

## SUMMARIES

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### Learning to Build a Gender Equal Society

Yasuko Muramatsu

This article explores surroundings of learning and education in Japan designed to form a gender equal society including school education and lifelong learning. The article poses five necessary perspectives for a gender equal society: elimination of gender role assignment, gender perspective, respect for human rights and individuals, emphasis on individual experience and social awareness, and learning to empower.

In order to focus on the current condition of learning women's studies and gender theory throughout women's lives, the article analyzes workshops held by women at "Forum on Women's and Gender Studies", which started in 1996, organized by the National Women's Education Centre of Japan (NWECC). There have been formations of many research and action groups, emerging developments of new activities, attempts to learn from actual cases, and increase of participation-style programs.

In school education, teachers need to break away from conventional ideas of gender-specific characters and learn gender-free education. Taking examples from reports written by teachers who attended "The Seminar on Gender Equality Education for Teachers," organized by the NWECC since 1997, this article finds that more teachers are enforcing gender equal education while attempts by school systems remain limited. Teachers who attended the recent seminars mentioned the importance of their gender awareness more often than those who attended earlier seminars.

(Professor, Tokyo Gakugei University)

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### An Essay on Stream of Learning Community: Crossroads with Feminism

Manabu Sato

Author and education philosopher Jane Roland Martin has astutely observed that the modern school functions as an alienating experience for women and minorities, such that the higher the level of education they attain, the more they actually lose. How does this phenomenon occur, and how can it be overcome?

In order to approach the above issue, this paper illuminates several related and controversial issues that exist at the intersection of the school reform movement — with its emphasis on learning communities — and the educational research being undertaken by feminists. The paper elucidates concerns regarding sexism in liberal arts education; otherness in learning; the partnership between the school and the family; and relationship between the caring and the cared-for in education, as well as ethical questions that arise in the course of their operation. The communality of learning has been a core category of theories of schooling throughout their historical process of change; this change has entailed an evolution in the concept of learning from one of mental discipline and the gestation of ideas to one of participating in acts of communication, mainly in the form of dialogue. This paper reflects on the history of philosophies of learning and then attempts to go beyond this tradition and beyond the pedagogy of feminism in exploring the possibilities for school reconstruction.

(Professor, The University of Tokyo)



## **EDUCATION FOR ALL: UNESCO's Policy and Strategies Towards Gender Equality in Education**

**Koto Kanno**

In accordance with the mission statements contained in its Constitution, and on the understanding that education is a fundamental human right, UNESCO has been undertaking women and girls' education and fostering gender equality in education as part of its "Education for All" movement. It is widely recognised that women and girls' education contributes significantly to social and economic development. Thus, women and girls' education is being promoted by UNESCO in the context of global democratisation and within the framework of international development cooperation.

Various international conventions and recommendations and action plans adopted at numerous international conferences stress the importance of women and girls' education and identify it as a priority area. The Dakar World Education Forum (2000) agreed to include among its six goals the aims of eliminating gender disparities in primary and secondary education by 2005 and of achieving gender equality in education by 2015. Since then, UNESCO has been undertaking relevant activities as part of a follow-up to Dakar and as a contribution to the Ten-Year UN Girls' Education Initiative. UNESCO's activities related to gender equality in education are based on two concepts: a gender equality perspective and the expanded vision of basic education accepted by the Jomtien World Conference on Education for All (1990).

The present article first reviews briefly developments in girls and women's education since UNESCO's establishment and then introduces UNESCO's policy, strategies, and activities concerning gender equality in education since the Dakar World Education Forum. The article concludes that through concrete and field level activities, UNESCO's programme on gender equality in education is aimed at creating a new partnership between men and women based on mutual respect, dialogue, and responsibility sharing and also at contributing eventually to the construction of a fair, just, and sustainable society in the twenty-first century.

(Program Specialist, UNESCO)

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## **Sweden as a Model for Knowledge-led Society**

**Naohiko Jinno**

During its transition from the twentieth to the twenty-first century, Sweden achieved both economic recovery and fiscal restructuring. This success was possible because Swedish society is committed to lifelong learning based on the principle of providing a free education to all, whenever and wherever they desire. At the turn of the century, this commitment to education has enabled Sweden to shift its industrial structure towards one centred on knowledge-intensive industries. The real secret behind Sweden's return to a robust economy and fisc is thus clear, and therefore Japan should learn from Sweden and build a knowledge society.

(Professor, The University of Tokyo)

## Images of Joshikōsei in Contemporary Japanese Society

Rika Sato (Sakuma)

This study examines the data from a survey and interviews conducted in Tokyo's Sugunami Ward and the city of Hamamatsu, Shizuoka Prefecture, in the years 1999 and 2000. The purpose of this research is to clarify how the image of joshikōsei (high-school girls) constructed by the media affects the self-image of adolescent girls today; the media frequently portray joshikōsei as independent and powerful.

The Japanese have adopted the English word "gal" as a colloquial neologism to refer to adolescent girls who are at the cutting edge of fashion trends and who often wear high boots, short skirts, heavy makeup, and so on. Participants in the survey and interviews tended to view "gal-type" girls as the overriding stereotype depicted by the media. Many respondents objected to the identification of gal-type girls with joshikōsei in general and to the media's tendency to link those girls with enjō-kōsai (teenage prostitution). But some girls tended to sympathize with the positive traits of gal-type girls, such as their assertiveness, individuality, and solidarity. When asked what the merit of being joshikōsei in today's society was, many answered that it allowed them to be "free and cheerful as well as socially influential by inventing new fads." This suggested that their sympathy toward gal-type girls might be the basis for their self-image as independent and powerful.

A comparative analysis of readers and nonreaders of gal-type magazines demonstrated that readers (who were more likely to strongly identify with the gal-type girls) had a more positive view of being joshikōsei in contemporary society. They were also more likely to have had the experience of being propositioned by adult men (particularly in exchange for money) and to view enjō-kōsai as a widespread phenomenon.

The girls in the study, however, were well aware that their freedom and power was "time-limited," i.e., valid only during their high school years. In order to help girls construct truly free female selves, we must problematize the system of gender that makes them believe that "now is the prime time of life and the rest is all downhill." By having adult women intervene in the production of discourse about joshikōsei, which has so far been managed by adult men and adolescent girls, we might expect some change in this view of womanhood.

(Ph. D. candidate, Department of sociology, Princeton University)

## Women's Self-determination and the Entitlement Concept

Sachiko Takahara

The aim of this paper is discovery of a method for surmounting the many injuries and adverse conditions that women are subject to and bringing about self-determination as the natural condition of all people. In our present conditions, women's choices and actions are inevitably driven by a thinking system based on responsibility for oneself; how can we strengthen the concept that women have a right to receive support for their own choices and actions?

This means establishing a possibility that the system gradually be changed to include achievement of freedom through cultural understanding that recognizes the all-pervading effects on thought and action of the present gender trap in putting opinion into practice through social action.

This paper therefore takes as its key the concept of entitlement. People must surmount the existing rationale for social conduct in order to emphasize free thought and action, and to understand the agency's side, not to symbolize living in a utopia but to effect the hoped for changes and variations in women's thinking concerning social actions. When this blends dynamically into actions, it will be possible to clearly grasp the reality of freedom.

(Doctoral student, Graduate School, Osaka University)



## 自ら学びの場を創ったアメリカ女性たち — シカゴ 女性の書店 "Women & Children First"

小野坂順子

日本各地における「女性センター」のようなものはアメリカにはほとんど見られない。ではアメリカの女性達は卒業後どのように学びつづけるのか？ 大学などの教育機関や女性のグループがその役割を積極的に引き受けているが、しかしさらに調べてみると、女性によって運営されている書店 (women's bookstore) が往々にしてその地域の女性センターになっていることがわかる。この論文では 1970 年代の女性運動の高まりとともに誕生した女性達の書店が毎日の書店運営の中でどのようにフェミニズムを実践し、アメリカ資本主義の中で生き残ってきたのかを検討してみたい。特にシカゴにある Women & Children First に焦点をあて、おおよそ二十年にわたるその歴史を追い、どのように女性の書店が地域の重要なコミュニティーセンター、出会い、学びそして情報提供の場となり、女性運動の拠点になってきたのかを明らかにしたい。

Women & Children First では普通ではなかなか手に入らない貴重な情報や芸術を提供しつつ、女性間にも存在するヒエラルキーや、二元論を超えて女性同士を結びつけてきた。様々な女性達の作品をとりあげ、さまざまなイベント、プログラムを開くことで、その背後にある声を届け、女性達が安心してお互いの文化的表現を学び、楽しめる場所を提供してきたのである。1970 年代から女性の書店づくりに関わってきた多くの女性達は「書店」というものを女性達のとぎれない学び、創造、そして啓蒙の場にしてきた。その例として、Women & Children First は女性の書店として、平等な社会を目指して女性達が成し遂げてきたものを明らかにし、それらに命を吹き込む役割を果たしているのである。

(ニューヨーク州立大学バッファロー校博士課程在学中)

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## A Practical Case of Planning for Gender Equality, Involving Citizens, NPO Members, and Local Government Employees

Noriko Shibuya

In Ikeda Town (Ibi County, Gifu Prefecture), a group comprising citizens, members of a nonprofit organization, and local government employees joined in 2000 to draw up a plan for gender equality. The three cooperating groups included citizens who had studied at a women's Gender Equality seminar sponsored by Ikeda Town; members of an NPO named Women's International Network of Neighbourhood/Nagoya (WIINN), which focuses on the study of gender issues and women's empowerment for economic independence; and employees of the Ikeda Town Office who had studied at Gifu Women's University. "Learning" was the keyword for the entire process. The three groups cooperated in studying gender equality and contributing to policymaking that put their study into practice. Their efforts resulted in a realistic plan called the Ikeda Town Plan for Gender Equality. This paper reports the process of practical policymaking that started with learning to achieve a gender-equal society.

(Director, NPO WINN (Women's International Network of Nagoya Neighbourhood))

## Women's and Gender Studies Courses in Higher Educational Institutions in Japan (from the Survey by NWECC)

Kaoru Tachi

This paper is a revision of the "Research Summary" in the Research Report of Women's and Gender Studies in Higher Educational Institutions, which was based on a survey conducted as part of a research course held in 2000; the survey was published by the National Women's Education Center (NWECC) in Japan in March 2002. As is widely known, this research has been conducted periodically by NWECC since 1983. In this survey, the tenth, research methods were reconsidered in order to clarify current themes in women's and gender studies.

First, this report describes changes in research methods and specifies the significance of data collected by the new methods. Second, the report explains the purposes of two different lines of inquiry that were carried out: (1) basic research on educational affairs, which focused on personnel in educational affairs sections, and (2) faculty research, in which teaching faculty were asked both to answer specific questions and to give open-ended descriptions of their opinions.

In the basic research on educational affairs, we collected data on the number of universities and courses that have women's and gender studies, the name and content of those courses, the number of departments that offer those courses, and the number of teaching faculty for each course. In the faculty research, we inquired about faculty members' fields of study, their length of experience teaching women's and gender studies courses, the year their courses were established, and what they teach in their courses.

In addition, we summarized the open-ended descriptions of opinions collected in the faculty research, finding that the responses could be divided into two themes: phases of women's and gender studies courses and theorizing about and systematizing of those courses. Under the first theme, we discussed (1) the purposes and outcomes of the courses, (2) how courses compare and contrast at the undergraduate and graduate levels, (3) the influence of the courses on universities, (4) departmental policies, and (5) the tendency of universities and students to relegate women's and gender studies to minor, rather than major, status. Under the second theme, we illustrated (1) the relationship between women's studies and gender studies, (2) the means of establishing a legacy in which these courses are sustained and developed on campus and young people use the concepts they have absorbed in their studies to change their communities once they have left university, and (3) differences compared with other countries.

This report clarified the importance of conducting qualitative and quantitative research on the reality of women's and gender studies courses in Japanese higher educational institutions. It also reconfirmed the need to improve the precision of fundamental data and to provide solutions to problems that arise in women's and gender studies education and research.

(Professor, Ochanomizu University)

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## Research for Gender-equal Learning in an Aging Society

Yuki Takahashi

Japan is experiencing a long-term societal trend of greater longevity, and thus more people are facing the need to reshape their identities and lifestyles as they undergo the transition from middle to old age. In our research, we have called this important transitional phase the "Koroki(second formative years)".

In order to have a meaningful old age where choices can be made independently and neither age nor sex become constraining, older adults must be educated regarding ways to reexamine the interpersonal relationships and social



status that they have developed and maintained in their lives so far. Such reexamination should be undertaken with a sensitivity to gender, in the interest of promoting equal participation in society by men and women.

The purpose of the present research is to clarify the subjects of study essential to baby boomers, who are now in their second formative years, and to further the development of learning programs that would contribute to the realization of a gender-equal society.

(Researcher, National Women's Education Center)