

# NWEC

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## NEWSLETTER

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

### PROGRAMME RESEARCH FOR CHANGING STEREO-TYPED GENDER ROLES AMONG YOUNG MEN AND WOMEN

#### 1. Objectives

New schooling introduced in Japan after the end of World War II embraced the equality of both sexes as the underpinning of modern educational system. Today, the majority of young men and women take it for granted that they are equal at least in theory. That notwithstanding, when it comes to making decisions at important turning points of their lives, including selection of a university, career, or marriage, it is often pointed out that they have a propensity for making a choice based on the traditional thinking patterns that have dictated Japan's social structure for centuries, namely, men go to work, while women stay home.

This tendency has also been observed in other researches on awareness. Despite the fact that the number of young men and women who are free from the old shackles of "men go to work, women stay home" constitute a high proportion in their twenties, their ideas of role sharing in every day life, women's participation in society, and men's participation in community activities and home making tend to be oriented more toward the traditional, cookie-cutter concept compared to those in other age brackets.

The National Women's Education Centre launched a three-year study in 1992 under the title of Programme Research for Changing Stereo-typed Gender Roles among Young Men and Women in order to cope with this reality. The programme aims at the enlightenment of young men and women from an interdisciplinary and practical perspectives so that they will enjoy diverse choices in life unfettered by a long-standing concept of gender roles. Moreover, the programme is designed to a) achieve awareness of the stereo-typed gender roles entrenched in our day to day life, b) realise how the stereo-typed gender roles have been shaped and why it is crucial for us to tackle the problem, c)

liberate each of us from the stereo-typed gender roles, and d) identify the goals of our lives and to develop capabilities regardless of gender.

Those involved in the education of women and youth organised research meetings (Chairperson, Masako Amano, Professor at Ochanomizu University) to draw up a programme guideline and to discuss items to be included in questionnaires. After completing the programme which was carried out over the three years at various locations including the National Akagi Youth Center, National Yamaguchi Tokuchi Boys' Nature House, Hiroshima-city Women's Education Center, Tokyo Adachi-ward Women's Community Center and National Women's Education Centre, a report was compiled in March 1995. Much expectation was anticipated in terms of the far-reaching effects of the programme, especially because it was the first attempt for the National Women's Education Centre to work in collaboration with the National Youth Centers.

This report outlines the contents and approaches of



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learning based on the guidelines developed for the programme.

## 2. The contents and approaches for changing gender awareness

### (1) Basic direction and five processes of learning

In line with the guidelines, five learning processes were established: Awareness, Perception, Agenda setting, Solving problems, and Assessment. To fully grasp the breadth of the problems, it is not enough to become simply aware of or know the problems. A series of action plans involving the five steps must be developed. The purpose of learning, therefore, cannot be achieved by simply performing the five steps once. It is desirable that the steps be cyclically repeated so that a new awareness which had emerged during the course of learning is in turn firmly recognised.

### (2) Concrete learning examples

a) **Awareness:** *the first step is to become aware that we are prone to make unconscious judgement of the people based on their sex.*

- \* List up typical practices observed through role play games in daily lives or during outdoor activities. For example, do we take it for granted that serving tea in the office is a female employee's line of work, or gathering firewood at camp is boys' burden whereas preparing meal is girls', etc.
- \* Reflect upon our own way of life to see how dependent or independent we are of our family and recognise that there is discrepancy between men and women in the time spent at home.
- \* Join in a group counseling to unravel the traditional gender roles instilled in ourselves.
- \* Through discussions and games, exchange opinions regarding manliness and womanliness seen from men's and from women's perspectives.
- \* Spell out the gender roles implanted in our minds according to the items in questionnaires.
- \* List up men's words, women's words, honorific expressions, and so on, in our daily lives, songs, or novels and discuss how these differences in expression have affected our consciousness and behavior.

b) **Perception:** *the second phase of the learning process is to elucidate how the gender bias has socially and culturally evolved and to understand why they need to be addressed.*

- \* Through lectures, identify the social and cultural concepts of gender in the light of the biological difference and the role models based on sex. Recognise that gender roles widely assumed by men and women span beyond the physical difference of sex, and take on much broader social significance.
- \* Reaffirm that social expectations at home, school, and office differ between men and women by way of experimentation, such as role play, workshops and KJ method. (See the note.)

Note: This is a method for generalisation and

theorisation of experimental realities found through brainstorming. The method was named after its advocate, Jiro Kawakita.

- \* Observe how men and women and their relationships are portrayed in films, TV soap operas, and advertisements.
- \* Study materials focusing on differences of the social conditions in which men and women are placed in order to get a better understanding of women's issues.
- \* Write down a personal history to see if and how our lives have been in affected by gender.



c) **Agenda setting:** *the third step is to identify challenges so as to enable us to choose a course of life free from the stereo-typed gender role. At the same time, recognise that challenges faced at the personal level have wider social ramifications.*

- \* Identify where our challenges lie by way of life planning exercise.
- \* Simulate our life. Through life course simulation games, see how we will meet important choices at the crossroads in our lives, such as love, marriage, university enrollment and employment.
- \* Listen to the couples who have made their own choices concerning marriage and life style and identify for ourselves the kind of lives we truly aspire.
- \* Watch movies dealing with equal partnership between man and woman and see how we can build a relationship based on mutual respect for each other's freedom of choice.
- \* Chose the Convention on the Elimination of All Forms of Discrimination Against Women, Equal Opportunity Employment Act for Men and Women, Parental Leave Act, etc. as the topic of seminars. Understand how the gender roles entrenched in society have bound people from making their own free choices, and that the resolution of these issues are agreed international objectives.
- \* Discuss the findings obtained from the surveys conducted with respect to premarital sex, extramarital sex, and sexual harassment. What are the underlying factors of these problems? Realise that there exists a so-called double standard on sexuality which allows greater tolerance for men's sexual drive and that there is a tendency to penalise women for the same sort of act.

d) **Solving problems:** *the fourth step is to act in order to change the conventional division of gender roles. Set ourselves free from the fixed ideas deeply implanted in ourselves and chart a life plan which is unburdened from the traditional gender roles.*

- \* Think what we really want to do with our lives or expect to achieve in life, and prepare a Future Plan of My Life, free from gender.
- \* Develop an attitude which enables us to make decisions free from the stereo-typed gender roles.
- \* Tap our diverse capacity by mainstreaming women in society by providing opportunities for us to actively participate in events and decision making process on an equal footing with men.
- \* Nurture a mindset which values individualism that transcends the biological boundary of sex. Train ourselves to express our opinion from the first-person perspective so that we can speak up in a candid manner.
- \* Distribute questionnaires to the participants at the outset and the end of the programme. By comparing the two, participants can see how their subconscious frame of reference concerning gender roles has been affected or changed.

e) **Evaluating effects:** *the fifth step is for each to evaluate effects of the learning.*

Conduct a questionnaire to participants after the learning and compare their answers with these before it in order to get data on how their inner gender-

biased division of roles has changed.

### 3. Programme Examples - From the Programmes Carried Out at the National Women's Education Centre

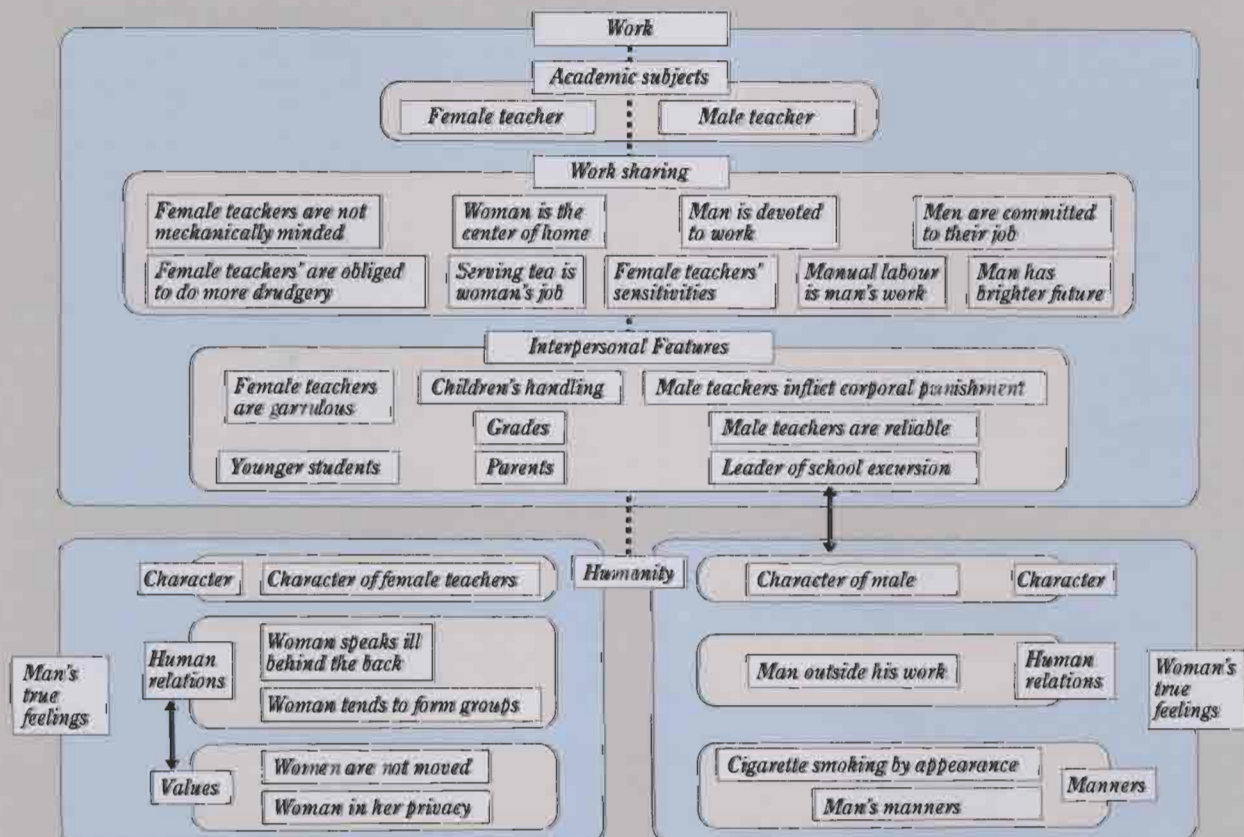
**Example (1) Role Playing "Know ourselves - discover our own subconscious view on gender roles"**

Most participants in this programme gave positive feedbacks. "It was very good as an introductory part of the programme. I was able to share my opinions freely in a very amicable atmosphere." "Both the contents and methods were instructive in re-evaluating gender." Particularly, many men reported that they had come to understand their own attitudes and state of consciousness.

The example given below shows a situation in which a woman accosts a man for a date on the beach. By acting out the scene, participants were able to see how much they have been transfixed by the stereo-typed gender roles.

- 1 Scene: Young people are sunbathing on the beach
  - "A woman": Hi!
  - "A man": Hello.
  - "The woman": I am by myself today. Can you oil my back, please?
  - Laughter in the audience -
  - "The man": Ehh, is it — OK?
  - "The woman": Please, if you wouldn't mind. I do not have any one to ask for.

**Chart of Intimacy by KJ Method**



- Laughter -

"The man": All right, turn around then.

2 Reaction

Man: I don't have such an experience. I thought that it takes courage for a woman to accost a stranger, an opposite sex. I took the woman's part. But I'm afraid I acted the role of women as seen from men's standpoint.

Woman: I thought that man would not turn down an invitation from woman unless she was physiologically objectionable.

3 Reactions from the audience

Woman: I discovered that women are ingrained to be passive without actually knowing it.

Man: I would say that the skit portrayed a very unlikely situation.

I realised, however, that men are inclined to put their best foot forward when asked to act unexpectedly.

Man: I noted that the woman who acted the man's role talked in women's intonations and expressions. It drove

home to me that our style of expression is profoundly imbued with the language.

**Example (2) Workshops by KJ Method**  
*"Through Interactions with Office Cohorts"*

Seminars on the KJ method were highly rated among participants for their quality and method. Many people made favorable remarks such as, "They were enjoyable workshops." "I have discovered things I had never dreamed of before." "I was able to thoroughly understand the KJ method." The chart given below outlines the summary achieved by workshops of Group A. The flowchart shows the gender roles observed in a school based on the consciousness of teachers. It depicts the effectiveness of workshops in order to first become aware of and then to face up to the problems.

*(Chikako UEMURA, Head, Programme Division, NWEC)*

## STATISTICAL DATABASES ON WOMEN AND THE FAMILY

### 1. Preface

In order to effectively implement measures concerning women, we must first obtain accurate information regarding the life of women as compared to the life of men. Then we can judge the rate and mode of change between the sexes. Furthermore, it is important to observe and to assess the results of the implementation of various policies and measures, which makes it necessary to have unbiased data on women collected separately from that of men. Under the present system, however, availability of such statistical data on the current situation of women is not adequate. These underlying facts influence the implementation of relevant measures that will promote the status of women.

The United Nations and other organisations have been studying the existing statistics from the perspective of gender and recognised insufficiencies of these essential statistics. As a result, they are taking steps to review the overall system of national statistical setup. At the Beijing Conference on Women, a general plan was adopted to obtain

accurate statistics as a strategic objective.

Taking these movements into consideration, we started in 1992 a "research on the statistics relative to women and the family" at the Centre to make a comprehensive study on how best to compile statistical data relevant to women and the family. This five-year project is staffed with experts in the fields of women's issues and statistics and "Study Group on the Statistical Databases Relative to Women and the Family" was formed, covering topics such as; the best method to compile gender statistics, development of a statistical system, and examination of statistical indexes relative to women and the family.

This short paper will report the details of the discussions and the progress of the statistical system under consideration.

### 2. Outline of the Statistical System

Let us begin with the report on the outline of the statistical system under consideration at present.

#### (1) Types of Databases

The Centre's statistical databases include 2 types: "Women's Statistics" and "Basic Statistics." The "Women's Statistics" is a concise gender statistics covering the accurate state of women and the family in our country. The "Study Group on the Statistical Databases Relative to Women and the Family" (Topics of the discussions below) is studying the details of the "Women's Statistics" in order to establish the database. Following will indicate the categories in the "Women's Statistics."

I. Population make-up and change

II. Household, family, marriage

III. Labour

(1) Economics - employment, labour force situation

(2) Conditions of work



- (3) Housework
- IV. Consumption and living
  - (1) Household economy, savings
  - (2) Time management
- V. Education, learning
- VI. Housing, neighbourhood
- VII. Health, medical care
- VIII. Social security, welfare
- IX. Safety, crime, administration of justice
- X. Participation in decision making and social activity
- XI. Sports and recreation, culture
- XII. Attitudinal survey

The "Basic Statistics" is a collection of relevant data on women and the family in the government statistics. It supplies basic raw data for the compilation of the "Women's Statistics." After completion of the "First Basic Compilation of the 1990 National Census", we are planning to build databases for the following statistics and surveys.

1. National Census
2. Survey of the Labour Force
3. Basic Survey of the Life in Society
4. Demographic Survey
5. Survey of Household Economy
6. Basic Survey of the National Life
7. Basic Statistics of the Wage Structure

### (2) Method Used in Obtaining Information

An on-line system is used. As a rule public telephone lines are used (connection without arrangement) and because of this the line mode system acts as the indicator.

年次	合計	都市部	地方部	合計
1971-74	1114	411	703	1114
1975-78	1114	411	703	1114
1979-82	1114	411	703	1114
1983-86	1114	411	703	1114
1987-90	1114	411	703	1114
1991-94	1114	411	703	1114
1995-98	1114	411	703	1114
1999-02	1114	411	703	1114
2003-06	1114	411	703	1114
2007-10	1114	411	703	1114
2011-14	1114	411	703	1114

### 3. Topics for Discussion at the "Study Group on the Statistical Database Relative to Women and the Family"

In building the system, various methods were discussed at the study group. Here we shall simply list items relevant to the statistical system. A separate report will be made on the details.

#### (1) Scope of the Study Group

The Study Group focused on research based on the theoretical analysis and practical application including: (a) the comprehensive study concerning the ideal form of statistical database, the areas of statistics which would be used as indicators, statistical details and the number of pages and charts, method of indication, scope of time sequence and area chart, reflecting the need of the user as well as critical issues arising from international comparison and (b) selection from the existing statistical charts considered impor-

tant to women from the gender perspective, ratio calculation and the actual work of reorganising charts. Furthermore, without being bound by the existing statistics, an attempt was made to formulate statistics theoretically considered necessary. The group also considered those statistics that are important from the gender point of view but missing from the present government statistics.

#### (2) Users and the Desired Level of Details of the Chart

We assumed that the general users have basic knowledge of statistics but were not familiar with database retrieval. In the case of gender statistics, however, users are mainly experts and activists of women's issues. We must therefore assume that they are unfamiliar with statistics as well as database retrieval. Accordingly, an easy to use retrieval system and readily understandable data must be prepared. The details of the data must stand the scrutiny of the decision makers.

At the Study Group it was pointed out that the statistical database must assume access by both researchers and general users. For the researchers detailed data suitable for analysis will be offered while for the general public data will be compiled in an easy to understand charts. For this purpose, statistical details will be divided into the following 4 levels so that as a system it will enable the users to select an appropriate level when retrieving data.

- Level I: For the general public user friendly charts which include not just the absolute numbers but also the percentile. National edition, in principle.
- Level II: Basic charts for the general public and researchers. A summary of the main statistics.
- Level III: Not as detailed as the main charts. Level II plus separate charts by area and by year.
- Level IV: The main chart ("Basic Statistics")

#### (3) "Notes"

Notes are important not only for the gender statistics but also for the statistical databases in general. The space for notes per page of terminal display is usually limited and for that reason they must be concise. Notes supply the details of the abbreviated information in the main text. Furthermore in gender statistics, special circumstances must be considered. Notes and annotations are important because the users are not necessarily experts; their functions increase as gender related analyses are made from the existing non gender oriented statistics. The study group pointed out the need to reserve enough space for notes and annotations.

#### 4. Conclusion

We are in the midst of preparing the statistical databases which are expected to be made public in 1996. As details of the gender statistics change with shifting emphasis in women's issues, it is important to investigate how best to maintain and manage data.

*(Nanako Aoshima, Head, Information and International Exchange Division, NWEC)*

## SURVEY REPORT

### STATUS OF JAPANESE WOMEN: INTERNATIONAL COMPARISON

In today's Japan, couples are having fewer children, the nuclear family is spreading and more women are working outside the home. These and other changes in the social conditions that

surround the home and family have dramatically transformed the home as a place for family education. It has been pointed out that the home no longer functions as effectively as it used to in educating a child, or that its educational functions have altered drastically.

Amid these changes in social conditions, the Ministry of Education, Science, Sports and Culture conducted a 'Survey on Family Education in Different Countries' over a two-year period beginning in fiscal 1993. The survey, conducted in

recognition of the International Year of the Family in 1994, was aimed at exploring the features and challenges of family education in contemporary Japan through international comparisons.

The work of the survey was entrusted to the Japan Association for Women's Education, and its Survey and Research Committee (headed by Katsuko Makino, associate professor at Ochanomizu University)

planned the project, prepared questionnaires, carried out an on-site survey in other countries and analysed the results.

The summary of the survey is as follows:

#### 1. Survey Summary

##### 1) Subject countries and individuals

Subject countries: Japan, Republic of Korea, Thailand, U.S.A., U.K. and Sweden

Individual subjects: Parents living with a child of either sex between 0 and 12 years of age, or an equivalent couple including either the natural father or mother regardless of whether they are legally married or not.

##### 2) Method of survey

In all countries, the survey staff visited each household for an interview.

##### 3) Main items surveyed

Composition of the family, role assignment of father/mother, nature of child care, meaning of having and nurturing a child, family education, child care and network, and the extent to which children grow up to become independent and parents learn to recognise their child's independence.

* Children whose parent have a spouse or partner (including those who assume the role of a parent regardless of whether the couple is married or not) .....	98%
* Children who are biological offspring of the married couple .....	97%
* Household composition	
• Two-generation households (households with parents and children only) .....	66%
• Direct three-generation households (households with grandfather or grandmother) .....	29%
• Others .....	5%

#### 2. Major results of survey

##### 1) Condition of the family in the case of Japanese children

The majority of the children in the families surveyed lived with both their parents in a nuclear family or with their parents and grandparents (father's parents).

The most prevalent occupation of the father among families surveyed in Japan was 'full-time employed worker'; at 80 percent, the rate was highest among the six countries. The fathers average working week of 50 hours in Japan was second longest, after Republic of Korea (53 hours). The proportion of mothers who work outside the home in Japan was 51 percent: 21 percent working part-time or having a temporary job and 17 percent being fully employed. Some 47 percent of the mothers surveyed in Japan were homemakers. The rate was second highest among the six countries.

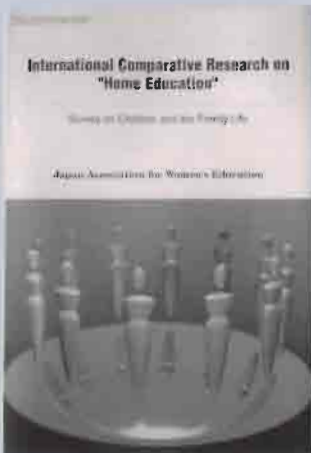
##### 2) Parents and children's daily routine and home discipline

###### (1) Role assignment in child care as shared between father and mother

Fathers and mothers were questioned on severe criteria such as who is responsible for preparing the meals, teaching manners, playing with their child and bearing the living expenses. A high percentage of the mothers said they prepare the meals and supervise the child's study. Fathers were mostly responsible for paying the living expenses. The proportion of fathers who bear the living expenses was particularly high in Japan and Republic of Korea. The survey clearly identified the assignment of roles by sex in many Japanese homes - of men being responsible for work and women for household work and childcare. In Sweden, 72 percent of the families surveyed said the father and mother share the living expenses.

###### (2) Time spent with child and how parents and children spend their time together

The Japanese fathers surveyed spend 3.3 hours with their child on a weekday (excluding sleeping hours), which is the



**Table Time spent together with child (average) [Parent's sex] (time)**

	Father	Mother	Together with father and mother
Japan	3.32	7.44	4.12
Republic of Korea	3.62	8.40	4.78
Thailand	6.00	8.06	2.06
U.S.A.	4.88	7.57	2.69
U.K.	4.75	7.52	2.77
Sweden	3.64	6.49	2.85

shortest among the six countries surveyed. The time mothers spend with their child was 7.4 hours, which is the second shortest among the six countries. The difference between the time fathers and mothers spend with their child was ranked fifth among the six countries, at 4.1 hours. (Table)

Subjects were asked to pick from fifteen items on the question of how they spend their time together with their children. The most popular activities in Japan were having meals together (92 percent), talking (84 percent), watching TV together (88 percent) and going out together (77 percent). Japanese parents surveyed spent time together with their children an average of 7.6 of the fifteen activities surveyed. This was fifth smallest number among the six countries. In the case of the Japanese fathers, the number of survey items picked was 6.7, which was the fewest among the six.

**(3) Child discipline**

Subjects were questioned regarding basic training as to whether (they thought) the child can or could, at age five, eat a meal with good manners, say hello and other everyday greetings, keep his/her body clean and tidy up after play. Not many parents in Japan answered yes. Also, subjects were asked about their success in training their child to do various things on his/her own. Questions included whether

they think their child can or could at age 15 clean up his/her room, prepare a meal for the family, do volunteer work and earn money by part-time work or other means. Only a small percentage of Japanese parents said yes to the above questions, while the ratio of 'yes' answers in the U.S. and Britain was around 90

percent. One could speculate from the results that parents in Japan are not so strict in disciplining their children, particularly their sons.

**3) Satisfaction with the growth of child**

**(1) Feelings towards child care**

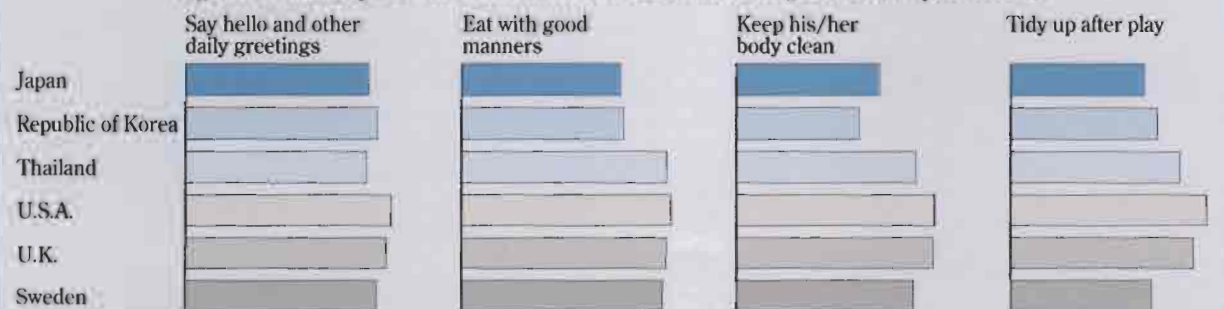
In all six countries surveyed, nearly 100 percent of the parents surveyed said they enjoy (the total of 'always' or 'sometimes') bringing up their child. In Japan, the proportion of parents who 'always' feel they enjoy child care was fifth lowest among the six countries. Also, the proportion of mothers who feel they enjoy child care declined dramatically as the age of the child went up.

**(2) Satisfaction with the child's growth**

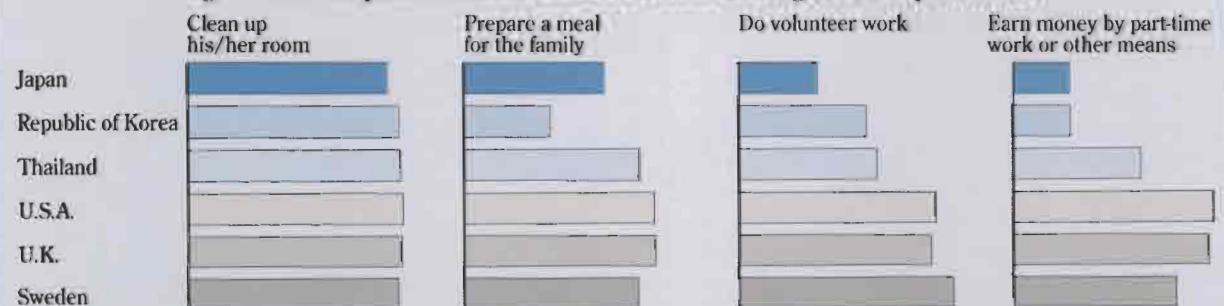
Some 94 percent of parents in the six countries answered that they were satisfied (total of 'satisfied' and 'somewhat satisfied') with the growth of their child so far. In general, parents surveyed were 'satisfied' with the growth of their child. However, the proportion of Japanese parents who were satisfied was around 50 percent, the lowest of the countries surveyed, as compared to nearly 90 percent in the U.S.A. and the two European countries. Also, in Japan, it was found that the higher the age of the child, the lower the proportion of parents were satisfied.

*(Koue NEMOTO, Chief, Home Education Unit, Women's Education Division, Lifelong Learning Bureau, Ministry of Education, Science, Sports and Culture)*

**Fig. 1: Child discipline - what the child can or could do at age five (multiple answers)**



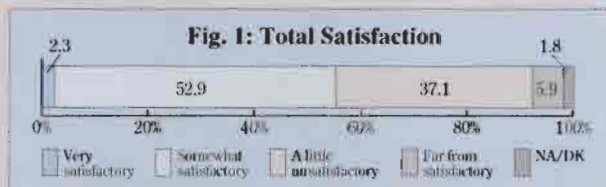
**Fig. 2: Child discipline - what the child can or could do at age 15 (multiple answers)**



# CONSCIOUSNESS SURVEY OF THE MEMBERS OF WORKERS COLLECTIVE

Workers' collective is a pattern of business which defies the existing form of business organisation comprising of employer and employees. Rather, it entails a new pattern of management in which all workers invest in the collective and provide labour as well as take part in the management under the mantle of direct democracy. This concept was first introduced to Japan in 1982 by the cooperative society in Kanagawa Prefecture, and then spread throughout the country. The salient characteristics of workers' collectives in Japan is that they are operated by housewives. This is traced to the fact that since the end of the World War Two, the gender role that dictates men should work while women stay home has been the dominant force in Japan. Accordingly the members of the cooperative societies were mostly women who had no other choice but to tend to household chores within their community.

The prime objective of the survey is to unveil the actual evolution of workers collectives and to shed light on the consciousness of the people who have been engaged in the activities. The survey was carried out from the end of September to mid October, 1993 by a study group for networking at Sociology Department, School of Literature I, Waseda University. Questionnaires were sent to 271 members of the workers' collective in Kanagawa Prefecture, where this new idea was first initiated. Two hundred twenty one of them responded, of which 220 were female (99.5%). The average age was 44 years old.



The overall satisfaction gained from working at workers' collective (hereafter referred to as the work satisfaction) is illustrated in Figure 1. Although the ratio of 'very satisfactory' combined with 'somewhat satisfactory' outstrips others in percentage points, those who find it 'unsatisfactory' represent a sizable proportion. It is observed that although they are satisfied with the contents of the work and the relationship with other workers, they feel that the wage is below par, and the work is rather tough (Figs. 2 and 3). Table 1 shows a degree of work satisfaction a woman can get according to her proportional involvement in household chores and child rearing. The more she tends to domestic duties, the higher the degree of satisfaction.

Table 2 shows a degree of work satisfaction based on the outlook of women towards having a career. Among five items: A 'better not to have a job', B 'have a job until you marry', C 'work until you have a child' D 'quit working when you have a child and return to work when he is more or less on his own', E 'continue working', D and E account for 85.1% of the total. It shows that a woman who once gives up her career at the birth of her first baby and then returns to

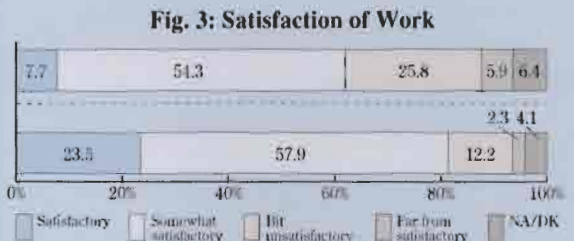
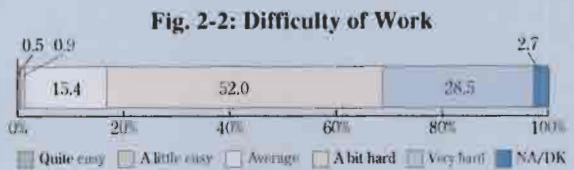
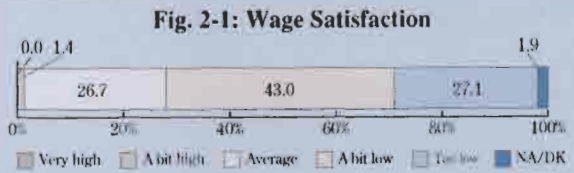


Table 1: Work Satisfaction by Ratio of Sharing Household Chores (%)

Household Chores Sharing	Work Satisfaction				Total (Sum)
	Satisfactory	Somewhat satisfactory	Bit unsatisfactory	Far from satisfactory	
Less than 60%	0.03	3.3	66.7	0.0	100.0 (3)
60 to 79%	0.0	53.7	43.9	2.4	100.0 (41)
80 to 89%	4.5	59.1	29.5	6.8	100.0 (44)
90 to 99%	3.1	53.8	40.0	3.1	100.0 (65)
100%	5.6	44.4	38.9	11.1	100.0 (18)

workplace after her children have grown up to certain age levels finds deeper satisfaction than those who opt for the pursuit of her career without quitting the job.

Figure 4 illustrates things essential for women's independence and how individual members assess their achievement of independence. Although many women responded that they have acquired a relatively high level of independence in life (5) and independence of spirit (4, 6), they find that they still have a long way to go to become economically

Table 2: Work Satisfaction by Women's Outlook toward Career (%)

	Work Satisfaction				Total (Sum)
	Satisfactory	Somewhat satisfactory	Bit unsatisfactory	Far from satisfactory	
Should not have job	0.0	100.0	0.0	0.0	100.0 (1)
Work until marriage	0.0	100.0	0.0	0.0	100.0 (2)
Work until childbirth	0.0	60.0	40.0	0.0	100.0 (5)
Work until children work after child-growing	2.8	58.5	32.1	6.6	100.0 (106)
Work until retirement	2.5	48.8	43.8	5.0	100.0 (80)

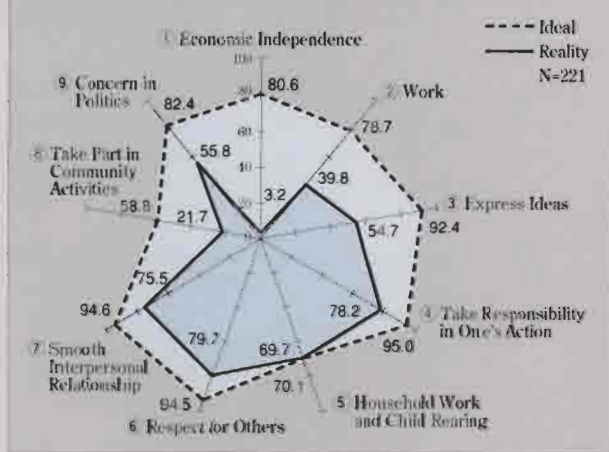


1, 2) and socially independent (8, 9).

Table 3 indicates how members see themselves undergo changes after they started to work for the workers' collective. This is an optional question to which one third of

respondents answered. It is apparent that the majority agree that they have changed, becoming more outgoing and confident about dealing with both themselves and with the society.

**Fig. 4: Key to Woman's Independence and Fulfillment**



**Table 3: Changes felt in One's Way of Life after Started Working for Workers' Collective**

- <Option> Numbers in brackets indicate the number of respondents
- Become more aggressive, able to speak up and share my opinions or feelings more freely than before (14)
  - Become more sociable, my mind being broadened greatly (13)
  - Come to think more about my life, self fulfillment, and the meaning of life (6)
  - Become more cooperative with others (4)
  - Able to discover myself by placing self in a more objective framework (4)
  - Become aware of the importance of food or nutrition, for my family and myself (4)
  - Become more interested in politics (4)
  - Awareness of social participation and responsibility as a member of the society (3)
  - More concerned about the community activities (3)
  - Cutting corners in housework and child rearing (3)
  - Greater awareness for women's issues, women's independence (3)
  - Take greater responsibility in my work (2)
  - Doubtful of the traditional gender role (2)
  - Effective management of my time (2)
  - Questioning Japanese society (1)

## WOMEN'S CENTRES IN JAPAN

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

### Dawn Center (Osaka Prefectural Women's Center)

The Dawn Center, or the Osaka Prefectural Women's Center, was officially established in November 1994 at Chuward, Osaka city, to create a new society under the principle of mutual co-operation between men and women based on their respective independence and equal participation.

Aiming at the realisation of the aforementioned principle, the Dawn Center adopted three Is to realise special and holistic roles by women. These three Is are: Information for information networking, Identity for women's social independence, and Internationalisation for international exchange.

The Dawn Center has been engaged in various programmes making the best of the Center's sophisticated facilities. The Center provides the people with wide a range

of information with women as the keyword, supports competence training programmes, organises seminars for self-enlightenment, gives counseling to troubled women, promotes international exchange, and helps boost mental and physical fitness.

Men and women who rose to prominence in various fields, women's groups and organisations had collaborated with Osakacity officials in this endeavour. The Dawn Center Promotion Meeting, Creative Forum had been held to formulate policies concerning the substance of programmes and facilities.

Public contribution was widely invited to give the Center a name. From among many contributions, the screening committee concluded in favour of the Dawn Center, deeming it befitting for the new initiative by which to blaze a path to the equal partnership between men and women. The name builds on the English word "dawn", meaning the beginning or the first appearance of light in the sky, and the Japanese expression "Let's get started with vim and vigor (do-on)." The word "do-on" rings resonance with the bold enthusiasm of the women of Osaka.

The Center is a ten-story building with one basement floor. The curvature of the front wall strikes a sharp contrast against the glass cylinder, which is the keystone of the architecture. The form as a whole speaks volumes of what grace is really like. Moreover, the angle of glasses was fine-tuned in order to take light's reflection into account.

The first floor is made up from the Lobby and Performance Space. The lobby, spacious and roofless up to the third floor, contains the information exchange plaza filled with data of various voluntary groups, community activities, small publications, and events. The circular performance space is designed to serve the multiple purposes, such as events, small concerts, gallery, exhibitions, to name a few.



The second floor is dubbed as the Information Library. Its keyword is women. The library contains about thirty thousand books including government publications. Books on women's issues, feminism, stories by female authors, art books, children's books, magazines, small publications and videos are lent.

The library lends not only books but also supports many activities in the hope of serving the community and its betterment.

In addition, the library has a data base that provides a wealth of information, ranging from profiles on women's policy offices across the country, facilities available to women, people and groups, events, legal consulting, and other services via the image information system called Information CAN DAWN NET. Being connected to the O-net 24, Administration Information System of the Osaka prefectural government, the NET can be accessed around the clock via personal computers. The NET can be also tapped into from terminals provided on each floor of the Dawn Center.



The third floor is dedicated for Information Desk and Counseling Services. Special counseling is held under a designated theme for due period of time and people can freely come in or call up a professional psychotherapist, female doctor, female lawyer, or other consultants to unload themselves from troubles. Non-Japanese people can request a consultant who is well versed in their language. Group meetings are also held to search a way out from the bind they are put in by talking out their sufferings and troubles straightforwardly.

For parents with small children, a temporary nursing room is provided on the third floor. The nursery looks after pre-schoolers from 2 to 6 years old with hand-made toys. (The nursery is open to pre-schoolers for those who visit the library on Thursdays. Besides, attendees of seminars and events hosted by the Dawn Center can always leave their children with the nursery.)

Application for the use of halls or conference rooms can be made at the information counter on the third floor.

The fourth and fifth floors are designated for Education and Learning Networking Areas. There are an edit room where users can produce their original videos, an audio-visual studio which can be used as a small theater for chorus, dance, or as a movie studio. There are small, middle, and large conference rooms for meetings, group activities, parties, and so on. Seminar rooms and special conference rooms are equipped with leading technological devices such

as video projectors, slides, overhead projectors. On top of that, there are cooking halls that can be availed for cooking seminars or for small parties, and Japanese style tea rooms. Groups that base their activities on the Center can use a group locker room. Furthermore, there is a workroom (handicraft workshop) where a printing machine, paper folder, paper cutter, and book binder, and woodwork tools are furnished.

The seventh floor is Interaction floor. A 500-seat hall offers a parent-child room and simultaneous interpretation facilities. Movies, plays, concerts, and forums can be held in the hall. All the seats are equipped with a writing table and a basket.

The basement floor is called the Health and Fitness Center. There is a warm-water pool having two 25-meter courses, two 15-meter courses, and a whirl pool. The machine gym is furnished with 20 types of exercise gears. In order to boost sound mind and sound body, aerobics, workout, and swimming classes are held regularly.

Meeting the criteria for Osaka Prefecture Welfare Regulations, the Dawn Center is disabled-friendly in many aspects. Sensitive considerations are taken into its designing and the rest rooms for the disabled and for toddlers are provided on each floor.

By making the most of a variety of facilities, the Dawn Center undertakes seminars, classes, and counseling to support women's self-help effort and spearheads many new ventures. It holds video-edit seminars, business seminars to help women who set their hearts on becoming entrepreneurs, self-enlightenment seminars for women aspiring to join in the social workforce, and the like, to enable women to play larger roles in the mainstream of the social current.

The Dawn Center regularly holds the Dawn Cinema Club, which puts on movies directed by female directors or movies treating women's issues. It also holds After Five Salons in which participants can enjoy a speech of a special guest speaker with refreshment, to which all people, regardless of age or sex, are invited.

The staff of the Dawn Center is committed to serving an important role in the realisation of open and gentle society where everybody can live up to their fullest capacity by actively taking on new challenges irrespective of their sex.



## PUBLICATION

### ENGLISH BOOKS ON JAPANESE WOMEN

#### 1. TECHNOLOGY CHANGE AND FEMALE LABOUR IN JAPAN

(by Masanori Nakamura. Published by United Nations University Press, The United Nations University, 53-70, Jingumae 5-chome, Shibuya-ku, Tokyo 150, Japan. 1994. 217 pages. ISBN 92-808-0553-3.)

This book represents part of the results of research carried out by the Institute of Developing Economies at the request of the United Nations University for the Project on Technology Transfer, Transformation and Development: The Japanese Experience.



Japan's explosive transformation from a primarily agrarian society to a highly industrialised modern nation has been the object in recent years of a great deal of interest and study, particularly in the industrialising countries. In an effort to make available to a wide readership some answers to the question of how Japan was able to industrialise and achieve technological superiority so quickly, the United Nations University Press has produced a series of

studies on the "Japanese experience" in technological and industrial development.

This six volumes that have been published to date explore such aspects as vocational education, labour-intensive sectors, technology transfer, transportation, pollution, and general trading companies. This book examines a heretofore unexplored side of Japan's technological development - female labour; specifically, how technology and technical innovations changed the nature of female labour. The study covers the roughly 100 years from the beginning of Japan's modernisation drive (1868-1912) to the time of rapid economic growth (mid-1950s to mid-1970s). For the pre-World War II period, the focus is on women in the silk-reeling industry, the local industry, and female workers of the urban lower class. The focus in the post-war period is on women working in family-based industries - mainly agriculture and fisheries - and female employed labour during the time of rapid economic growth.

Masanori Nakamura is a Professor in the Faculty of Economics at Hitotsubashi University, Tokyo.

**Contents:**

- Foreword
- Preface
- Introduction: *Types of Female Labour and Changes in the Workplace, 1980-1945*
- Chapter 1. *Silk-reeling Technology and Female Labour*
- Chapter 2. *The Coal-mining Industry*
- Chapter 3. *Female Workers of the Urban Lower Class*

- Chapter 4. *Family-run Enterprises: An Overview of Agriculture and Fisheries*
- Chapter 5. *Innovation and Change in the Rapid Economic Growth Period*
- Chapter 6. *Conclusion*
- Contributors
- Index

#### 2. CONTEMPORARY PORTRAITS OF JAPANESE WOMEN

(by Yukiko Tanaka. Published by Praeger Publishers, 88 Post Road West, Westport, CT 06881, U.S.A. 1995. 189 pages. ISBN 0-275-95067-0 (alk. paper), ISBN 0-275-95173-1 (pbk.: alk. paper).

Yukiko Tanaka is a professional writer and translator. This book is not intended to present an all-inclusive treatment of women in contemporary Japan. Instead Tanaka has tried to present to the reader a collage of subjects and issues that seem especially relevant to her, either because of her personal experience (or the experiences of friends and acquaintances in Japan) or because the subjects clearly command the attention of Japanese women and are interesting in light of comparable issues in other countries.

Tanaka's voice is basically that of a critic, a woman who grew up in Japan from 1940 to 1969 but eventually established some distance from her country. Behind the bright picture of economic figures and portfolios that dominated Western media reporting on the "Land of the Rising Sun" were shadows, in the form of problems resulting from dramatic changes in life style, particularly for women and children.

This book will show some of these problems, as well as favourable changes; it will present realities being lived by Japanese women today, in marriage and family life, motherhood and child rearing, work and social participation.

**Contents**

- Introduction
- Chapter 1 *Marriage*
- Chapter 2 *Wives*
- Chapter 3 *Divorce in Japan*
- Chapter 4 *Mother's Children*
- Chapter 5 *Daughters: Young Women Today*
- Chapter 6 *Women and Work*
- Chapter 7 *Women's Independence and Old Age*
- Chapter 8 *"Wuman Ribu" and the Women's Movement in Japan*
- Chapter 9 *Women and Political Power*
- Notes
- Selected Bibliography
- Index



## INTRODUCING NWEC

### 1. PUBLICATIONS

#### JAPANESE JOURNAL OF WOMEN'S EDUCATION (IN JAPANESE)

The Journal is published to provide information relating to women's education in and out of Japan. No.32, published in September 1995, was devoted to "men's studies". The feminist movement of the 1960s and the development of women's studies in the '70s were driving forces in changing attitudes towards traditional gender roles and countering sex discrimination against women. In response to this trend, men have also come to realise how "machismo" results in suppressing their own potential, and men's liberation movement was launched. This led to the creation of men's studies as a new field of research to review men's own lives. A definition of what should constitute such research, its current status in Japan and its future problems are discussed in this special issue, together with examples of activities related to men's issues.

### 2. INTRODUCING FY1995 NWEC PROGRAMS

#### (1) SPECIAL EXHIBITION ON THE FOURTH WORLD CONFERENCE ON WOMEN AND NGO FORUM ON WOMEN IN BEIJING '95

From 1 November to 20 December 1995 the Ministry of Education, Science, Sports and Culture and NWEC jointly presented an exhibition of photographs and other materials from the 4th World Conference on Women and NGO Forum '95 held in Beijing in August and September last year. The Conference attracted participants from 190 countries, including some 5,000 from Japan, and about 30,000 individuals from all over the world attending the NGO Forum. The exhibition, whose purpose was to inform the public about the contents and the results of the Conference, was held with the support of the Prime Minister's Office and the co-operation of the Ministry of Foreign Affairs, the Liaison Group for the Implementation of Resolutions of the International Women's Year Conference in Japan, among others. Most of the materials were provided by about sixty Japanese NGOs.

The exhibit was significant as it was a result of co-operation at all stages between NWEC staff and volunteers. As many as 4,000 items including publications and newspaper clippings were exhibited. Some of them were related to the UN Decade for Women. All the materials were diverse but effectively laid out and appreciated by



attendees for their rich content.

For wider public use, these materials will be processed into one of the databases produced by the Information Centre for Women's Education.

#### (2) PROJECT FOR DEVELOPMENT OF NEW MEDIA FOR EDUCATION

In 1995, under the auspices of the Ministry of Education, Science, Sports and Culture, the NWEC began a 3-year survey on educational utilisation of communication multimedia. This project aims at the creation of an entirely new



type of learning system by organically combining a multimedia database providing images, sound and text and telecourses which enable learners in multiple locations to discuss and study the same topic on a real time basis.

In the first year of the programme, a database was created and in October 1995 connected with "Kaderu 2.7" of Hokkaido, the northernmost island of Japan, which enabled us to hold an experimental dialogue-type telecourse, titled Forum on Home Education.

(3) NWEC'S HOMEPAGE

The NWEC opened a homepage on Internet on December 24, 1995. Currently, it is only in Japanese and most of the information is on family education, however, English information will be available in 1996. Also, opening WINET (Women's Information Network System) and other information on women's issues for public is being studied.

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URL: <http://www.nwec.go.jp>

E-mail: [webmaster@nwec.go.jp](mailto:webmaster@nwec.go.jp)

### EDITOR'S NOTE

*As of December 1995, our Newsletter is mailed to 1,305 organisations and individuals in 177 countries. We wish to expand our network for a wider exchange of information. Please advise us of any organisation which should be placed on our mailing list. We invite your comments and questions concerning the NWEC Newsletter.*

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