

# NWEC

## NEWSLETTER

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

### INTERNATIONAL FORUM ON INTERCULTURAL EXCHANGE 1995

#### 1. SUMMARY

"Following the Fourth World Conference on Women - Let's Expand Grass-roots Networking!" was the theme of the two-night, three-day International Forum on Intercultural Exchange 1995 held on 15-17 November, 1995.

As the title indicates, the purpose of this conference was to expand a grassroots network among the international intercultural exchange groups that are already firmly established in the area, while developing solidarity with women from other parts of the world. As they examined the results of the Fourth World Conference on Women and the NGO Forum on Women '95, the group discussed where to go from here with regard to the situation of women's issues and the decisions that were made.

Eight specialists were invited to participate in the Forum, four from Japan and four from abroad. A total of 207 participants, 176 Japanese and 31 international persons attended. Following is a summary of what transpired at the Forum.

#### 2. KEYNOTE SPEECH : "The NGO Forum on Women '95 : Expanding Women's Political Space"

*Speaker: Ms Irene Santiago, Executive Director, NGO Forum on Women '95 (based in USA)*

The Fourth World Conference on Women provided a tremendous opportunity for expanding women's participation in the political sphere on the local, national, and international levels. From the earliest planning stages, NGOs were actively involved with governments as important partners. As a result of the variety of groups that developed programmes and activities, a large number of women on many different levels were able to acquire negotiating skills. These groups then took the skills home with them.

A problem arose about five months before the opening of the Forum, when the Forum site was suddenly changed from Beijing to Huairou. This caused a mobilisation of an unprecedented number of women from all over the world to



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occur, drawing the attention of world mass communications. This movement can be credited with bringing about of the expansion of women's and NGO political space. Subsequently the United Nations also came to recognise NGOs as partners.

A number of advances were recorded in the platform of action. The first to be emphasised was the right of women to claim their human rights. Heated debate occurred in a number of sections. In the section on health, the right for reproductive health was discussed; in the section on family, participants were made aware that families come in a variety of different forms. In the family, the interests of the child take precedence over the rights and responsibilities of the parent. It was also recorded that one of the objectives is for women themselves to be able to decide how many children they will have and the interval between their pregnancies.

Five thousand programmes were prepared for the NGO Forum, which in the end had 30,000 participants. The activities and events were a great success, and the workshops were especially popular. A database containing a listing of the addresses of all participating NGOs, the speeches delivered at the NGO Forum general meeting, and photographs and data from workshops will soon be available on the Internet. The speeches from all general sessions are scheduled to be printed in three different languages.

NGOs must expand their ability to influence government policy. They must also incorporate formal structures that enable their involvement in the government. We must each become involved in government. One out of six NGO participants was a Japanese woman, giving Japanese NGOs a tremendous responsibility. I hope Japanese women will acquire political skills to bring about change. Can we not bring about a change in the power structure so that we all look at the world through women's eyes.



### 3. LECTURE

#### (1) "International Co-operation and Gender Issues: From a Welfare Approach to the Empowerment of Women"

*Speaker: Ms Daniela Colombo, President, Italian Association for Women in Development (AIDoS) [based in Italy]*

*Coordinator: Dr Tatsuo Hayashi, Medical Doctor, Ex-Director, Japan International Volunteer Center (JVC)*

Beginning with the First World Conference on Women in Mexico City, when the poverty of women in developing countries was considered, a WID (Women in Development) concept was put together. At the Third Conference in Nairobi, "Nairobi Forward-Looking Strategies for the Ad-

vancement of Women to the year 2000" was adopted, identifying women not as the objects of development but rather as the ones responsible for it. Since that time, the WID concept changed to GAD (Gender and Development), where development moves forward with consideration given to the diversity of the society as a whole.



The idea of working with poor women in developing countries from a welfare approach changed to an eradication of poverty approach, and then to a justice and equality approach, and finally now to an empowerment of women approach. According to this last concept, women must become empowered for them to contribute to development. They must become financially independent, their self-awareness must be raised, and they must become more political. This is the only approach that will advance sustainable economic cooperation.

#### (2) "Protection of the Environment : Who Made Nature Our Enemy?"

*Speaker: Dr Maria Mies, Eco-feminist, Former Professor, Fachhochschule of Koeln [based in Germany]*

*Coordinator: Dr Junko Matsubara, Professor & Dean, Yokohama City University, College of Nursing*

Both the environment and women are being controlled by patriarchal capitalism. Humanity has brought about the advancement of scientific skills. For example, they have gone as far as to create an atomic bomb. Even the nuclear-generation of electric power is dangerous. Having to lower the standard of living because of the absence of nuclear power is seen by many as a good thing.

Men, who are completely engrossed in science, have not noticed what they are doing. Modern science basically involves war-related technology, and this war-related technology also aims its swords at the natural environment. Reproductive techniques developed through biotechnology and destruction of the environment are problems with the



same source. The fetus is treated not as human but rather like lettuce. Even though it is not yet known whether a contraceptive vaccine bears ill effects or not, this vaccine is being used on women in the Third World for population control.

The living standards of the developed countries are dependent on exploitation of the world. We need to put a stop to the global-scale economy and return to a small-scale economic system. Reconfirming our human bond with the environment, we must build relationship not based on exploitation.

### (3) "Searching for Commonality, Dealing with Diversity : Gender, Culture, and Education in the Global Community"

*Speaker: Dr Merry I. White, Professor, Boston University, Associate in Research, Edwin O. Reischauer Institute of Japanese Studies, Harvard University (based in USA)*

*Coordinator: Ms Kumiko Bando, Director, Women's Education Division, Lifelong Learning Bureau, Ministry of Education, Science, Sports, and Culture*

It is true that the road to education for women has been opened, but with regard to the availability of opportunities after graduation, women are confronted with the same economic obstacles both in Japan and in the United States. During business downturn, women's employment chances are limited, so that even if a woman and a man have the same qualifications for a certain job, the woman will be given a subordinate position.

Poverty among women in the United States has changed from being a middle-aged women's problem to being a young women's problem, but education provides a means of escape. In Japan, the concept of "good wife and wise mother" continues to block women's career advancement. Because education is so expensive, this also creates a tremendous burden on women. In both Japan and the United States, the issue of education has always been dealt with from the standpoint

of those who are fortunate, but now we must also give consideration to women in poverty.

Education is not a cure-all.

Women will not be directly empowered by education alone. We should ask how women find alternative sources of power separate from the male model provided by their societies, and rather than separation, actually look to change for men, too. It will be up to women to change the relationship between education, work and like chances.



### (4) "Women's Participation in the Decision-Making Process"

*Speaker: Dr Reiko Aoki, Professor, University of the Sacred Heart*

*Coordinator: Ms Chikako Uemura, Head, Programme Division, National Women's Education Centre*

As we move towards building a society in which both women and men have an equal part, the aspect that lags farthest behind is the participation of women in the decision-making process. The greatest bottlenecks to this are (1) societal customs, (2) rigidity of peoples' awareness, (3) the imbalance of men and women in decision-making situations.

Women's participation is low in business, regional activities, NGO-related activities, national government, and local



government. Even where women are present, there has been no change in the long-established custom of the man as chief and the woman as subordinate. Equalising the numbers of men and women involved is not enough; a shift in perspective is essential. As women advance, they should not have to abide by the rules of the existing male-oriented society, but rather it is important that they build a new order.

As we help to prepare laws relevant to the promotion of women, let us work for the building of a society that raises individual awareness and emphasises talents and actions instead of gender.

## 4. DISCUSSION GROUPS

The participants were divided into four groups, and each group engaged in lively discussions with the specialists. The groups focused on: International Co-operation from Women's Perspective, Women's Contributions to Environmental Protection, Education and Gender Equality, and Participation in the Decision-Making Process.

## 5. GROUP REPORTS

Each discussion group appointed a rapporteur who presented a report on its behalf.

## 6. PLENARY SESSION

A question-and-answer period between the specialists and the floor enabled participants to become aware of the importance of their own involvement as they strive for the empowerment of women.

*(Yuko Yuhara, Specialist, Information and International Exchange Division, NWEC)*

# A SUMMARY OF DEVELOPMENTS IN THE JOINT FORUM FOR WOMEN AND MEN OVER A FIVE-YEAR PERIOD (1991-1995)

## 1 Introduction

“Good Relations Between Men and Women - Towards a Society of Gender Equality” was the theme of the Forum which began in 1991 and ended in 1995. Every year, many of the forum’s participants voiced positive opinions about the forum, saying that “joint participation between men and women creates the opportunity to become aware of diverse points of view and results in a great deal of learning.” In the following text, I will outline the programme implemented by the National Women’s Education Centre (NWEC) during the five years under review.



## 2 Objectives

A man’s way of thinking tends to be seen as more conservative than a woman’s and stereotyped images of men working and women doing the housework that serve to segregate roles on the basis of gender persist in the areas of home life, customs, and making big decisions about the course of one’s life. Such stereotypes form a great barrier to the achievement of equality between men and women.

To create a society of gender equality, thinking of people in terms of sexually segregated role stereotypes must be avoided and, in particular, men must come to realise the importance of this. Every individual or organisation involved in the forum pointed out

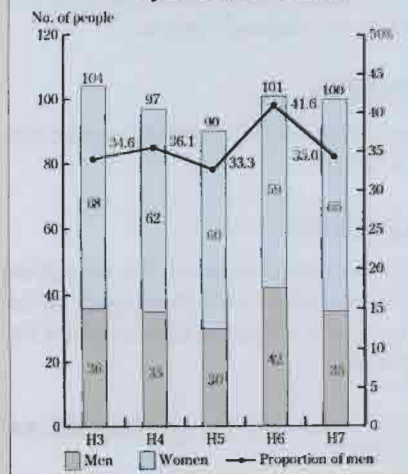
that to achieve this not only women but also men must come to grips with women’s problems, and they demanded an opportunity where such learning could be accomplished.

The NWEC has actively encouraged the participation of men so that they may gain an opportunity to understand women’s issues. The NWEC’s objectives are: “to promote the joint participation of men and women along with lifelong learning through meetings of the various organisational leaders; and to engage in national information exchange and discussion of research concerning how to cope with home education, working life and the greying of society as well as participation in determining policies and measures for regional activity.”

## 3 Characteristic changes in the profiles of participants

- (1) The average participation rate of men during the five years under review was 36.2%. One-third or more of the participants every year were men but it is still difficult to get men to participate. (Graph 1)
- (2) Broken down by job, roughly 80% of men were employed (full time) but half or more of these were civil servants. Participation by men doing general office work rose slightly but only a small proportion of men were in this category. Few women were employed (full time) and half of all women or more were unemployed. The participation of unemployed women declined slightly but there was an increase in participation by part-time workers. (Graph 2)
- (3) On the basis of age, roughly 70% of the men were in their forties or younger, whereas 40% or more of the women were in their forties or older and, compared with men, there was a rise in the age of women participating. (Graph 3)
- (4) In terms of organisational membership, men characteristically belonged to parent-teacher associations whereas women were part of women’s educational organisations or groups. (Graph 4)

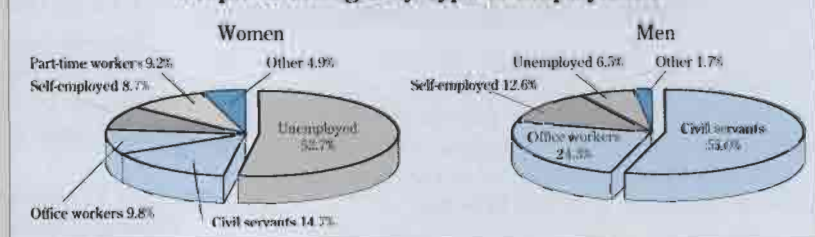
**Graph 1: Changes in Participation by Men and Women**

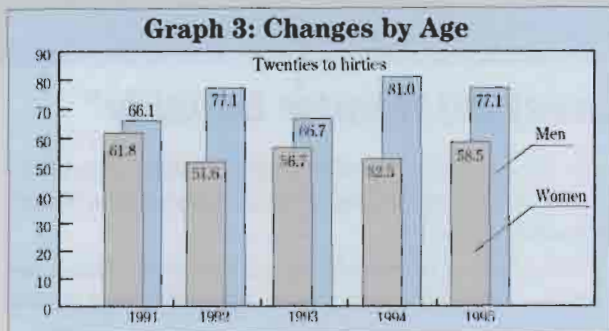


## 4 Summary of issues

To create a society of gender equality “good relations between women and men” are essential. “Good relations between women and men” means equal relations between them.

**Graph 2: Changes by Type of Employment**





**(1) Conditions required for “good relations between women and men”**

- (i) *Independence of the individual*  
We should be aware that human beings are individuals, it is essential that they can look after themselves, and it is important that relationships are equal and based on the independence of the individual.
- (ii) *Respect for human rights*  
It is essential to understand others and important to respect human rights.
- (iii) *Self reform*  
As “good relations between men and women” means having the same objectives (sense of values) and forming them together, it is essential to be prepared to change one’s consciousness.

**(2) The task of creating “good relations between women and men”**

- (i) *Changing gender stereotypes*  
Gender segregated role stereotypes of men working and women doing housework and looking after children’s education hinder good relations between men and women. In addition, mutually dependent relations between women and men are communicated to children and then recreated by them. To achieve real equality between the sexes, the meaning of “equality between the sexes” must be reassessed and this must be taught to those around us. In particular, men should come to understand women’s issues.

**(ii) Escaping from “likeness”**

Being coerced to “act like a man” or to “be like a woman” invites an identity crisis. It is important that men and women are not just seen in terms of their gender.



**(iii) The empowerment of women**

It is vital that women gain power to deal with social problems in a psychological way as well.

**5 The current state of women’s problems and tasks to undertake as seen by the participants**

**(1) The current state of women’s problems**

- (i) “Equality between the sexes” is understood in an abstract way but actual behaviour rooted in views of sexually segregated roles are readily apparent. In particular, men tend to avoid women’s issues and find them hard to understand.
- (ii) Women’s issues are becoming diversified and subdivided. Differences not only between men and women but also among women in their awareness of women’s issues have widened and women’s issues are becoming less visible.
- (iii) What the participants expected to study varied according to their gender and age. Moreover, the areas of women’s issues that women were interested in varied depending on whether or not they were employed.

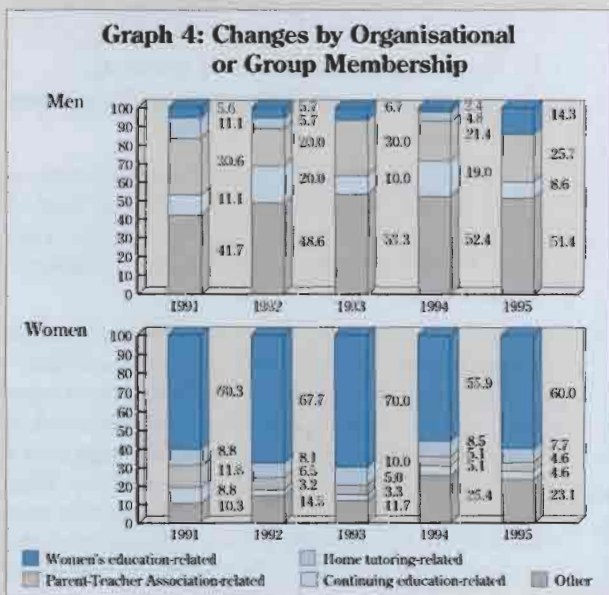
**(2) Key points to encourage study aimed at understanding women’s issues**

- (i) A certain perspective is key for solving women’s problems.
- (ii) It is important to create tolerant human relations that accept a diverse sense of values.
- (iii) Emphasis should be placed on a basic understanding of women’s issues as well as attention to and awareness of these issues.

**(3) Tasks for further studies of women’s issues**

- (i) Plans should be drawn up and projects designed to encourage male participation and methods should be developed to increase overall participation.
- (ii) Substantiating study content that leads to action and that will initiate the first step towards change should be planned.
- (iii) KJ methods, counselling techniques, learning by experience, and other methods should be included; combinations of various effective learning methods should be considered.
- (iv) There is a need to develop and provide programmes that encourages changes in consciousness.

(Katsuko Izutsu, Specialist, Programme Division, NWEC)



## SURVEY REPORT

### Results of the "Public Opinion Survey on Gender Equality"

The survey was commissioned by the Prime Minister's Office and compiled by the Shin Joho Center as reference material for drafting policies in establishing a society of gender equality. It probes the awareness on equality of the sexes and ascertains the changing national consciousness on women's issues.

It was conducted between 6 - 16 July, 1995. The survey staff visited 5,000 people over 20 years old and the effective rate of return was 3,459 people, (69.2%).

Some of the details are as follows:

#### 1. Equal status of men and women

We compared the results of the question concerning equality at home, work place and others with those of the November 1992 survey, Public Opinion Survey on Gender Equality. In every field, the number of people who answered

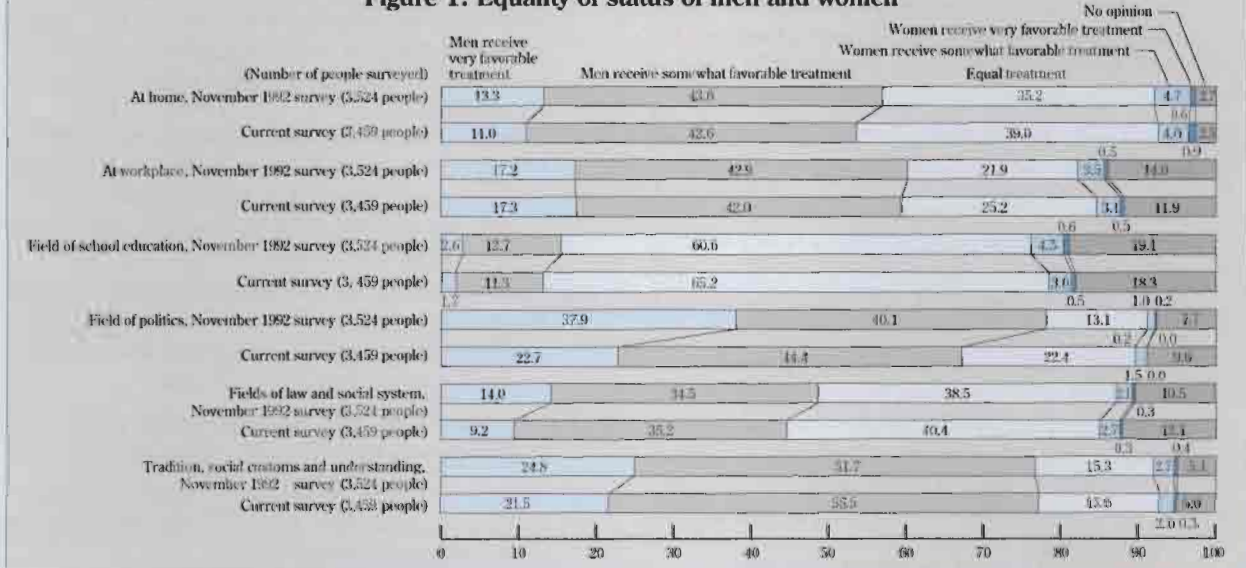
"men receive more favorable treatment than women" decreased while those who answered the treatment was "equal" increased. (Figure 1)

In the field of school education, compared to other categories, greater number of people replied they were treated "equal".

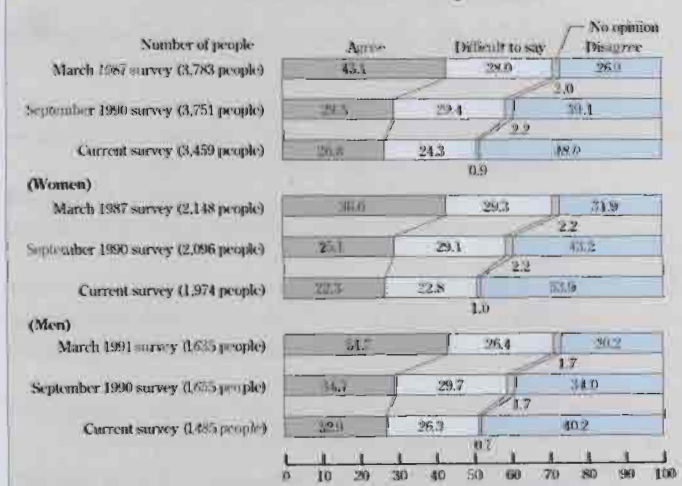
As for society as a whole, 75.6% answered that men receive more favorable treatment than women, ("men get very favorable treatment" 12.3%), (men get somewhat favorable treatment than women," 63.3%).

Those who thought that men receive more favorable treatment than women were asked about the reasons. The majority, 66.2%, pointed to "deep rooted tradition, prevailing social conventions and ideas concerning role sharing." (multiple answers)

**Figure 1: Equality of status of men and women**



**Figure 2: Concerning the notion: "men should work while women stay home"**

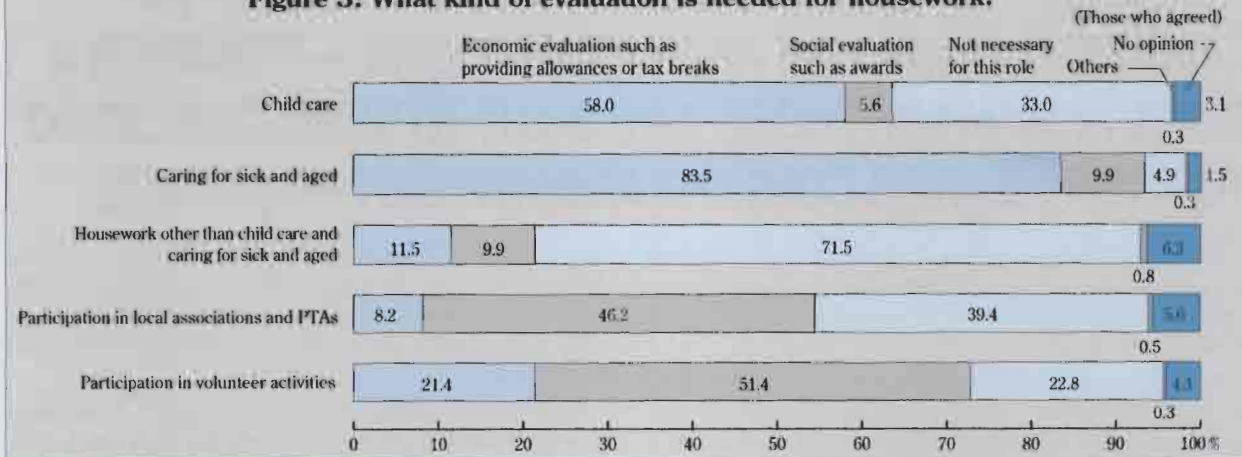


#### 2. Social participation of women, community and family participation of men

Increasingly people "disagree" with the conventional notion: "men work and women stay home." More men in all age groups "agreed" with the traditional way of thinking while more women "disagreed." (Figure 2)

With regard to the "need to encourage men to participate more in community and family activities," 74.3% answered positively while 6.7% answered negatively. Those who gave positive answers were asked what they thought must be done to encourage men's participation in community and family activities. What is needed is "to create a suitable environment for men and women for reconciling work and caring for the family" scored 48.9% and "decreasing working hours and increasing leisure time, 35.5%," "making greater

**Figure 3: What kind of evaluation is needed for housework?**



information available for men on community activities”, 27.3%. (multiple answers)

### 3. Awareness on housework

Three quarters (75.4%) of those surveyed agreed that “society should evaluate child care and caring of the aged as important tasks and consider offering rewards, tax breaks and benefits.” Of the 75.4%, 41.7% totally “agreed” while 33.7% “somewhat agreed”. Those opposed to the idea were 10.3% of which 7.6% were “somewhat against” and 2.7% were totally “against.” Figure 3 shows the results to the question on kinds of evaluation necessary. A high percentage of those surveyed considered child care and caring of the aged called for economic evaluations, whereas a high percentage considered economic evaluations unnecessary for other household chores.

One quarter, or 24.7%, of the surveyed answered that “it is inevitable that the responsibility for caring of parents falls upon women” and 13.2% said that “both men and women should take part in caring.” By gender, 22.8% of women and 27.2% of men thought that “it is inevitable that the responsibility for caring of parents falls upon women,” and 11.3% of women and 15.7% of men said that “regardless of gender, biological children should take care of their parents.” Men

scored higher in the two categories. Two thirds or 63.2% of women and 53.9% of men thought that “both men and women should take part in caring of parents” and women scored higher in this category.

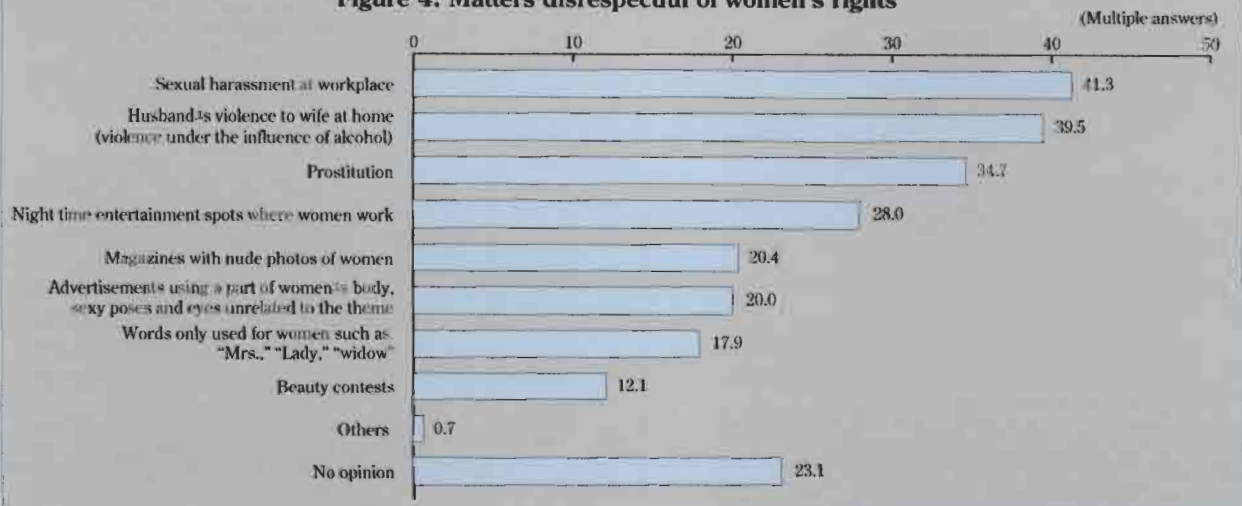
### 4. Women’s rights

A question was asked about situations where women’s rights were least respected. The highest percentage, 41.3%, answered, “sexual harassment at workplace.” (multiple answers) (Figure 4)

There were questions about the 4th World Conference on Women held in Beijing in September 1995. The survey was conducted in July prior to the opening of the Conference. Of those surveyed, 13.1%, 11.9% of women and 14.7% of men said that they had heard about it. Breakdown by gender and age, the highest percentage group was men between 50 and 59 years old.



**Figure 4: Matters disrespectful of women’s rights**



## AS SOCIETY CHANGES, SO MUST COMPANIES. LET US CHANGE THE WAY MEN AND WOMEN WORK — TOWARDS A SOCIETY IN WHICH THOSE WHO WANT TO WORK CAN DO SO TO THEIR HEART'S CONTENT AND WITHOUT PREJUDICE.

Remarkable advances in modernisation of the economy and internationalisation notwithstanding, Japan is said to be extremely lagging in respect of women entering the economic world.

In August 1993, the Federation of Economic Organisations of Japan (Keidanren), which is made up of business people from enterprises representing Japan, established a section concerned with the advancement of women in society. The twenty-eight members held discussions over a six month period, compiled the results in a report and conducted a written survey targeting member enterprises.

This report first lists six points as existing obstacles to active employment of men and women in Japan: 1) Conscious adherence to sex discrimination, 2) Corporate instructions and communication assuming homogeneous employee constituency, 3) The company-first climate, 4) The structure of a society that cannot provide sufficient backup for childcare and care for the sick and elderly, 5) Where institutions exist corporations do not utilise them and 6) Rigidity of institutions and customs.

It goes on to provide the conditions necessary for men and women to work without prejudice, in particular, 12 proposals to change the framework which has discouraged women from working.

Firstly, with respect to companies, in order to get rid of sex discrimination in appraisal and treatment of employees and to create a framework which provides opportunities for challenges corresponding to ability and desire, the following five proposals are being made. 1) Overcoming conventional tendencies towards sex discrimination, 2) Discretion in working hours, 3) Provision of conditions allowing for both work and childcare/care for the sick and elderly, 4) A system for improving employee motivation and ability and 5) A system which gives consideration to a variety of lifestyles.

With respect to working people, it proposes the following three points to overcome the sense of role allocation remain-

ing in Japanese companies so that they can work energetically and efficiently. 6) A work style that avoids sex discrimination, 7) a sense of responsibility about one's own behaviour and 8) reviewing the roles of individuals in the family and the community.

With respect to the government, it makes three proposals for urgent and drastic review of existing laws and regulations and public services to enable their re-engineering to make them suitable for the new era. 9) Diversification and consolidation of childcare services, 10) support for persons desiring re-employment and 11) review of a system which diminishes women's will to work.

Finally, also included in the proposal is 12) Development of industries providing support services for housework.

Next, we will introduce the results of the "Questionnaire Regarding Womens' Working Styles" conducted over the period beginning the end of September to the beginning of October 1994, and targeting managers from members of the Keidanren, personnel managers and regular employees of companies belonging to members of the Womens' Section.

Of the 367 section managers responsible for personnel who were asked "Do you think affirmative action is necessary?", 89.4% had negative thoughts and answered either "No" or "Not really" and 1.4% answered "Yes". Below are the results of the survey of 1609 regular employees.

In response to the question "What do you consider particularly important as reasons for working? (choose up to 3 items)", men answered in the order: 1) Salary, 2) To prove one's own ability, 3) Self-realisation, 4) To participate in society and 5) To contribute to society, while women answered in the order: 1) Salary, 2) To participate in society, 3) To prove one's own ability, 4) To improve one's ability and 5) Self-realisation. Looking at items with a big difference between men and women, many men answered "To contribute to society" whereas women answered "To participate in society".

**Table 1: What do you consider particularly important as reasons for working? (choose up to 3 items)**

	Manufacturing		Finance		Services		Total	
	Men	Women	Men	Women	Men	Women	Men	Women
a) Salary	310 (88.8%)	316 (86.3%)	160 (85.6%)	160 (85.6%)	225 (89.6%)	226 (83.4%)	695 (88.5%)	702 (85.2%)
b) To prove one's ability	180 (51.6%)	139 (38.0%)	89 (47.6%)	68 (36.4%)	126 (50.2%)	103 (38.0%)	395 (50.3%)	310 (37.6%)
c) To improve one's ability	67 (19.2%)	115 (31.4%)	53 (28.3%)	64 (34.2%)	60 (23.9%)	98 (36.2%)	180 (22.9%)	277 (33.6%)
d) It is disgraceful not to work	7 (2.0%)	17 (4.6%)	21 (11.2%)	2 (1.1%)	4 (1.6%)	1 (0.4%)	32 (4.1%)	20 (2.4%)
e) To contribute to society	99 (28.4%)	44 (12.0%)	54 (28.9%)	27 (14.4%)	78 (31.1%)	29 (10.7%)	231 (29.4%)	100 (12.1%)
f) To participate in society	132 (37.8%)	243 (66.4%)	40 (21.4%)	118 (63.1%)	87 (34.7%)	161 (59.4%)	259 (33.0%)	522 (63.7%)
g) To interact with others (including looking for a spouse)	31 (8.9%)	61 (16.7%)	15 (8.0%)	39 (20.9%)	17 (6.8%)	56 (20.7%)	63 (8.0%)	156 (18.9%)
h) Self-realisation	159 (45.6%)	82 (22.4%)	85 (45.5%)	50 (26.7%)	99 (39.4%)	76 (28.0%)	343 (43.7%)	208 (25.2%)
i) Advancement and to increase one's authority	20 (5.7%)	7 (1.9%)	18 (9.6%)	6 (3.2%)	15 (6.0%)	4 (1.5%)	53 (6.8%)	17 (2.1%)
x) Others	4 (1.1%)	11 (3.0%)	1 (0.5%)	2 (1.1%)	5 (2.0%)	10 (3.7%)	10 (1.3%)	23 (2.8%)



**Table 2: In general, what kind of work style do you think desirable during a woman's life cycle?(choose 1 item)**  
T-2-1: Breakdown by Industry Type

	Manufacturing		Finance		Services		Total	
	Men	Women	Men	Women	Men	Women	Men	Women
a) Work until marriage	27 (7.7%)	14 (3.8%)	15 (8.0%)	3 (1.6%)	14 (5.6%)	5 (1.8%)	56 (7.1%)	22 (2.7%)
b) Work until childbirth	26 (7.4%)	14 (3.8%)	17 (9.1%)	9 (4.8%)	18 (7.2%)	7 (2.6%)	61 (7.8%)	30 (3.6%)
c) Continue working without getting married	1 (0.3%)	5 (1.4%)	1 (0.5%)	0 0.0%	1 (0.4%)	1 (0.4%)	3 (0.4%)	6 (0.7%)
d) Continue working and not have children when married (DINKS)	3 (0.9%)	0 0.0%	0 0.0%	0 0.0%	1 (0.4%)	1 (0.4%)	4 (0.5%)	1 (0.1%)
e) Take only maternity leave, continue working after childbirth	10 (2.9%)	9 (2.5%)	5 (2.7%)	5 (2.7%)	8 (3.2%)	10 (3.7%)	23 (2.9%)	24 (2.9%)
f) Take maternity and childcare leave, continue working after childbirth	65 (18.6%)	133 (36.3%)	26 (13.9%)	60 (32.1%)	43 (17.1%)	113 (41.7%)	134 (17.1%)	306 (37.1%)
g) Give up working at childbirth. Devoting oneself to childcare but using one's experience from one's former career, return to work when child(ren) reach(es) school age	165 (47.3%)	138 (37.7%)	87 (46.5%)	89 (47.6%)	114 (45.4%)	97 (35.8%)	366 (46.6%)	324 (39.3%)
h) Give up working at childbirth. Devote oneself to childcare but work part-time after child(ren) reach(es) school age	60 (17.2%)	48 (13.1%)	29 (15.5%)	23 (12.3%)	48 (19.1%)	27 (10.0%)	137 (17.5%)	98 (11.9%)

There was also a big difference between men and women's answers in the items less frequently chosen, many men chose "Advancement and to increase one's authority", whereas women chose "To interact with others (including looking for a spouse)". (Table 1)

In response to the question "In general, what kind of work style do you think desirable during a woman's life cycle? (choose 1 item)", "Give up working at the time of childbirth. Devote oneself to childcare but using one's experience from

the former career, return to work after child(ren) reach(es) school age" was the item most frequently chosen by both men and women. For women, however, "Take maternity and childcare leave, continue working after childbirth" had an equal appeal, the number of men who chose that answer, in terms of its ratio, it was approximately half that of women. (T-2-1)

When looking at answers to the same question with respect to age groups, the proportion of women selecting

T-2-2: Breakdown by Age

	20's		30's		over 40	
	Men	Women	Men	Women	Men	Women
a) Work until marriage	12 (6.5%)	14 (3.5%)	21 (6.3%)	4 (1.7%)	23 (8.5%)	3 (1.6%)
b) Work until childbirth	19 (10.3%)	14 (3.5%)	27 (8.2%)	8 (3.3%)	15 (5.6%)	4 (2.2%)
c) Continue working without getting married	0 0.0%	5 (1.3%)	3 (0.9%)	1 (0.4%)	0 0.0%	3 (1.6%)
d) Continue working and not have children when married (DINKS)	1 (0.5%)	0 0.0%	3 (0.9%)	0 0.0%	0 0.0%	0 0.0%
e) Take only maternity leave, continue working after childbirth	7 (3.8%)	9 (2.3%)	12 (3.6%)	10 (4.2%)	4 (1.5%)	5 (2.7%)
f) Take maternity and childcare leave, continue working after childbirth	34 (18.5%)	133 (33.3%)	54 (16.3%)	118 (49.4%)	46 (17.0%)	65 (34.9%)
g) Give up working at childbirth. Devoting oneself to childcare but using one's experience from one's former career, return to work when child(ren) reach(es) school age	74 (40.2%)	138 (34.6%)	168 (50.8%)	81 (33.9%)	124 (45.9%)	78 (41.9%)
h) Give up working at childbirth. Devote oneself to childcare but work part-time after child(ren) reach(es) school age	37 (20.1%)	48 (12.0%)	50 (15.1%)	11 (4.6%)	50 (18.5%)	25 (13.4%)

"Continue working even with child(ren)" was largest for those in their 30's. The answer favouring "Using one's experience from one's former career, return to work after devoting oneself to childcare" was the most chosen throughout all men's age groups, and was popular particularly with men in their 30's. (T-2-2)

Analysis of women's answers by job type revealed, "Continue working even after childbirth" was most chosen by persons with undefinable job types followed by those with

managerial jobs. "Using one's experience from one's former career, return to work after devoting oneself to childcare" was the preferred choice of people with clerical jobs. (T-2-3)

From these answers to questions regarding women's preferred work styles, it may be surmised that women wish to continue working even if they marry and have children and while men have the same tendencies, they expect women to stay home to manage it.

T-2-3: Women/Totals by Job Type

	Managerial	Secretarial	Others	Undefinable Job Types
a) Work until marriage	3 (1.3%)	17 (3.9%)	0 0.0%	2 (1.8%)
b) Work until childbirth	7 (3.0%)	23 (5.3%)	0 0.0%	0 0.0%
c) Continue working without getting married	3 (1.3%)	2 (0.5%)	1 (2.4%)	0 0.0%
d) Continue working and not have children when married (DINKS)	1 (0.4%)	0 0.0%	0 0.0%	0 0.0%
e) Take only maternity leave, continue working after childbirth	7 (3.0%)	9 (2.1%)	4 (9.5%)	4 (3.7%)
f) Take maternity and childcare leave, continue working after childbirth	113 (48.3%)	117 (26.7%)	15 (35.7%)	61 (56.0%)
g) Give up working at childbirth. Devoting oneself to childcare but using one's experience from one's former career, return to work when child(ren) reach(es) school age	79 (33.8%)	201 (45.9%)	17 (40.5%)	27 (24.8%)
h) Give up working at childbirth. Devote oneself to childcare but work part-time after child(ren) reach(es) school age	17 (7.3%)	68 (15.5%)	3 (7.1%)	10 (9.2%)

## WOMEN'S CENTRES IN JAPAN

*The Women's Centres Section is written by representative of the institutions introduced.*

### NAGOYA CITY WOMEN'S CENTER

#### 1. The objective

Nagoya City Women's Center is a facility for social education (non-formal education for adults and youth) established as the base of learning, social exchange, and exchange of information to support women's learning activities and other group activities as well as to promote women's education.

The Centre is undertaking various kinds of services to improve women's ability to solve problems through learning and social exchange.

The newly established Women's Information Center aims to offer information that meets women's demand for learning and encourage women to utilise and transmit information.

The above-mentioned Women's Information Center, together with the existing women's center are collectively called Nagoya City Women's Center. The existing women's center, which is part of the women's center, is to be called the Women's Learning Center hereafter. Furthermore, the Women's Center was given a familiar name, *Evenet*, to promote greater familiarity of and accessibility to the facility.

*Evenet*, selected among names that were collected from the public, was coined by combining the words—even (equality) and network (solidarity).

#### 2. Services

As a base of learning, social exchange, and exchange of information, the Women's Center, with the objective of supporting independent learning and activities to improve women's aptitude and abilities, provides services consisting of the following: 1) offering opportunities for study, 2) supporting group activities, 3) providing information, and 4) consultation.

The details of each item are as follows:

##### 1) Offering opportunities for study

This service offers opportunities for study on women's issues to assist women with their independent learning for problem solving.

Specifically, this service consists of the following four items:

###### a. Courses

Courses will be set up as opportunities for continuing and systematic learning to enable women to acquire basic competence to solve women's problems for themselves by recognising problems concealed underneath their daily lives.

###### b. Human Life Forum

Lectures and symposia will be held with the objective of realising from a broad perspective, a society for gender equality.

###### c. Discussion with visual aids

After appreciation of visual aids concerning women's life and women's issues, discussions will be held to gain a better undertaking of theme.

###### d. Children's day-care project

This project aims to promote growth of all persons involved in children's day-care as well as to search for the meaning of day-care services from the perspective of social education. Study and training meetings to improve the quality of volunteers for day-care will be held to improve and expand day-care services.

##### 2) Support of group activities

This service aims to support group activities by offering places for exchange of information necessary for study. Specifically, this service consists of the following five items:

###### a. Women's Forum

This forum aims to offer places for organisational users or group users to present their experience and reports of activities and exchange opinions with other users.

###### b. *Evenet Festa*

This festival aims to offer opportunity for group users taking active part in the field of cultural creativity including drama, chorus, or recitation groups to present their production as well as to enjoy social exchange.

###### c. International Women's Forum

This forum aims to study various social problems from international viewpoint as well as from the perspective of solving women's problems. It also

aims at exchange with other study groups.

###### d. Training and exchange meetings

These meetings aim to support independent group activities.

###### e. Support of groups undertaking volunteer activities

This service includes advice and consultation by demand from persons engaged in volunteer activities or are considering to start work.

##### 3) Collection and dissemination of information

To support diverse study activities in the information-oriented society, information collected from various fields is compiled, processed and disseminated.

###### a. Library

To support women's continuing study, books, for the most part, related to women's issues are collected and lent out. This service includes visitors' reference to books and on-line reference to the databases of the National Women's Education Centre as well. The number of titles held, as of the end of March, 1996 is 14,000 books.

###### b. Gallery

The gallery is offered as a place for disseminating information on women's group activities and presentations of their accomplishments.

###### c. Publication of "*Evenet*", a newsletter

*Evenet* is published twice a year to offer information on lifelong learning and to publicise the center's services.

###### d. Information floor

Widely collected information on study opportunities offered by institutions related to lifelong learning as well as events, facilities, and city administration is displayed on the information floor. In addition, the Centre is making an effort to maintain a small collection of communication journal and video films aimed at heightening awareness on women's issues within Aichi Prefecture.

###### e. Information system

A computer system is installed for the benefit of users who wish to retrieve information. The information includes four items of data: study programmes, instructors (human resources), organisations (groups) and books.

##### 4) Study consultation service

To meet the increasingly diverse and sophisticated study needs, the service offers consultation on study to help learners access the most suitable course of study.

###### a. Study consultation service

This service offers consultation on study; including study courses, instructors, and groups to assist learners find suitable courses. Approximately 600 consultations are held annually.

###### b. Telephone consultation

This service aims to support women with various troubles and problems by giving consultations by analysing inhibiting factors for study and from the perspective of women's issues so that women can solve problems for themselves.

Since its opening in 1978, the Centre has provided the necessary information for problem solving and to encourage women to resume lifelong learning. The Centre receive 2,500 calls annually mainly from women in their thirties and forties.

###### c. Consultation on use

Consultations on the use of facilities and equipment are also given.



## PUBLICATION

### ENGLISH BOOKS ON JAPANESE WOMEN

#### 1. Japanese Women: New Feminist Perspectives on the Past, Present, and Future

*(edited by Kumiko Fujimura-Fanselow and Atsuko Kameda. Published by The Feminist Press at The City University of New York, 311 East 94 Street, New York, New York 10128. 1995. 424 pages. ISBN 1-55861-093-6 (cloth). ISBN 1-55861-094-4 (paper).)*

This volume presents, for the first time ever, a wide-ranging collection of essays on women in Japanese society written by Japanese women themselves. The contributors, who include scholars, professionals, and activities, describe and analyse the historical background, current status, and future prospects for Japanese women. The essays focus on the family, language, art, education, religion, the work place, and politics, and highlight the changes in attitudes and consciousness taking place in Japan today. This body of scholarship is truly unrivaled in scope; there is no comparable collection.

Kumiko Fujimura-Fanselow is professor of women's studies and education at Toyo Eiwa Women's University in Tokyo and Yokohama. Atsuko Kameda is associate professor of education and women's studies at Jyumonji University in Tokyo. Both Fujimura-Fanselow and Kameda have published extensively on Japanese women's education.

This volume was well received at the Beijing Conference site last year and hailed for its breadth of coverage and in-depth analysis of the situation of contemporary Japanese women. The book has been adopted as a textbook at several universities in the United States.

#### Contents:

Preface

Introduction

#### Part One: Women's Place: Cultural and Historical Perspectives

The Struggle for Legal Rights and Reforms: A Historical View

Women's Image and Place in Japanese Buddhism

Aspects of Sexism in Language

Who's Afraid of Amino Kuku? Gender Conflict and the Literary Canon

Three Women Artists of the Meiji Period (1868-1912): Reconsidering

Their Significance from a Feminist Perspective

Women and Television: Portrayal of Women in the Mass Media

#### Part Two: Education

Challenges to Education for Girls and Women in Modern Japan: Past and Present

Sexism and Gender Stereotyping in Schools

College Women Today: Options and Dilemmas

Women's Studies: An Overview

#### Part Three: Marriage, Family, and Sexuality: Changing Values and Practices

Marriage and Family: Past and Present

The Mystique of Motherhood: A Key to Understanding Social Change and Family Problems in Japan

Care of the Elderly: A Women's Issue

The Changing Portrait of Japanese Men Dialogue

Men on the Threshold of Change  
Pornographic Culture and Sexual Violence  
Domestic Violence

#### Part Four: Women at Work

Female Workers: An Overview of Past and Current Trends  
Work, Education, and the Family  
The Plight of Asian Migrant Women Working in Japan's Sex Industry

#### Part Five: Women's Future: Asserting New Powers

Japan's First Phase of Feminism

The New Feminist Movement in Japan

Legal Challenges to the Status Quo

From the Home to the Political Arena

Profiles of Two Assemblywomen

Aokage Takako: Housewife Turned Political Representative from

Seikatsu Club

Seikyo / Mitsui Mariko: An Avowed Feminist Assemblywoman

Selected Bibliography of English-Language Works since 1980  
Appendix: Significant Dates in the Recent History of Women  
Notes on Contributors

#### 2. Convention on the Elimination of All Forms of Discrimination against Women: A Commentary

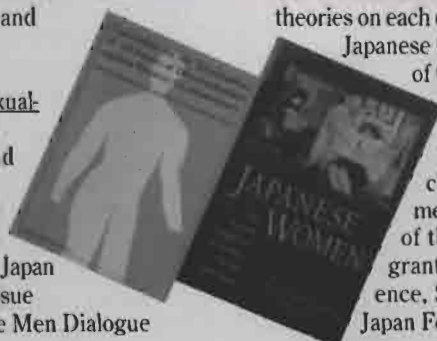
*(edited by Japanese Association of International Women's Rights. Published by Shogakusha, 103 Bunkyo 2nd Bldg., 2-30-14 Hongo, Bunkyo-ku, Tokyo 113. 1995. 398 pages. ISBN 4-915750-29-9.)*

This volume is the English version of the Commentary on Convention on the Elimination of All Forms of Discrimination against Women by an active Japanese NGO.

Japan ratified the Convention in July 1985, and the Japanese Association of International Women's Rights (JAIWR) was established in September 1987 for study and diffusion of the Convention. The JAIWR published in Japanese Commentary on Convention on the Elimination of all Forms of Discrimination against Women in September 1992, the result of studies over two years through research discussion and seminars by JAIWR scholars as well as specialists of public law, civil law, international law, international relations, and other areas.

The book is an article-by-article commentary on each of the thirty articles of the Convention. It is devoted to precise understanding of the meanings of the text, through detailed examinations of the United Nations documents in an attempt to throw light on the process of the Convention (deliberations at the Commission on the Status of Women and the Third Committee of the General Assembly), as well as through reference to theories on each of the issues involved. The publication of the Japanese Commentary was landmark in the diffusion of the Convention in Japan.

The JAIWR began to translate the book in 1993, and the English version was published in 1995. In order for bridging this chronological gap, two scholars wrote supplementary sections. Translation and publication of the English edition was subsidized by the grants-in-aid of the Ministry of Education, Science, Sports and Culture of Japan as well as the Japan Foundation.



## INTRODUCING NWEC

### 1. Publications

#### (1) Japanese Journal of Women's Education (in Japanese)

This journal is published to provide information relating to women's education in and out of Japan. The 33rd issue, published in March 1996, contained a feature article on "After Beijing - The Fourth World Conference on Women and NGO Forum for Empowerment of Women".

This issue summarises the achievements of The Fourth World Conference on Women and NGO Forum on Women and considers public administration measures of central and local governments as well as the future of NGO activities. It reports on examples of new activities being developed as a result of this conference.



#### (2) FY 1995 Programme Report of NWEC (Japanese)

This Report was published to disseminate the fruition of programmes organised by NWEC so that more people may be informed of our programmes.

The book includes summaries of each of study, exchange and information programmes, as well as results of researches which were completed in FY 1995.

As the book received a good reputation and were sent to many institutions, we have no copy in stock.



### 2 Introducing FY1996 NWEC Programmes

#### (1) 1996 NWEC Training Course for Information Processing on Women's Issues

Targeting Asia and the Pacific region, the training course this year will be held for the eighth time. The number of trainees will be increased from 4 to 6 this year and the course is scheduled to be held for six weeks from 25 July to 4 September 1996. Countries to be invited this year include



Bangladesh, Iran, Pakistan, the Philippines, Thailand and Tonga.

#### (2) International Symposium on Women and Human Rights

This Symposium will be held on 4 August 1996 in conjunction with ESCAP, aiming at clarifying the situation of women's legal status in all Asia, women's human rights in the Islamic world, women trade in Asia, women's human rights in Japan and so on. The discussions will provoke the sense of problems.

Several symposists will be invited from both Japan and other countries and simultaneous interpretation (Japanese and English) will be provided.

#### (3) International Forum on International Exchange 1996

The theme for this year's forum is "Women's Education, Learning and Empowerment". With the purpose of gaining knowledge about programmes for women's education worldwide and contributing to the formation of an international network in the fields of women's education. It is scheduled to be held over the period 20-22 November 1996. A programme for this event is currently being made and is scheduled to be published in both Japanese and English. Please contact us if you would like a copy. Copies will be sent after completion.

#### (4) Seminar for Officers of Women's Education 1996

One of the biggest problems in developing countries is that opportunities for women's education are few in comparison with men's. In view of this situation and for the purpose of improving the nature and ability of officers of women's education in developing countries, and for improving and expanding educational opportunities to nurture people who will become responsible for social development and expansion, this seminar will be held from this financial year. This seminar has been commissioned by the Japan International Co-operation Agency (JICA) and will be held under the joint auspices of the Ministry of Education, Science, Sports and Culture.

Participants will be invited from Asia and Pacific region and the Central and South American regions. Training of the ten invitees is scheduled to be held over the four week period from 28 January to 26 February 1997.

#### EDITOR'S NOTE

*As of April 1996, our Newsletter is mailed to 1,305 organisations and individuals in 177 countries. We wish to expand our network for a wider and more active exchange of information. Please advise us of any organisation which should be placed on our mailing list. We also invite your comments and questions concerning the NWEC Newsletter.*

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