
SUMMARIES

Gender and Lifelong Learning : Women's Empowerment Issues from the Human Rights Viewpoint

Yoshiko Kanai

This paper undertakes to discuss new directions for lifelong education in Japan from the gender concept. The gender viewpoint naturally includes topics like moving away from assigned gender roles and women's independence. However, to further clarify the contemporary issues which gender involves, it is essential to include perspectives such as women's empowerment and women's or human rights. This is because these themes coincide with the ideological issue of stronger awareness of human rights and the thorough implementation of democratic principles in connection with the promotion of lifelong education today, and because the concept of human rights involves the empowerment of individuals who have been considered socially weak and the object of modern paternalistic protection. Because the elderly, the disabled, women, indigenous peoples, minority ethnic groups, children and others have been placed outside the framework of the modern nation-state, or because they have been thought of as needing protection within the modern family in the modern public-private dual system, they have been heretofore considered second-class citizens. Today, empowerment is in the forefront as an issue involved in moving away from this second-class status and in establishing the right to self-determination and independence from paternalism. Women's rights/human rights is the most progressive expression of women's empowerment within the context of gender issues.

This paper consists of three main sections. The first is a reexamination of the context of UNESCO's lifelong education movement, with the United Nations Women's Year serving as the background for broadly defined women's issues, and the international movement highlighting the issues of women's rights/human rights and gender and women's empowerment, to verify that no local bias has colored the issues in Japanese society and the public's acceptance of these ideas. The second section discusses the problems and issues involved in making the change from social education to lifelong education in Japanese society, and the third maintains that because in Japanese society, gender equality is discussed not in terms of equality between men and women but characterized as equal participation in society, it is essential to establish lifelong education from the perspectives of gender and of women's rights or human rights.

Gender and Home Education : From the Perspectives of Family Therapy and Counseling

Hiroko Nakagama

Almost one-half of Japanese parents reportedly support sex differentiation in child rearing. This type of parent often expects girls to become kind and gentle and to take care of their families, while boys to be strong-minded and responsible. These differing expectations by gender sometimes, although not always, create sex-discriminative home education, a situation very unfair for girls. Girls are asked to make big contributions to their families but are not even given any acknowledgment for the efforts they make.

Two clinical cases conducted by the author are presented herein in order to demonstrate how much damage girls may sustain in a sex-discriminative environment. Therapeutic interventions were conducted as

follows. First, a therapist encouraged clients to recall and then verbalize their experiences of unfair treatment. Second, clients were encouraged to disclose their actual gender images to those family members who play a key role in the client's family-life situation. This process enabled clients to finally control their emotions and reach decisions or resolve problems they had with their families.

What the clients were required to do was to eliminate the gender bias within themselves of being inferior or worthless, accept their uniqueness in the family, and establish self-esteem. To achieve good results, it was essential for therapists to be conscious of their own gender image.

Gender Equality Education in the School : Home Economics and Equality in Educational Opportunity

Kaoru Hounoki

Over the past fifty postwar years, many of us have believed in schools as places of equal opportunity regardless of the students' gender. Recent studies in gender roles, however, have identified schools as just another gender-role-propagating institution.

There are six issues that indicate that schools are institutions that cultivate gender-role distinction. The first is the school system that serves in itself as a model for a gender-role society. The second is the cultural practice whereby students are always divided into separate groups of boys and girls, such as in homeroom roll call lists and assembly order queues, and the assignment of different roles according to gender. Third are the textbooks and teaching materials that describe fixed gender roles. Fourth is the subtle difference between counseling offered to girls and to boys. Fifth, despite the official stand on equality in educational opportunity, in reality things are different. Finally, there is insufficient opportunity for students to learn in depth about the equality of the sexes. Schools have long played a part in tacitly training boys and girls to meet their expected roles. This is a problem that goes beyond institutionalization.

As evidenced by compulsory home economics classes for girls, schools have played a major role in teaching gender roles to students throughout the long postwar history. Today, home economics has become a compulsory subject for both genders, and the issue of institutionalization of gender roles has seemingly disappeared. What was improved, however, was just the subjects students are required to study, but neither the contents nor the method in teaching the subject has been changed. From the gender equity viewpoint, classification by gender—the principle on which home economics as a compulsory subject for girls was based—must be altered so as to change the contents and teaching methods of the subject. Also, the above-mentioned six issues should be dealt with as educational issues for home economics, and a theoretical framework for the contents and methods should be developed and put in practice.

This, I believe, is the key to eliminating of the institutionalized and non-institutionalized gender-role-propagative functions of schools.

Women and Alcoholism : The Role of Wives Attending Meetings on Alcoholism

Yukari Ishikawa

There are three types of situations in which women encounter alcoholism. The first is when the woman herself is an alcoholic. The second is when the woman is the partner of an alcoholic. She is often called an enabler in this case. The third is when the woman has grown up in a family with alcoholic(s). In this case, she is called an adult child, and she assumes the role of enabler for her mother. This paper focuses on the enabler and defines gender relations in the family. The three types of situations described are asymmetric because of gender. That is to say, of the people diagnosed as alcoholics, the majority are men and the minority women. As a result, a woman easily falls into the role of enabler, and if she an alcoholic herself, it is difficult for her to be an enabler as well. The power of gender built in our society is very obvious in these situations. Because the enabler has the tendency to treat an alcoholic as an invalid, a change in the enabler's approach can bring positive results in treatment. From this viewpoint, the well-being of the alcoholic becomes the most important issue, and treatment focuses on the recovery of the alcoholic. However, meetings held at a hospital for the treatment of alcoholics are attended by women who come seriously to learn. They say, "I am here not for my husband but for myself." What are they seeking to learn? The answer to this question becomes clear from participatory observation. It identifies how gender relations work and how they effect treatment. Whether gender relations change or not as a result of these meetings is a subject for further examination.

The Economic Activities and the Social Definition of Women : A Case Study of Women Retail Traders in Cambodia

Kyoko Kusakabe

Market liberalization policies are said to have increased women's financial burden on the one hand, but on the other have created more employment for them and increased their independent income. In Cambodia, after market liberalization in 1989, urban women have increasingly joined small-scale retail trade businesses. Cambodian women have traditionally been financial managers of the households and have enjoyed relatively high decision-making power. By having an independent income, women are expected to further improve their position in the household. In fact, women do possess positive self-images of themselves and their businesses. These positive self-perceptions are all the more strengthened because women supporting the family through their businesses conform to the social definition of women in Cambodia. Their economic gains are, however, not automatically translated into status gains. No matter how much women contribute to the household economically, they are still responsible for household chores. Through their socially lower-status occupation in the small-scale retail trade, women are expected by the family and society to support the family financially and to maintain and raise their husbands' social status. The social definition of women in Cambodia, which places high value on the economic role of women, works as an "unnamed" power that forces women to accept a greater economic burden and a lower social status.

Maternal Feelings and Behavior and Social-Support Resources during the Early Years of Child Rearing

Michiyo Kato

The transition of maternal functions during the early years of child rearing was explored in a survey of 425 mothers who live in a suburban community and have first-borns between the ages of 4 and 48 months. Questionnaires were designed to examine five aspects regarding maternal feelings/behavior ("stress from maternal life," "positive feeling about child rearing," "negative behavior toward child or herself," "competence with own child," and "competence with children in general") and social support in various ecological settings (support from "spouse," "family of her spouse," "own family," "friend(s) from before moving to present residence," "friend(s) in neighborhood"). Significant correlation with the increase in child's age was found in the following aspects: (1) decrease in "positive feeling about child rearing," (2) increase in "negative behavior toward child or herself," (3) decrease in "support from spouse" after third year of rearing, and (4) decrease in "support from family of her spouse." In addition, we found that "support from own family" was constantly high regardless of child's age, and "support from friend(s) in neighborhood" gradually (but not significantly) increased. These data suggest that (1) maternal feelings/behavior become more ambivalent after the third year than during the first or second year of child rearing, and (2) the mother's access to her support resources changes with the increase in child's age.

A Study on Anxiety about Child Rearing and on Child-rearing Information among Mothers of Children Aged 0-1 Years : From A Corroborative Study on the Creation of a New Child-rearing Network in a Technologically Advanced Society, 1997, 1998

Hiroe Nakano

Since 1980, the phrases "anxiety about child-rearing" and "child-rearing information" have begun to attract more attention. As rapid social change takes place, keywords like nuclear families, small families, urbanization and information-based systems have been in the spotlight. There were radical changes in the child-rearing environment and it became prevalent for mothers to handle child-rearing almost entirely on their own. Lack of relationships with other persons in the same neighborhood and sparse contacts with neighbors have created a closed atmosphere of child-rearing in a sealed environment. In addition, since mothers feel frustrated and worried about being left behind by society, this leads to more cases of child-rearing in a climate of solitude and uncertainty. Available information on child-rearing, on the other hand, can be a morass of conflicting information that further intensifies mothers' anxieties about child-rearing.

The issue today is how to provide child-rearing support in such an environment. With the continuing trend to a lower birthrate and population aging, and to promote a gender-equal society, men will be expected to participate more in housework and child-rearing. But it is still women who shoulder the main child-rearing burden.

In 1997 and 1998, we conducted "A Corroborative Study on the Creation of a New Child-rearing Network in a Technologically-advanced Society," with the aid of a scientific research grant from the Japanese Ministry of

Education. This consisted of interviews concerning child-rearing information and a questionnaire about attitudes to child-rearing, daily life and child-rearing information directed to mothers of children aged 0-1 years. This study is based on analysis of findings concerning attitudes among mothers of babies and toddlers and the type of information they say is needed. Although mothers of children aged 0-1 had a positive perception of child-rearing on the one hand, they also felt uncertain and cut off from the mainstream. They showed a strong need for child-rearing information, but it was the women with the strongest feelings of uncertainty and of being cut off who sought information for themselves. As society becomes increasingly information-based, it will be necessary to think of how to provide information on child rearing so that women are not forced to bear the entire burden and so that their anxiety about raising children can be reduced.

Cross-cultural Research on Women/Gender and Development : International Symposium on Research Findings

Machiko Ito

In global discussions on gender and development, it is well known that in the quest for people's happiness and in the promotion of sustainable development, citizen participation, in particular, the active participation of women on whose shoulders' development rests, is vital. The empowerment of women and changes in gender relations are important issues not only in developing countries but also in the so-called developed countries, including Japan.

On May 28, 1999, the National Women's Education Centre (NVEC), together with the Japan International Cooperation Agency (JICA) and the Tokyo Metropolitan Board of Education, sponsored an international symposium on "Gender Equality and Women's Empowerment in Development." The symposium was held to present the research findings of a Cross-cultural Research on Women/Gender and Development, conducted by NVEC between 1994 and 1998, and to exchange views concerning gender and development. Research was carried out to analyze the mechanisms by which women achieve empowerment through the implementation of development projects and to identify the factors and methods required for achieving this. Researchers drew up a research design for gender analysis and conducted fieldwork in Thailand and Nepal in 1996 and 1997 funded by a Grant-in-Aid for Scientific Research (International Scientific Research) of the Ministry of Education, Science, Culture and Sports.

At the symposium, summaries of the four following research papers were presented: " 'Empowerment' as a normative concept vs. 'empowerment' as an analytical concept," "Center and periphery among 'women,' " "A framework for comparative gender analysis of development policies," and "A verification of the analytical framework of development projects and women's empowerment." In addition, the project team for Thailand presented reports on "Rural development during transformation of job structure," "Development, education and empowerment," and "National machinery for promoting the women's status." The Nepal project team presented reports on " Three income-generating projects in Nepal," " Nepalese women and households/families," and "Participatory development and women's empowerment."

Survey of Courses on Women's Studies and Related Subjects in Institutions of Higher Education in Japan : Report of the 1996 Survey

Yoshiko Ikeda

Kimi Miyazawa

Since 1983, the National Women's Education Centre has been conducting a survey entitled "Survey of Course on Women's Studies and Related Subjects in Institutions of Higher Education in Japan" in order to collect and provide basic information on the latest educational and research trends in women's studies in Japanese institutions of higher education.

The report on research findings for 1996 was recently published, and an outline of survey findings and analysis are described below.

I Outline of Study

1. Aim 2. Date of execution 3. Institutions targeted by the survey 4. Subjects targeted by the survey
5. Fiscal years targeted by the survey 6. Institutions surveyed 7. Survey questions 8. Responses obtained to eight questions

II Outline of Findings

1. Number of universities and junior colleges 2. Number of courses, years courses were initiated, when courses are offered 3. Names and areas of themes 4. Number of students taking the courses 5. Changes in attitudes after taking courses 6. Staff in charge of giving courses 7. Method of giving lectures 8. Issues for the future 9. Issues for the future in this survey