* No. of courses of which number of students is reported.

women persons responsible for courses, which has grown from 356 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 54.5% of the total. The remaining 45.5% 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 (23 courses), and literature (23 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 terms as follows: women (216 courses); women's studies (87 courses); views on women (51 courses); history of women (47 courses); family (47 courses); women's issues (35 courses); men and women (23 courses); the home (23 courses), gender (19 courses); feminism (19 courses); female labour (16 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 College, a course called 'women's studies / men's studies' offered, and at Okayama University, 'views on women / 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 loosening of their personal sense of gender identity as a result of taking courses. The majority reacted positively, expressed in terms of 'a budding self-consciousness' or 'attempts to self-revolution', 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, no small number of confused 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 1990 survey produced similar results, and on this occasion there were also some responses indicating 'no change in students', or 'only a superficial understanding. To determine whether there is any significant change will require evaluation over a longer term'.

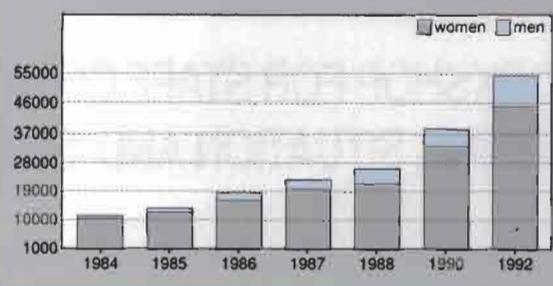
#### 8.6 ISSUES FOR THE FUTURE

A number of responses mentioned such issues as the preparation of a structured, systematic curriculum for women's studies, and tie-ups with subjects closely related to women's studies for teaching in combination or in progressive steps. 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

Figure: Growth in numbers of male and female students



- \* the need for cooperation with libraries
- \* the problem that classes have to take the form of lectures because of large student numbers
- \* the value of building in 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 1,059 male students in the 1984 academic year, and has been 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 72.9%, 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', many 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 relative 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 often a range of different courses related to women's studies is offered 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 comes 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 no such institutions have so far appeared in Japan. Furthermore, there has been no recent progress at the postgraduate level beyond eight courses offered

at six universities, suggesting that considerably more time will be needed to extend courses in women's studies in Japan.

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## 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, 1994, on the basic theme of 'Facilities for Women's and Adult Education Programmes - 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 NWEC 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 NWEC.

### 2 OUTLINE, SITUATION AND ISSUES SEEN FROM THE INSIDE

#### 1. Changes in participants' profiles (extract)

Since the broadening in scope of participants from FY1992, more and more different types of facilities involved in women's adult 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 boards of education of the prefectures and designated cities, but as there are relatively few participants from local governments' women's centres, a vertical alignment of the central administration is apparent?

Over the last three years, the number of men participating has declined, while there are increasing numbers of women participants in the over 50 age-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 school education. 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.

To achieve a shift from 'equality under the law' to 'equality in practice' will require not only the encouragement of more male staff, but also the participation and training of young women staff. (Tables 1-1 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 personnel training. Again, for those in management positions, or senior in years, it provides training in women's issues from a fresh viewpoint, and is the vehicle for a sort of recurrent training that will contribute to a review of projects and staff guidance. (Tables 1-3 and 1-4)

**Table 1 Profiles of Participants**

#### 1. Participating Facilities

Facilities	1989		1990		1991		1992		1993		1994	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Public (1)	25	33.3	24	30.8	22	29.3	20	23.0	21	23.6	17	17.5
Public (2)	12	16.0	12	15.4	10	13.3	10	11.5	9	10.1	10	10.3
Private	19	25.3	16	20.5	17	22.7	14	16.1	16	18.0	14	14.4
Related facilities	13	17.3	16	20.5	15	20.0	17	19.5	16	18.0	22	22.7
Others	6	8.0	10	12.8	11	14.7	26	29.9	27	30.3	34	35.0
<b>Total</b>	<b>75</b>	<b>99.9</b>	<b>78</b>	<b>100</b>	<b>75</b>	<b>100</b>	<b>87</b>	<b>100</b>	<b>89</b>	<b>100</b>	<b>97</b>	<b>100</b>
Administrative organisations (excluding facilities, etc.)	-	-	-	-	-	-	9	10.3	5	5.6	4	4.1

#### 2. Participants by age-group

Age-group	1992						1993						1994					
	All		Men		Women		All		Men		Women		All		Men		Women	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
20-29	17	18.9	8	7.5	9	8.4	16	15.5	7	6.8	9	8.7	14	12.7	3	2.7	11	10.0
30-39	25	23.4	10	9.3	15	14.0	18	17.5	9	8.3	9	8.7	22	20.0	11	10.0	11	10.0
40-49	34	31.8	10	9.3	24	22.4	34	33.0	6	5.8	28	27.2	36	32.7	7	6.4	29	26.4
50-59	16	15.0	1	0.9	15	14.0	22	21.4	1	1.0	21	20.4	20	18.2	2	1.8	18	16.4
60-69	14	13.1	0	0	8	7.5	13	12.6	5	4.9	8	7.6	8	7.4	3	2.7	15	13.6
Not known	1	0.9	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>107</b>	<b>100</b>	<b>35</b>	<b>32.7</b>	<b>72</b>	<b>67.3</b>	<b>103</b>	<b>100</b>	<b>28</b>	<b>27.2</b>	<b>75</b>	<b>72.8</b>	<b>110</b>	<b>100</b>	<b>26</b>	<b>23.6</b>	<b>84</b>	<b>76.4</b>

#### 3. Participants by Status

	Directors		Organizing Committee Members		Administrative Managers		Social Education Directors		General Staff		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1992	12	11.2	5	4.7	3	2.8	7	6.5	80	74.8	107	100
1993	4	3.9	0	0	2	1.9	8	7.8	89	86.4	103	100
1994	8	7.3	8	7.3	4	3.6	4	3.6	86	78.1	110	99.9

#### 4. Years of Service

	Less than 1 yr		1-2 yrs		2-3 yrs		3-4 yrs		4-5 yrs		Over 5 yrs		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1992	44	41.1	20	18.7	14	13.1	8	7.5	7	6.5	14	13.1	107	100
1993	29	28.1	28	27.2	14	13.6	8	7.8	6	5.8	18	17.5	103	100
1994	41	37.3	23	20.9	15	13.6	7	6.4	4	3.6	20	18.2	110	100

	Less than 1-2 yrs		Less than 4-5 yrs	
	No.	%	No.	%
1992	66	59.8	78	72.9
1993	57	55.3	71	68.9
1994	64	58.2	79	71.8

Averages for 3 years (1992-94):  
 Staff with less than 1 year of service 35.5%  
 Staff with 2 years or less 57.8%  
 Staff with 3 years or less 71.2%

## 2. Women's education programmes, and their budgets, sponsored by women's education centres (extract)

The points that will require particular attention in the future are:

- 1) Generally speaking, the culture school type of programme is most popular, due to the influence of local needs, staffing, budget etc. In private facilities, in order to cover costs, they face the tough situation of being forced into putting in content which can easily be tied directly to local residents' requests. Facilities in the future must adjust their antennas 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.
- 2) It is important to ensure that in using information or publicity materials for teaching purposes, the standpoint of educating on women's issues and solving 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.
- 3) Consulting programmes should teach counselling methods that are not about teaching but about listening, about making the client aware of his or her 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 organizations and other consultation programmes.
- 4) Family education programmes should aim to encourage enlightened thinking that will work towards throwing off traditional attitudes on gender-based roles.

**Table 2 Major Programmes Organized by Participating Centres in FY1994**

	10	20	30	40	50	60	70	80 (%)
Information processing / provision	71							
Recreation and sports events	57							
Education (life, culture)	56							
Consultation	46							
Exhibitions, presentations	43							
Lectures	34							
Education and skills training	34							
Job-finding/re-employment support	33							
Leadership training	31							
Women's studies-related	29							
Social intercourse	22							
Home education	19							
Community revitalization	12							

- 5) Assistance for re-employment of women, and for working women should contain a review of one's situation in society, the establishment of self awareness towards work and women's independence, and concrete means of support.
- 6) Programmes to train instructors should always consider the following steps, such as ongoing guidance to secure instructors who can plan and run programmes themselves from the standpoint of solving women's problems, arranging opportunities for activities for those who have completed instructor training courses, etc.

## 3. Practical training: Designing programmes for the study of contemporary issues (extract)

This is a group exercise to study contemporary issues from the standpoint of solving women's problems by creating model programmes. Groups of four or five work together on exercises based on the following suggestions put forward by advisors for each of four sections:

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

(1) Training Group [㉑ · 2 · 3 · 4] Produced by Group [A · B · C · D · ㉒ · F]

Programme Name	The Programme You Thought You Didn't Need				
Aims/Content	To make participants aware of unnecessary feelings of toleration and their causes, so they can free themselves and live more relaxed lives in their communities.				
Participants	Up to 20 people who have no complaints with the world				
Meetings	10 training periods / 20 hours in total / 2 leaders, 3 assistants				
	Topic (a)	Aim (b)	Method (c)	Instructor/Advisor (d)	Points (e)
Session 1	Know-how for building a theatre	Gain the knowledge required to build a theatre; get participants to relax and be forthcoming through orientation	Lecture (conference room)	Member of amateur theatre group	
Session 2	Collecting parts for building the theatre	Make full use of mind and body in collecting the parts; encourage the desire to be creative	Activity (car park)	Sculptor	
Session 3	Assembling the theatre	Build the stage - the heart of the theatre; generate enthusiasm, improve physical strength	Creative activity (car park)	Sculptor	
Session 4	Using the theatre (role-playing)	Become aware of rigid ideas and attitudes based on one's viewpoint, through playing role of person with different viewpoint	Role play (car park)	Instructors take main roles	Main roles: * food-looking person and person with poor looks
Session 5	As Session 4	As Session 4	As Session 4	As Session 4	Main roles: * housewife with a job and housewife without a job * daughter-in-law and mother-in-law
Session 6	As Session 4	As Session 4	As Session 4	As Session 4	Main roles: * legitimate child and illegitimate child * junior high school leaver and university graduate
Session 7	As Session 4	As Session 4	As Session 4	As Session 4	Main roles: * woman and man * Korean and Japanese
Session 8	As Session 4	As Session 4	As Session 4	As Session 4	Main roles: * woman and man * pregnant woman and infertile woman
Session 9	As Session 4	As Session 4	As Session 4	As Session 4	Main roles: * woman and man * marriage before girl and civil servant
Session 10	As Session 4; closing ceremony	As Session 4; generate optimistic mood for future through burning up the theatre one helped to create	As Session 4	As Session 4; fireman for emergencies	Main roles: * woman and man

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

- (2) Training Group [1 · ㉒ · 3 · 4] Produced by Group [㉑ · B · C · D · E · F]  
Programme Name: Let's send pots to the women of South East Asia!
- (3) Training Group [1 · 2 · ㉓ · 4] Produced by Group [A · B · C · D · ㉒ · F]  
Programme Name: What really politics? - from policy planning to joint participation on equal terms
- (4) Training Group [1 · 2 · 3 · ㉔] Produced by Group [A · B · C · D · E · ㉒]  
Programme Name: More Harmonized Living for Men and Women  
Part 1: How Dad Can Help Look after Baby  
Part 2: Child Rearing for 1st Grade Mums and Dads

- \* In the [Thinking about Women and Expressions Programme] it is the image of women as an esthetic object that determines how women are viewed in society. There is a need for change in our sensitivity of learning to read women's image from the viewpoint of women's studies.
- \* For the [Promoting International Cooperation and Development Assistance Activities Programme], aid activities which will give people in developing countries the means to make a livelihood must be emphasized, considering that in developing countries both the planners and the beneficiaries are men.
- \* In the [Enjoying Revitalizing the Community Programme], group activities are designed to tackle human rights issues from the women's standpoint. To make organizations more active, it is important for men and women to participate together on equal terms.
- \* In the [Thinking about the Roles and Function of Family and the Home Programme] it is necessary to understand how family life with fixed gender-based division of roles, is a women's issue that affects almost all of us.

Based on the above suggestions, participants had an exercise in small groups with 4-5 people each. Altogether, 20 model programmes were produced. One example from a group is

shown below.

The staff of facilities are required to develop their skills in planning programmes working from the standpoint of solving women's problems. However, in the future, it will be necessary for them to think in terms of involving local residents in the planning and running of programmes through the cooperation of volunteers and those who have completed training, and by general public recruitment.

### 3 ISSUES

A society in which women can make choices affecting their lives as individuals, regardless of their gender, can only be realized through the elimination of sexual discrimination. The issue is how facilities, which are a base for training and activities to achieve this, can build it into programmes through which wide-ranging participants can reach a thorough understanding of women's issues. Further, to change attitudes on gender-based roles it is vital to give training to change those attitudes, and the provision and development of programmes for active training are required.

(Katsuko Izutsu, Specialist, Programme Division, NWEC)

## SURVEY REPORT

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

This survey was undertaken jointly by the Hitotsubashi Council for Promotion of Literary Education and Youth Research Institute of Japan, to investigate attitudes among Japanese, American and Taiwanese high school students. It was carried out in October, 1993 in Japan and Taiwan and in November, 1993 in America. The questionnaires used in each of the three countries were virtually identical. There were 1,002 responses from Japanese students, 1,060 from American students and 1,082 from Taiwanese students. A noteworthy feature of this 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 responses to the question 'Are you self-confident about your life?' indicate that the American high school students are the most confident about their lives (Figure 1). As many as 30.9% 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 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).

Figure 1 Self confidence (Japan, America, Taiwan; all students)

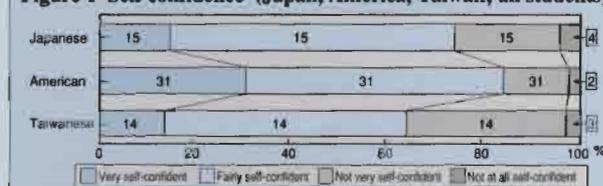


Table 1 Self Confidence (Japan, America, Taiwan; by sex) %

	Japanese			American			Taiwanese		
	boys	girls	total	boys	girls	total	boys	girls	total
Very self-confident	17.9	9.2	14.8	37.9	24.5	30.9	17.4	10.7	13.6
Fairly self-confident	55.3	65.0	58.9	52.0	55.4	53.6	50.6	49.7	50.1
Not very self-confident	21.8	22.6	22.0	8.3	17.7	13.4	29.1	36.9	33.4
Not at all self-confident	5.0	3.2	4.3	1.9	2.3	2.2	2.9	2.7	2.8

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

Students were asked to decide 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 23.1%

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 in the figures for the Taiwanese boys and girls is less than 1% (Table 2).

Figure 2 Concern about Future & Attitude to Life (Japan, America, Taiwan; all students)

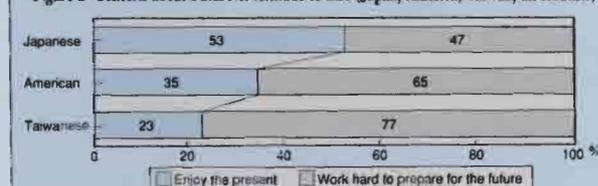


Table 2 Concern about the Future & Attitudes to Life (Japan, America, Taiwan; by sex) %

	Japanese			American			Taiwanese		
	boys	girls	total	boys	girls	total	boys	girls	total
Enjoy the present	55.0	49.3	52.7	42.7	27.9	34.8	22.9	23.4	23.1
Work hard to prepare for the future	45.0	50.7	47.3	57.3	72.1	65.2	77.1	76.6	76.9

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

breakdowns, the figures for the Japanese students showed opposite trends from those of the other two groups. More boys than girls among the Japanese students considered studying important, while the reverse is true for the other two groups (Table 3).

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

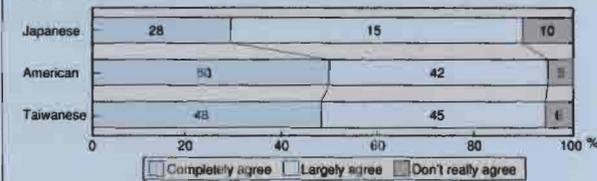


Table 3 Basic Attitudes to Study (Japan, America, Taiwan; by sex)

	Japanese			American			Taiwanese		
	boys	girls	total	boys	girls	total	boys	girls	total
Completely agree	29.3	26.1	28.1	45.6	54.6	50.4	46.2	49.3	48.0
Largely agree	55.6	62.4	58.2	42.9	41.2	42.0	43.7	45.8	44.9
Don't really agree	11.0	8.3	10.0	6.9	7.1	4.9	8.2	4.2	5.9
Don't agree at all	4.2	3.2	3.8	4.6	1.1	2.7	1.9	0.7	1.2

Figure 4 Satisfaction with Gender (Japan, America, Taiwan; all students)

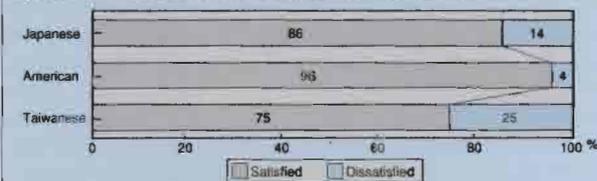


Table 4 Satisfaction with Gender (Japan, America, Taiwan; by sex)

	Japanese			American			Taiwanese		
	boys	girls	total	boys	girls	total	boys	girls	total
Satisfied	92.2	75.7	85.3	97.7	94.6	96.0	89.0	63.3	74.7
Dissatisfied	7.8	24.3	14.1	2.3	5.4	4.0	11.0	36.7	25.3

### 3. Satisfaction with Gender

A comparison of the responses to the question 'Are you glad you were born a boy (girl)?' shows 96% of the American students satisfied with their gender, with little disparity between boys and girls. In terms of rates of satisfaction, the three countries ranked America, Japan and Taiwan, with increasing disparities between boys and girls. All three countries showed higher rates of satisfaction with gender among boys, reflecting tendencies in society to favour boys (Figure 4, Table 4). 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 responses of boys and girls in Taiwan is noticeably large, suggesting that male supremacy is a powerful force in Taiwanese society.

There were in all 31 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 in that it indicated how cultural differences are also to be seen in individuals' 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 cooperation, 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 are 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 then can make active use of these skills in various ways in society.

Together with the promotion of adult education for women, we need to correct 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:** ¥159 million (new allocation)

47 prefectures/designated cities @ ¥2.39 million each  
47 prefectures x 1 municipality unit @ ¥1 million each

#### Project details:

**Auxiliary project organizers:** 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 to change attitudes on sexual equality, courses mainly for administrative 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.

**c. Opening of 'Women's Lifelong Colleges'**

In cooperation with higher education institutions such as universities and junior colleges, 'women's lifelong colleges' are to be set up to fill the need for more diversified and higher level study opportunities for women.

**d. Model Municipality Projects for an 'Gender Equality' Society**

- \* Surveys on people's attitudes and circumstances in society related to equality of the sexes
- \* Opening of regional forums designed to foster attitudes on sexual equality and encourage local activities
- \* Preparation and distribution of educative materials
- \* Training for administrative staff

**3 Model project on literacy education for women**

The Asia Pacific region is home to 75% of the world's adult illiterate population, of which two thirds are women. Women are less likely to receive basic education than men, and low literacy rates among women are a major obstacle to socio-economic development in developing countries, affecting maternity health, the health and education of children, family life, population size, and economic activities.

In order to promote the spread of literacy among women, a new model project on literacy education for women is to be implemented at the UNESCO Asian Women's Centre (ACCU).

*Budget:* ¥50 million (new allocation)

*Details:*

- a. Holding of planning and promotion meetings
- b. Preliminary studies

- c. Dispatch of specialist teams to arrange the building and running of model centres for women's literacy education, and the training of local instructors
- d. Setting up of model centres for women's literacy education
- e. Preparation and distribution of literacy materials
- f. Dispatch of specialist team to evaluate project
- g. Preparation and distribution of report

**4 Establishment of Coordinator for Women's Education Policy**

Aside from the approval of the budget, in response to organizational and personnel requests, the creation of a new post in the Women's Education Division, of Coordinator for Women's Education Policy, has been approved.

The new post is intended to boost educational policies for women recognizing that the role of education in the administration of policies on women's issues is becoming increasingly important, and furthermore in a situation where there are plans to set up a new Office for Gender Equality (provisional name) and a Council for Gender Equality (provisional name, 3 year commission) and reorganize the Headquarters for Promotion of Gender Equality, on the basis of the document of the Prime Minister's Office, 'Improvement of the Structure for Advancement toward Building a Society Which Ensures an Equal Partnership between Men and Women' (July, 1993, Headquarters for Promotion of Gender Equality).

(Women's Education Division, Lifelong Learning Bureau, Ministry of Education, Science and Culture)

**Current Policies to Care for the Elderly**

**1 Care of the Elderly and Women's Issues**

The ageing 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 those suffering loss of their physical or mental faculties are to be cared for is the greatest cause of anxiety for Japanese people approaching old age, and the improvement of measures for the care of the elderly has become a major policy issue.

This is also very much a women'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 quantitative 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 caring 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 advance 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 terms policy directions that the government should pursue in a wide range of areas including employment, income guarantee, health, welfare, study, social participation, housing, living environment, and research and development.

As specific measures to provide care, 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 consumer tax to garner the extra financial resources needed to support the ageing society, it took the form of an agreement between three government ministers: the Minister of Finance, responsible of the nation'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.

**3 Future Directions**

In order that everyone in the country needing such assistance can avail themselves of care services, not only should plans be drawn up and implemented at central government level, but there is also a need to measure and meet

Project	Summary	1994	1999
Home help service	Visits homes where elderly people with some handicap are living, to provide care and perform household chores	59,005	100,000
Short-stay nursing homes	Provide care for bedridden elderly people for limited periods in place of usual care	24,274	30,000
Day service	Provides meals, baths, health checks and self-help training to elderly people at a day centre, and transports them to and fro by bus	5,180	10,000
In-home care support centres	Provide near-at-hand expert advice and guidance on care of the elderly without the need to go through government offices	2,400	10,000
Special nursing homes for the elderly	Welfare facilities for elderly people who require constant care difficult to provide in the home	212,019	240,000
Medical nursing homes for the elderly	Facilities for the elderly providing nursing care (but not full medical care) and rehabilitation for a return to care at home	139,811	280,000
Care houses	Homes for the elderly providing wheelchairs, home help etc. to allow residents to maintain their independence	23,700	100,000
Welfare centres for the elderly	Small scale comprehensive facilities for the elderly in rural areas offering live-in care and maintaining close links with the local community	200	400
FY1994 / FY1999		24,274 beds	
		59,005 residents	5,180 residents

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 to respond appropriately to the specific needs of users. It will also be necessary to extend the system on the basis of

target levels set out in plans for the health and welfare of the elderly, and devise an updated Gold Plan on the assumption that the necessary financial resources are secured.

(Makoto Haraguchi, Assistant Director, Planning Division of Welfare for the Elderly, Health and Welfare Bureau for the Elderly, Ministry of Health and Welfare)

## A New Ice Age for Women University Students Seeking Work

With the strong yen currently extending the pain of recession in Japan and compounding the after-effects of the economic bubble bursting, women 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 serious situation.

The Japanese academic year finishes in March, and young people traditionally start full-time 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 seasonal 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 510,000, a sizeable 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 1986. (See Figure 1) Of these women, 70,000 were graduating from university or graduate school, a drop of 20,000 over the previous year. This drop is 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 220,000 and 210,000 respectively.

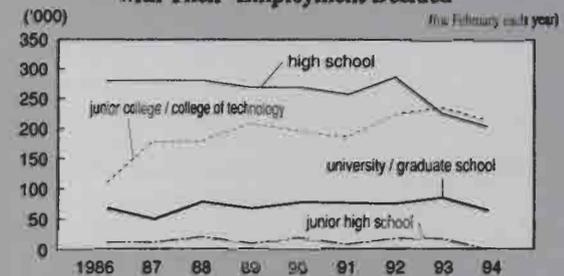
The equivalent figure for men graduating from university or graduate school is 190,000, a drop of 20,000 over the previous year. The number of high school graduates with jobs, at 230,000 in 1994, has been declining for the last two years.

The current toughness of the job market has had a selective effect on the second baby boom generation (born between 1971 and 74). This generation will reach the age of 22, the usual age of graduating from university, between 1993 and 96, 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 graduating from high school, started working between 1989 and 1992, 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 Basic Survey by the Ministry of Education, Science and Culture. Despite a growth in the number of women gradu-

ating from university and junior college in March 1993 over the previous year, the number actually employed was about the same. For high school graduates both figures declined over the previous year.

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

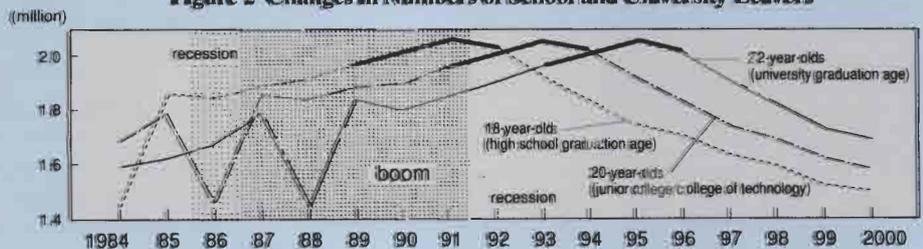


The current reluctance to employ new school and college graduates is creating a pool of unemployed young people. Their self confidence will have suffered as a result of being shut out of society in this way. Employers are also negatively affected, as the age distribution of their staffs, among both men and women, will be distorted and they will lose the vigour 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 in size. Some companies see the current jobs shortage as a unique opportunity to recruit good staff, and so they are actively taking on staff. This sudden 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 advanced investment in readiness for a period of chronic shortage of young labour.

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

**Figure 2 Changes in Numbers of School and University Leavers**



Notes: 1. Figures from 1984 to 1992 are estimated populations on 1st October, Statistics Bureau, Management & Coordination Agency, except those of 1985 and 1990, which are taken from the national census. Figures for 1994 onwards are average estimated values from Future Population Projections of Japan, September, 1992, Institute of Population Problems, Ministry of Health and Welfare.  
2. Low populations of 18-year-olds in 1984, 20-year-olds in 1990, and 22-year-olds in 1988 are due to the low number of births in 1966, an unfavourable year in the Chinese zodiac.

## 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 as given in God's Word, to bear His witness in society, and to maintain contacts with other churches in Asia and throughout the world to promote Christian unity.

One of the major 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 1932, 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 10,212 Christians assembled in 228 locations throughout Japan and made contributions totalling ¥494, 028. 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 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.



*For further information, please contact:  
Women's Committee, National Christian Council in Japan  
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TEL: 03-3203-0372  
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### Division of Women's Affairs, RENGO

#### Women's Activities in RENGO

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 uniting of various groups into one central labour organization. It has 78 constituent organizations, and 8 million members, of which 27% are women.

The principles and procedures of the RENGO movement are set out in 'The Direction of RENGO'. One of the basic targets upheld in this document is the creation of a society in which men and women are truly equal, and RENGO 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", RENGO's activities are directed in the following four ways:

First, we plan to increase the number of women officers in RENGO's executive organizations to reach 15% 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, RENGO 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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TEL: 03-5295-0550*

**PUBLICATION**

**ENGLISH BOOK ON JAPANESE WOMEN**

**1. JAPANESE WOMEN WORKING**

(edited by Janet Hunter. Published by Routledge in 1993. 245 pages. ISBN 0-415-06188-1.)

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 workers: domestic servants, hospital workers, textile workers, miners, homeworkers and 'professional' housewives.

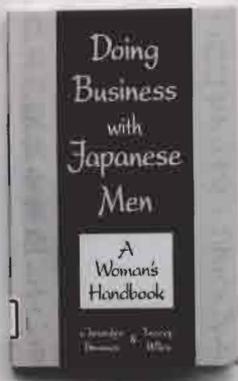
The book highlights many of the issues and decisions that have faced working women in Japan, and calls into question the accuracy of the prevailing domestic stereotype of Japanese women. Essays included span a period of rapid economic change, and indicate the importance of the overall economic environment, 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 addition to the existing English language literature on Japanese women, and will make it easier for non-specialists to inform themselves about a critical area of Japanese social and economic development.



**2. DOING BUSINESS WITH JAPANESE MEN**

(by Christalyn Brannen & Tracey Wilen. Published by Stone Bridge Press. 174 pages. ISBN 1-880656-04-3.)

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 counteract this Godzilla-like attitude to establish their authority and work effectively. Included are practical discussions of preparation, meeting protocol, socializing, and gift-giving, as well as tips on wardrobe, makeup, special health and safety concerns, and fending off unwanted attention.

**3. W.I.S.H.: THE INTERNATIONAL HANDBOOK OF WOMEN'S STUDIES**

(edited by Loulou Brown, Helen Collins, Pat Green, Maggie Humm and Mel Landells. Published by Harvester Wheafsheaf in 1993. 449 pages. ISBN 0-7450-1413-5 (pbk))

Editors say: "this Handbook is a guide to international women's studies courses and centres, feminist organisations, 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 recognises the fact that women's studies involves both feminist practice and feminist study."

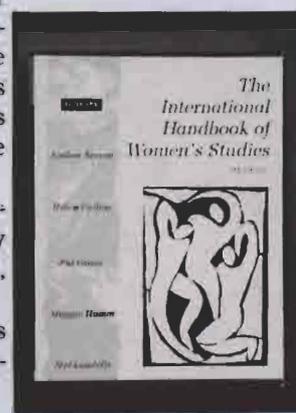
Each of the book's four sections lists major areas of activity under the general umbrella, 'women's studies'.

- (1) International Women's Studies Courses and Research Centres
- (2) Training
- (3) Research Resources (book clubs; bookshops; libraries, archives, resource centres and information; women's organisations)
- (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 NWEC. 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 106 comes second to 484 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 NWEC; in the third chapter, two bookshops, two libraries and seven women's organisations; 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 valuable material to get information on women's centres in various countries of the world.

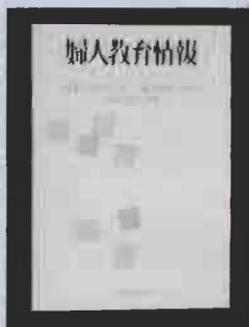


## INTRODUCING NWEC

### 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. 30 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 networking among related organizations may be established. In 1993, 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 a comprehensive

report of our tackling WID at these 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 FY1994

#### 1994 NWEC TRAINING COURSE FOR INFORMATION PROCESSING ON WOMEN'S ISSUES

This programme was held from 28 July to 7 September, 1994, for participants 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, Macao, 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 numbers of participants accepted.



### EDITOR'S NOTE

As of October, 1994, this Newsletter is distributed to 1,238 organizations and individuals in 153 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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