

NWEC

NEWSLETTER

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

GREETINGS FROM THE NWEC DIRECTOR-GENERAL: MARKING OUR TWENTIETH ANNIVERSARY

At the strong request and with the support of many individuals and women's organisations related to women's education, the National Women's Education Centre (NWEC) was established in 1977 as a non-formal education facility for adults and youth to promote women's education.

As its twentieth anniversary approaches, the NWEC has adopted as its popular name, "NWEC" ("Nuekku" in Japanese), and solicited suggestions for a symbol mark. NWEC presents the following programmes to mark the event under the general theme, "Empowerment is the Password to the Twenty-First Century - Towards a New Interdependence".

First, it will sponsor a public symposium in May, and publish a research bulletin in October with the objective of making publically known and sharing the fruits of its research to the public.

Second, it will sponsor a seminar for the staff of women's education centres in June, with the objective of investigating what NWEC and other women's facilities should be doing towards the twenty-first century, by looking back over the past twenty years, and publish in November, "A Twenty-Year Journey through the Medium of Sight" retracing NWEC's twenty-year history.

And finally, in November, a Women's Exchange Festival and Anniversary Celebration will be held. Centre volunteers who offer assistance to those who make use of the NWEC plan also to put together an Anniversary Booklet as well as their own Symposium and a Festival.

The International Forum on Women and Life-Long Learning" will take place following the Anniversary Celebration and Reception. Women leaders from many different countries around the world are invited, and as we think together of the role of women's facilities in the empowerment of women, we hope also to be able to establish new international networks looking towards the twenty-first century.

The establishment of NWEC and its programmes encouraged women around the country to put pressure on local and regional governments to establish women's centres, and during the past twenty years, many women-related facilities, modeled

after our Centre, have been born.

Last November, the number of persons who have used the Centre surpassed the two million mark, including not just women, but also men as well as boys and girls widely using the Centre for life-long learning. Over 36,000 persons from abroad have made their visits, and many have given us benefits of their creative suggestions for co-operative sponsorship of programmes and joint research.



In marking our twentieth anniversary, as the only national women's education centre in Japan, and as a national centre dedicated to study, exchange, information and research for the purpose of improving women's status, NWEC wishes very much to strengthen its ties with the like-minded centres, institutions, and organisations, both within and outside the country, and to create and enrich our communication networks.

For this purpose, we believe we must strive evermore to becoming a strategic base for the empowerment of women, not just for Japan but worldwide, strengthen our already excellent partnership with NGOs, and assume a leadership role in the research and practice related to education and learning beyond and above gender.

I should like to take this opportunity to offer my heartfelt appreciation to all who have supported and co-operated in the work of the NWEC, and sincerely ask in advance for your continued interest and support and the benefit of your advise, co-operation, encouragement and guidance.

(Teruko Ohno, Director-General, NWEC)

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RESEARCH ON TEACHING METHODS AND COURSE CONTENTS OF WOMEN'S STUDIES IN THE CONTEXT OF SOCIAL EDUCATION

1. Background

The National Women's Education Centre sponsored "Seminars on Women's Studies" every summer for sixteen years, beginning in 1980. These seminars were held with three purposes in mind. The first was to provide women's studies-related information with the objective of raising interest in women's studies, providing information, and contributing to the development of learning. The second was to provide a place for women to learn, thus enabling women to establish their own identity, while they themselves took a new look at the division of labour characterised by gender and experienced a change in their awareness. The third purpose was to provide a place for people from diverse backgrounds and positions to exchange opinions, especially devising ways for housewives and women who are employed outside the home to discover things they have in common, and building networks of persons involved in different kinds of activities, such as research, education, and practical programmes.

Based on these objectives, the seminars on women's studies focused on new themes through the years, and while providing the latest information available, they offered lectures, case study presentations, and small group discussions. Lively discussions unfolded in these activities, as participants deepened and broadened their understanding of women's studies.

Beginning in 1996, the format of the seminars was changed from a lecture to a forum-style, in which participants are more self-directed. The result is a very free and open style of gathering under the title "Forum on Women's and Gender Studies," where persons who want to hold their own workshop are able to do so on their own. Participation for the Forum in 1996 was so enthusiastic, that it might be called the Japan version of The Fourth World Conference on Women (Beijing) and NGO Forum on Women '95. Incidentally over sixty workshops were held at this forum.

In this way, throughout the twenty-year history since the inception of the NWEC, it has developed women's studies in a pioneering manner, dealing always with the newest issues in successive programmes. It can, therefore, be said that the NWEC has played a vital role in the historical development of women's studies in Japan.

Women's Studies is a discipline that came out of the women's liberation movement of the 1970's, as women struggled to find solutions to their own problems. The women severely criticised the existing system of learning, saying that because it was completely male-centered, women's presence was invisible, and therefore offered little help for the solution of the gender discrimination issues women were facing. By looking at things from a woman's perspective, that is from the perspective of woman's liberation, a new field of discipline, namely "women's studies" was born in which conventional type of learning and thinking were reexamined, women's lives and experiences were perceived more accurately and the structure of gender discrimination was clarified. At the NWEC, women's studies is defined as a study that (a) treats women as the subject of research, (b) reexamines it from a woman's perspective, (c) conducts comprehensive and interdisciplinary research, and (d) moves ahead through a mutual connecting of practical experience and activities.

2. Purpose

Since the International Women's Year (1975), "learning on women's issues" has been actively promoted in the educational activities at women's education facilities and in women's classes, and the fruits of women's studies have gradually been incorporated. Since the 1980's, at the NWEC and also at women's facilities and women's centres in the different regions of the country, lectures on women's studies and other types of training in women's studies have been actively pursued. Also, at institutions of higher learning such as universities, courses related to women's studies were being taught in 268 schools with a total of 512 different courses (as of 1992, taken from a survey conducted by NWEC).

In the area of social education (non-formal education for adults and youth), the number of courses related to women's studies has gradually increased, and news of their establishment has flourished. It became clear, however, that the people actually involved in the planning and executing of courses given in social education were faced with a number of difficulties: What did it mean to do women's studies as a part of social education? What should the content be, and how should it be studied? How should you go about finding an appropriate leader? How could you put together a programme of courses on women's studies that would attract large numbers of people?

In 1994, the NWEC put into effect a four-year programme, "Research on Teaching Methods and Course Contents of Women's Studies in the Context of Social Education," to provide suitable advice and possible solutions to difficulties experienced by the planning staff and to establish teaching methods and course contents of women's studies in the context of social education. By collecting, analysing, and organising available research, education, and practical experiences related to women's studies, and then putting together teaching methods and course content of women's studies, this programme aimed to contribute to the enrichment of the great variety of women's studies-related courses being conducted in all regions of Japan.

3. Method of Collecting and Analysing Past Achievements

In starting the research programme, a survey research project was initiated with the objective of collecting data on relevant achievements of research, education, and practical activities related to women's studies, by the methods listed below. These results were then analysed and organised through discussion by the project members.

(1) Round-table discussions

- ① By staff members of women's educational facilities, etc. presently conducting activities related to women's studies
- ② By university-related personnel responsible for courses related to women's studies

(2) Research on case studies through interviews

- ① Case study reports and discussions from facilities and organisations that are conducting courses, for example, on women's studies
 - a. Lectures on reforming men - Tadashi Takai (Adachi Ward

Women's Comprehensive Centre, Chief of Activities Department at the time)

- b. Sakai Women's University - Noriko Yamaguchi (Secretary General, Liason Council, Sakai Women's Organisations)
- c. Takaoka City Women's Studies-related Programmes - Sachiko Shirozaki (President, Takaoka City Federation of Women's Associations)
Yasuko Takezawa (Vice-President, Takaoka City Federation of Women's Associations)

- ② Presentations of case studies and practical training by specialists in the new methods for women's studies
 - a. Media Literacy - Midori Suzuki (Professor, Ritsumeikan University)
 - b. Consciousness-Raising - Kazuko Hirakawa (Tokyo Feminist Therapy Centre)
 - c. Collage - Junko Fukazawa (Human Services Center, Yasuda Mutual Life Insurance Co. Ltd.)
 - d. Role Play - Chie Matsuda (Tokyo Feminist Therapy Centre)

4. Contents of Women's Studies

Based on the above research of achievements of the past, a core design for the contents of women's studies in the context of social education was worked out. One of the main concepts that has come alive because of women's studies is the concept of "gender" (sexual distinctions and differences created by the society and culture). The significance of this concept centers around the fact that the differences in female and male roles, and "womanliness" and "manliness" are not decided by biological differences through fate, but rather are created by the society and the culture.

To overcome the gender discrimination and other difficulties within the society that women have experienced simply because of the fact that they are women, and in order to change the society into one where there is no gender discrimination, it is necessary to revolutionise the present state of gender itself. In order to do that, women must be empowered, and educational activities must be carried out from a gender-sensitive perspective. Women's studies certainly occupy a very important position in the gender-sensitive educational activities.

"Core Contents" of the contents of women's studies/programmes that would destroy various fantasies surrounding gender is shown below. The programme is centred on each person reexamining her own life and changing herself, then affecting the people around her, the group, the local community, and finally the entire society.

(1) Reexamination of the gender role system (discovery of the social structure of gender discrimination)

It is important for us to be aware of the fact that a person's life is regulated before that person is conscious of it, and especially for women, the gender discriminatory structure of society puts them in a disadvantageous position. At the center of this gender discriminating structure is the gender role system, and we will consider here the gender role system existing between couples where "the husband works and the wife maintains the home," and gender discrimination and difference in pay scale for men and women in the labour market, and how these complement each other. We will

see that the gender role system is also carried out in local activities, and reiterated again and again in the mass media.

(2) Towards diverse families and lifestyles (discovery of gender role and gender role personalities)

Here the important thing to understand is that the gender roles expected of men and women and womanly (manly) characteristics and behaviour are all socially and culturally formed, and it is therefore possible to change them. At the same time, it is also important to recognise that gender roles and gender role personalities are mutually complementary, but not equal, and contain elements of control and submission. Specific contents related to the diversification of the family and life styles to be considered here include: understanding that the gender role system of "men work, and women stay home and raise the children" and the family as we see it, are a product of history in the process of modernisation; as well as thinking of diversified image of today's family and the relationship between the family and the various stages of life.

(3) Sexuality (destroying the myths of sexuality)

The great variety of platitudes that surround sexuality have a tremendous effect on our sexual awareness and sexual behaviour, but it is vital that we come to understand that these are nothing more than myths that have been created by society. We will think about the issues of the sale of sex, such as prostitution and pornography, sexual violence, sexual orientation other than heterosexual, and sexual and reproductive rights.

5. Methods of Women's Studies Education/Learning

If the purpose of women's studies education/learning in the context of social education is the abolition of discrimination against women through the empowerment of women themselves, then the most important way to achieve this is by supporting women as they take an active part in their own learning. Since learners involved in social education have had certain social experiences, and they are adults armed with the power of judgment, it is important for them to accept responsibility for their learning, and also for them to participate in the selection and/or creation of methods for programmes. The following points should be kept in mind.

- (1) To promote the education/learning of each individual learner, it is desirable that the teacher and learner have an equal relationship, with the teacher's main job being that of adviser and provider of information.
- (2) The workshop-format should be used, and learners should be urged to participate actively in the group activities.
- (3) Care should be exercised to incorporate the diverse individual experiences of the learners who come from a variety of backgrounds.
- (4) Learners should be enabled to realise that scholarship and knowledge are not absolute, and a critical perspective of "common sense" and "commonly accepted ideas" in the society should be nurtured.
- (5) Do not stop with simple book learning, but put the learning experience into practice, through the use of artistic forms of creation or opinions, the achievement of financial independence, active participation in the decision-making process, and networking.

Chart shows concrete examples of the flow of learning and concrete methods at each level of learning. These are theoretical models, and in the process of actual learning, their order may be

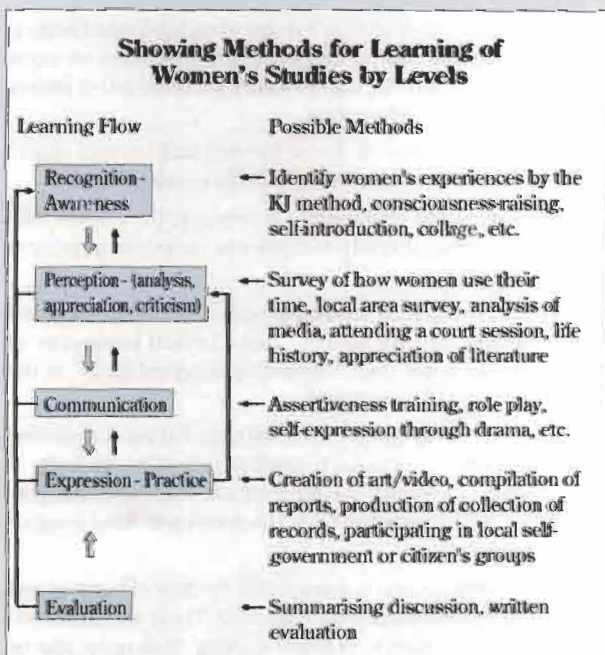
switched around, or some levels may be omitted completely, so that the possible variations are numerous. Consider the following:
a. Use more than one method, b. Do not complete the learning experience with just one cycle, instead, deepen the learning through a spiraling of experiences.

6. Looking to the Future

We have worked out the above plan for teaching methods and course contents of women's studies, but understand that it would be almost impossible for the entire plan to be covered in a women's studies course. In social education, it is necessary to assemble a programme that takes into consideration the attributes and circumstances of the learners. Because of differences in the age, occupation, nationality, neighbourhood, and family structure of learners, what they already know, and are aware of, and are troubled by will be different. It is important therefore when planning a course of study to consider what methods and contents will be most appropriate for the actual participants.

The results of the Research Project have been compiled in a book scheduled to be published and distributed by Yuhikaku Limited, and made available in the autumn of 1997. (Refer to Table of Contents) The title of the book is "Handbook of Women's Studies Education/Learning - Towards a Society of Gender Equality." The following concepts are spelled out in the "Plan for Gender Equality 2000 - the National Plan of Action for Promotion of a Society of Gender Equality by the Year 2000" that came out in December 1996: "Working to advance a comprehensive learning programme for gender equality in social education, in order to raise awareness of gender equality throughout people's lifetime, through a variety of policies promoting life-long learning" and "Making use of the research results of women's/gender studies in the development of programmes in the area of social education to advance the resolution of problems in the society". In today's Japanese society where measures are being developed that aim towards a society of gender/equality, it is our desire that this handbook become an effective aid in learning activities for women in all different positions - whether it be neighborhood, strata, nationality, age, occupation, or education. We also hope it will serve men in the same way.

(Machiko Ito, Researcher, Programme Division, NWEC)



"Handbook of Women's Studies Education/Learning" Table of Contents

Part 1 Course Contents of Women's Studies in the Context of Social Education

I. Rethinking the Gender Role System

1. Convention for the Elimination of All forms of Discrimination Against Women and doing away with the gender role system
2. History of the gender role system
3. Present status and issues related to the gender role system
4. Gender gap in the labour market
5. Taxes that support the gender role system, reevaluation of social insurance
6. Economic value of work done in the home
7. Getting rid of division of gender roles in local activities
8. Empowerment for participation
9. Media's expression in gender role issues
10. The gender role system and the North-South problem

II. Towards diversification of families, lifestyle

1. Characteristics of the modern family
2. What is left of the post-war family and the model family
3. Possibility of diverse type of families
4. Gender formation in early childhood
5. School culture and gender
6. The politics of love, marriage, and divorce
7. From motherhood to birthing and to nurturing
8. Life when both parents work, only one parent works
9. The gap between raising children and growing older
10. Gender and the problem of aging

III. Sexuality

1. Modern myths about sexuality
2. The politics of reproduction
3. The politics of beauty
4. Gender and sexuality in everyday life
5. Sex and violence
6. The issue of prostitution
7. Pornography
8. Diverse sexualities

Part 2 Examples of Practice

I. Teaching/Learning Methods of Women's Studies in the Context of Social Education

II. Examples of programmes, by differences of learners

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ON SURVEY OF STATISTICS ON WOMEN AND FAMILIES

1. Introduction

The National Women's Education Centre has emphasised its information function since its establishment, and while working to enrich the materials in the Information Centre for Women's Education, it has also collected information for study itself through conducting independent questionnaire surveys.

Statistical data showing the present situation of women is basic material that is both essential and indispensable, but it has a number of problems that must be addressed. These include the fact that necessary data is dispersed in a number of different materials, and gender-specific (i.e. male/female) statistics are not available for some types of information. Further, as is stated in the National Plan of Action towards the Year 2000 (First Revision, done in May 1991), consideration will be given to the content of information supplied by the national government, including statistics, so as to make it useful in the advancement of gender equality." Thus the provision of statistical data is an urgent issue for the improvement of the status and role of women, and on an international level as well, a move to generate statistics from a gender perspective is being promoted largely by the United Nations and other international organisations in the world.

In the light of this move, in 1992, the NVEC, began "Survey of Statistics on Women and Families", setting up periods of discussion by specialists in women's issues and statistics on a statistical database concerning women and families. These discussions continued for five years, and dealt with what a statistical database should be, and statistical guidelines for women and families.

This is a brief report of the content of those discussions and the database that has been presented as a result.

Accordingly, "Report of Development of a Statistical Database on Women and Families" (in Japanese) was issued in March.

2. Database Construction

The original plan called not only for "women's statistics" that clarified the situation of women, but also for "basic statistics" showing the principal data from which the "women's statistics" were derived. However, as the data compiling institutions leaned towards presenting these on a home page and magnetic tapes are rather expensive, and the process of storing such data is complicated and massive in volume, we decided to forgo that idea.

The topic of "women's statistics" was examined at the discussion meetings, and subsequently separated into twelve different categories, for which the members of the study group created worksheets. They began by compiling the first annual nationwide chart, by using existing statistical data as much as possible, and gathering related data from as wide a range as they could, but the amount of detail available varied from category to category. The chart, it was decided should adequately serve the purposes of specialists as well as non-specialists. Accordingly, creation of simplified charts were requested for all categories even in the areas where detailed information was available. The worksheets were used to assemble and store data.

In the end, the data was presented only in the form of simplified diagrams, due to restrictions on the monitoring screen and consideration for ease of handling, but we believe that because it provides the names of surveys and materials used, it will serve as a guide to the original statistics for specialists.

Categories of "women's statistics" and number of relevant tables are listed below.

- I. Population composition and changes - 32**
- II. Households, families, marital status - 30**
- III. Work**
 - (1) Employment, situation of labour force - 45
 - (2) Working conditions - 86
 - (3) Unpaid work - 13
- IV. Consumption and livelihood**
 - (1) Living expenses, savings, etc. - 33
 - (2) Time for living - 20
- V. Education, learning - 30**
- VI. Housing, living environment - 30**
- VII. Health, medical - 41**
- VIII. Social security, welfare - 68**
- IX. Safety, crime, administration of justice - 33**
- X. Participation in decision-making process and social activities - 46**
- XI. Sports & recreation, culture - 11**
- XII. Opinion polls - 54**

3. Statistical system

A trial presentation of the statistical information database, excluding the "work" and "opinion poll" categories, was made in December of last year, and the plan is to present the system in its entirety in April. As it will be presented on the existing WINET system, it assumes the use of public telephone lines.

Statistical tables showing numerical figures, annotated survey titles, and titles of materials have been collected as data. Searches can be made from consecutive record number, keyword, case name, governmental category code, and source code, however, all titles are in Japanese.



JAPANESE WOMEN TODAY

On "Plan for Gender Equality 2000"

On 13 December, 1996, the Headquarters for the Promotion of Gender Equality (President: Prime Minister, Vice President: Chief Cabinet Secretary, Members: all Cabinet Ministers) formulated the "Plan for Gender Equality 2000 - the National Plan of Action for Promotion of a Gender-Equal Society by the Year 2000" and announced it at the Cabinet meeting held that day. The Plan is the first national plan of action to be formulated since 1994, when the Headquarters for the Promotion of Gender Equality was upgraded to Cabinet Ministerial level. According to the Action Plan adopted at the Fourth World Conference on Women, national governments were strongly urged to decide on a plan of action of their own by the end of 1996, and with the completion of the above plan, our government has been able to fulfill this important international promise. (Insert structural plan of the Promotion of a Gender-Equal Society)

Since 1977, when the first "National Plan of Action" was formulated following the World Conference on the International Women's Year, Japan has formulated and revised its National Plan of Action a total of four times in line with global development in women's issues. The latest change involves a sweeping revision of the earlier "National Plan of Action towards the Year 2000" (First Revision, done in 1991) and the formulation of a new national plan of action for the achievement of gender equality, in response to new issues at home and abroad which was brought up in the Vision of Gender Equality as a report of the Fourth World Conference on Women and the discussion for Gender Equality. (Insert changes in National Plan of Action)

A special characteristic of this plan was, efforts were made during the process of formulation, to listen to opinions

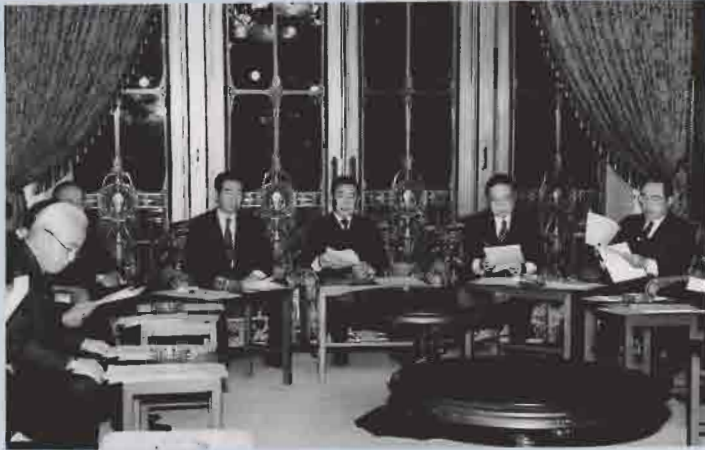


and wishes of Japanese citizens from all walks of life, and in fact more than 1,100 responses that came in as a result of this effort have been reflected in the final draft. Furthermore, by taking a positive approach to a number of new issues, the following priority objectives have been added: "review of social institutions and practises and reform of citizens' consciousness from the perspective of gender equality", "elimination of all forms of violence against women", "cultivation of respect for the human rights of women in the media", and "development of life-long support for women's health".

Basic Philosophy

According to this Plan, a gender-equal society is "one in which men and women are equal members and are guaranteed the opportunity to participate in all areas of society of their own volition. Therefore, women and men can equally enjoy the political, economic, social, and cultural benefits while bearing together the responsibilities". In order to bring about this type of society, the Government will put

Evolution of the National Plan of Action		
Year	Evolution of the Formulation of National Plan of Action	Trends in International Society
July, 1975		The World Conference of the International Women's Year (Mexico City) World Plan of Action (1975-85)
January, 1977	The National Plan of Action Period: 10 years (1977-1986)	
July, 1980		The World Conference of the United Nations Decade for Women (Copenhagen) The Programme of Action for the second half of the United Nations Decade for Women (1980-1985)
May, 1981	The Priority Targets for the Second Half of the Period Covered by the National Plan of Action (1981-1986)	
July, 1985		The Third World Conference to Review and Appraise the Achievements of the United Nations Decade for Women (Nairobi) The Nairobi Forward-looking Strategies for the Advancement of Women (1986-2000)
May, 1987	The New National Plan of Action towards the Year 2000 Basic Policies: 1987-2000 Concrete Policies and Measures: 1987-1990	
May, 1990		The first review and appraisal of the implementation of the Nairobi Forward- looking Strategies for the Advancement of Women by the United Nations Economic and Social Council (ECOSOC)
May, 1991	The New National Plan of Action towards the Year 2000 (First Revision) Basic Policies: 1987-2000 Concrete Policies and Measures: 1991-1995	
September, 1995		The Fourth World Conference on Women (Beijing) -The Beijing Declaration and Platform for Action (- 2000)
December, 1996	The Plan for Gender Equality 2000 - the National Plan of Action for Promoting a Gender - Equal Society by the Year 2000 Basic Direction for Policies: Early 2000 Concrete Policies and Measures: Up to 2000	



together and promote systematically comprehensive measures as necessary.

Composition and Intended Time Period of the Plan

The Plan is made up of three parts: Part 1 deals with the basic philosophy, Part 2 with "the basic direction of policies" and "concrete measures", and Part 3 with the comprehensive and effective plan for implementation. Part 2 (Concrete Measures) and Part 3 are to be completed by 2000, while Part 2 (Basic Direction of Policies) will be looked at from a long-term perspective aiming for the early 21st Century.

The main policies which illustrate the features

- Women are, by international standards, represented extremely poorly in policy decision-making processes in Japan, in both public and private sectors. The Government should take the lead in promoting efforts to correct this, and in studying the feasibility of introducing positive action.
- Social systems and practices that do not work with individuals in an unbiased manner, still persisting in Japan, should be studied and reviewed.
- A wide-range response to violence against women is re-

quired from a variety of perspectives, from building an environment to prevent such violence to creating measures to care for women who have suffered from violence. In particular, efforts should be strengthened to protect the rights of the child (for instance eliminating child prostitution) and preventing sexual harassment.

- Measures to promote respect for the human rights of women in the media should be studied, including moves to distance media dealing in expressions of sex and violence from juveniles and others who do not wish to be exposed to them; in particular, child pornography and the like should be eliminated in keeping with international trends. The development of rules for new media such as the Internet should also be studied.

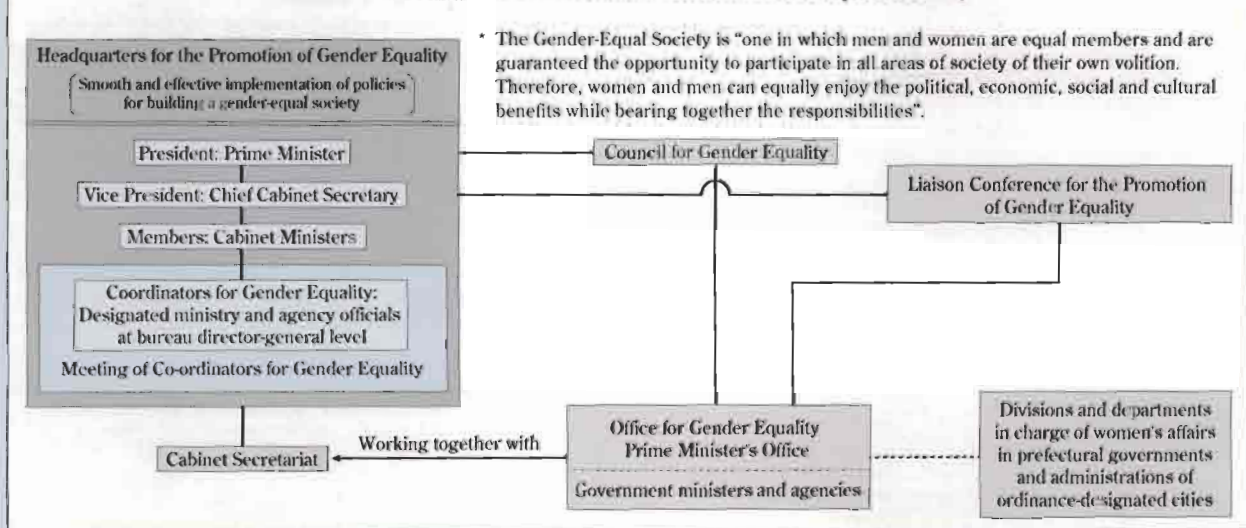
- Perspectives such as reproductive health/rights should be incorporated into life-long measures for women's health management and for maintaining and promoting women's health.

- Official development assistance should be promoted, seeking to strengthen the status of women and remove gender discrepancies at all stages of women's lives, with particular emphasis on the three fields of education, health, and participation in social and economic activities, in line with the initiative on Women in Development (WID).

In Part 3, in order to promote the Plan in a co-ordinated and effective manner and to organise and strengthen a promotional structure necessary for that purpose at the same time clarifying a long-term promotion which reflects the perspective of gender equality in all policies, they will deal with reinforcing the system by organising a new deliberative council and strengthening those in responsible posts in the Headquarters for the Promotion of Gender Equality. In addition, Part 3 makes reference to considering what basic laws are needed in order to promote the realisation of a gender equal society. It also emphasises the necessity of strengthening its ties of cooperation with national and local governments as well as NGOs.

(Ayako Aoyama, former Chief, Co-ordinator Unit, Office for Gender Equality, Prime Minister's Office)

Structural Plan of the Promotion of a Gender-Equal Society



SURVEY REPORT

On 1996 Survey of the Working Woman

This survey was begun in 1979 by Recruit Research, Inc. to identify trends in working women's pattern of thought regarding their place of work, job and life. A summary of this year's report follows.

Survey participants: Women living within a 30 km range of Metropolitan Tokyo (ages 20 - 39) who are presently employed (excluding self-employed women)

Method of Survey: Visitation to drop off surveys to be collected by mail, by area sampling

Time Period of Survey: 13 February, 1996 - 4 March, 1996

Number of Effective Responses: 2,000

The content of questions for full- and part-time employees differed slightly.

First was the purpose of employment (figure 1). In both groups, "for living expenses" was the most prevalent answer. "To finance leisure and hobbies" was also fairly high in both groups. "To give a sense of order to life" and "for a change of pace" were responses given respectively by 38.5% and 4.7% of the full-time group, and 44.2% and 22.8% respectively of the part-time group.

Take a look now at the opinions given about the environment of the woman's work place. According to existing Japanese law, it is illegal to recruit "males only" but the recruitment of "females only" is permitted. The survey asked respondents to choose between the following two opinions - "A: I am in favour of it as it tends to increase opportunities for women to work" or "B: I am opposed to it as it tends to establish a societal notion that 'auxiliary and standard type jobs are for women'."

The results show that 29.2% of full-timers responded negatively, while a slightly smaller percentage of the part-timers responded that way (figure 2).

Finally, we took a look at the opinions about gender inequality seen in the work place. This question was asked only of the full-time group. "At your present work place, do you feel, because of a some disparity between men and women, women are at a disadvantage?" Combining those who answered, "Yes, I think so" and "More likely than not", not quite half but 42.6% of the total felt so. Examination by size of company showed that of those who work for large companies, 55.9% say yes, and by type of work, 54.8% of those who work in the manufacturing industry, and 58.4% in the financial and real estate industries find women at a disadvantage, over half in each cases (figure 3). In comparison, within the group working in government-related jobs, only 25.0% responded in the positive.

Figure (1) Purpose of Employment

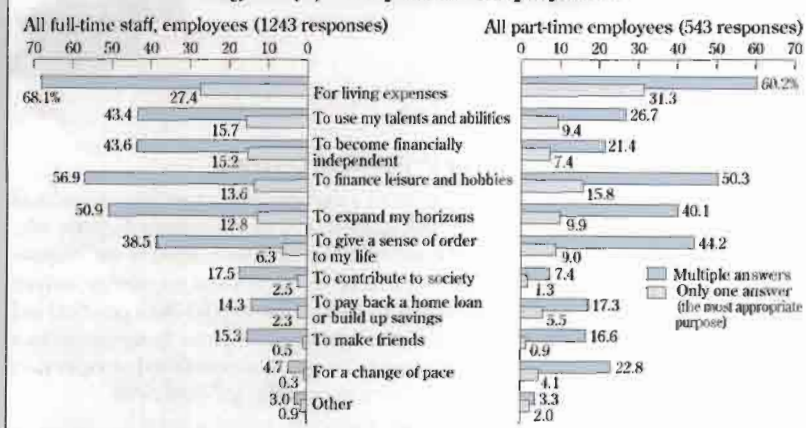


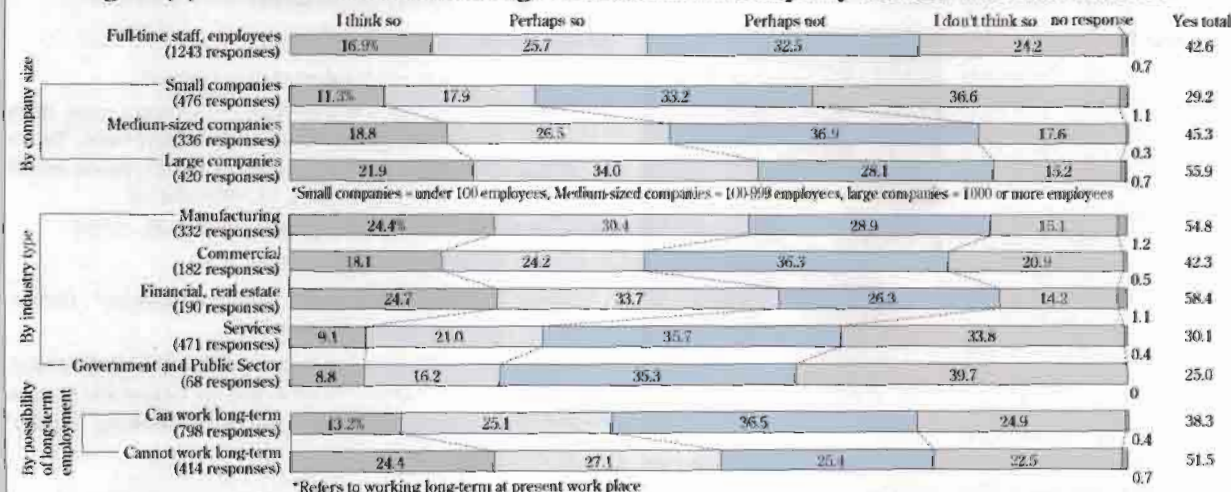
Figure (2) Opinions about the "Hire Females Only" regulation of the Equal Opportunity Employment Law

A) I am in favour of it because it is likely to increase opportunities for women to work.

B) I am opposed to it as it is likely to establish the societal stereotype notion that and standard jobs are for women.

	A	more or less A	more or less B	B	I don't know	no response	Total A	Total B
Full-time staff, employees (1243 responses)	18.2%	30.5	17.1	12.1	21.4	0.7	48.7	29.2
Part-time employees (543 responses)	21.0%	30.2	14.7	8.3	24.5	1.3	51.2	23.0

Figure (3) Are women at a disadvantage because of some disparity between men and women ?



WOMEN'S CENTRES IN JAPAN

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

KANAGAWA PREFECTURAL KANAGAWA WOMEN'S CENTER

For the first twenty years following the International Women's Year in 1975, the main focus of women's policies was on "awareness-building for women's empowerment and women's participation in society". The Kanagawa Women's Center was established in 1982 with the same theme in mind, and for the past fourteen years, it has developed a variety of programmes in the areas of life science, welfare, labour, life-long learning, planning, and management.

During this time while there have been some differences in the way municipal governments in the prefecture have dealt with women's policies, whether it be in the setting up of structures with exclusive jurisdiction over women's policy or the planning of women's activities, there has been steady progress. Women have made inroads into the society, and the preparation of legislation has moved ahead. Rapid changes have occurred in society, such as an increase in the aging population and the flood of information available, and at the same time, there is a call for measures to deal with the human rights of women including new areas such as sexual harassment and reproductive health/rights.

We have moved from the time of generalisations to specifics, and in an attempt to elevate women's policy-making, the Center needs to co-operate and share responsibilities with municipal governments while at the same time working in partnership with NGOs. While clarifying and strengthening the existing functions of (1) investigative research, (2) collection and provision of women-related information, (3) leadership development, (4) comprehensive counselling, (5) emergency shelter, and (6) setting up of a new exchange corner, we decided to reorganise the Center in April 1997 under three functional divisions: planning, activities, and counselling.

The Center makes a fresh start as the place where the Kanagawa New Comprehensive Plan 21 and the Kanagawa Women's Plan 21 will be turned into a reality, and where the empowerment of women and the participation of women and men in all aspects of society will be moved forward. All of this is aimed at the achievement of a gender-equal society where self-determination is taken for granted, thus reflecting the trends seen both inside and outside the country.

Organisation of the Kanagawa Women's Center

Planning Division

The Planning Division is responsible for the planning and administration of new programmes, the editing and publishing of information journals, etc., and the management of facilities. The Division provides space for the activities of women's organisations and groups. It also conducts research and surveys, and collects and provides information on women from both domestic and international sources, and manages a library in the Center to house a large collection of books and materials related to women.



Empowerment Promotion Division

To increase women's participation in various aspects of decision-making, the Empowerment Promotion division educates women and conducts programmes related to the empowerment of women, such as programmes that encourage women to become entrepreneurs. In its effort to offer both practical and popular programmes, the Division also plans symposiums that deal with women's issues from an international perspective, and seminars to help men to become self-sufficient.

Counselling Division

To assist women solve their personal troubles and problems, the Counselling Division has set up a general counselling area that covers a number of issues, and works under the direction of specialists in co-operation with related organisations. From the perspective of protecting women's human rights, the Division handles problems such as sexual harassment in the work place and also manages a temporary emergency shelter for women.

Profile of the Center

Location: 1-11-1 Enoshima, Fujisawa City, Kanagawa Prefecture 251

Land area: 22,245 square metres

Building area: 10,846 square metres

Structure: three-storeyed reinforced concrete

Major facilities: auditorium (500 seats), conference room, study room, gymnasium, audio-visual room, lesson room, library, emergency shelter, public health room, restaurant, accommodation

Business hours: Tuesday through Saturday 9:00 - 21:00

Sunday 9:00 - 17:00

Closed; Mondays, National Holidays*, December 28-31, January 2-4

*Except when holidays fall on Friday, Saturday, or Sunday. In such case, the Center will be open on that day, but closed on the following Tuesday.

PUBLICATION

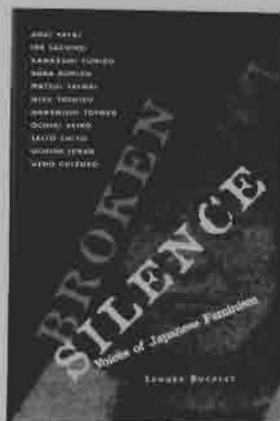
ENGLISH BOOKS ON JAPANESE WOMEN

1. Broken Silence: Voices of Japanese Feminism

(by Sandra Buckley. Published in 1997 by University California Press, Ltd., 2120 Berkeley Way, Berkeley, CA 94720, U.S.A. 382 pages. ISBN 0-520-08513-2 (hard-cover: alk. paper), ISBN 0-520-08514-0 (pbk.: alk. paper).)

The author, Ms. Sandra Buckley, describes, "Japanese feminist theory and practice have - not unlike their European and North American counterparts - generally developed outside academic institutions, which have for the most part remained indifferent, even hostile, to this intellectual and political movement. Because feminism has not "evolved" in such familiar Western contexts as women's studies centres, panels at academic conferences, and specialised academic feminist journals but has preferred to channel its multiplicity of voices through a mixture of nonmainstream and informal publications, a person looking for "familiar forms" may find it less immediately locatable."

In this context, Ms. Buckley collected interviews from ten Japanese women who are indeed "serious feminist theorists" even while recognising that the contexts (historical and contemporary), platforms, motivations, and priorities of their feminisms may not always be familiar. Yet only two of these women are full-time academics. Each of the others has made a conscious strategic choice to locate various aspects of her work outside the academic institution and closer to specific sites of cultural or political activity. Interviewees are as follows:



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| <ul style="list-style-type: none"> 6) Miya Yoshiko 7) Nakanishi Toyoko 8) Ochiai Keiko 9) Saito Chioyo 10) Ueno Chizuko | <ul style="list-style-type: none"> Freelance Writer and Critic Owner-Manager, Shokado Women's Bookstore, Osaka Author; Owner-Manager, Crayon House, Tokyo Founding Editor, Agora Professor, University of Tokyo; Sociologist |
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Over the period from 1988 to 1991 the author interviewees above mentioned ten women, and in consultation they selected the materials that would accompany a translation of the interview.

A glossary has also been included, which lists information on proper names for people and historical periods, events, and movements, as well as explanations of specific terms and Japanese

expressions. It is hoped that the glossary, in combination with the timeline, will render the book accessible to readers who are unfamiliar with Japan. The list of feminist and related women's organisations was included to offer readers a means of pursuing further any interest they may develop on particular areas of Japanese feminism by guiding them towards channels of direct contact with relevant Japanese women's groups. The list was drawn from a range of feminist networking publications released between 1990 and 1993.

2. Higher Education and Women - Their Contributions to Society -

(Edited and published in 1995 by Japanese Association of University Woman (JAUW), Toyama-mansion 241, Shinjuku 7-17-18, Shinjuku-ku, Tokyo 160. 88 pages)

This consists of the papers presented at the JAUW Seminar held from October 8 to 9, 1994 under the theme "Higher Education and Women - Their Contributions to Society -". Prof. Reiko Aoki, President of JAUW, says in her message, "How can the popularisation of education help women to be independent as human beings, and how can women contribute to the creation of a richer society in which men and women are equal? Those fortunate enough to have received a higher education should think seriously about their responsibilities."

The Seminar was composed of four major parts; (1) Study reports, (2) Lectures, (3) Group Discussion and (4) Plenary Session. This book includes the 12 reports which were the topics in the session of study reports. The contents are as follows:

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| <ul style="list-style-type: none"> 1) The Japanese language Volunteer Programme: Its Status and Objectives 2) The Higher Education of Women and Its Social Returns 3) Women and Higher Education - Obstacles to Full Participation in Society - 4) Research into the Social Activities of Women with Higher Education 5) College Education and Women's Lives 6) Women's Activities in Society and Higher Education 7) Women's Attitude Towards Groups and Organisations and Organisational Climate 8) Women and Education - Women's Independence in Developing Countries - 9) Participating in Society Through Volunteer Activities 10) Translation of "Nepali Women Rising" 11) Women's Pursuit of Studies in Science and Engineering 12) The Future of Higher Education - Prerequisite Conditions for Equality of the Sexes - | |
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INTRODUCING NWEC

1. Deciding on a nickname

As noted in the title of this newsletter, the National Women's Education Centre has always been known outside of Japan by its acronym NWEC. It has never had a popular name within Japan. In commemoration of the twentieth anniversary, we advertised for suggestions for such a name. Seven hundred twenty-six suggestions were submitted from around the country, and on January 22, 1997, a committee was formed to review the suggestions and select a popular name. The committee decided to officially adopt "NWEC" as its popular name, pronounced "Nuekku" in Japanese. Afterwards we asked people to submit suggestions for a symbol mark and received 326 suggestions. We are now in the process of selection of a symbol mark of NWEC. It will be introduced in the next issue.

2. Materials published by NWEC

(1) Report from the Forum on Women's and Gender Studies 1996, "The Empowerment of Women and Women's/Gender Studies - From Beijing to the Year 2000" (in Japanese)

This publication was introduced in NWEC Newsletter Vol. 13, No. 2, and is a report of the Forum on Women's and Gender Studies 1996, a programme sponsored by the Centre. In all, sixty workshops were conducted at this forum, by individuals, groups, organisations, and governmental agencies, and this publication summarises the forum, based on the reports written by the leaders of each of the workshops.

(2) FY 1996 Programme Report of NWEC

To encourage women's education and family education as we move towards a society for gender equality, the NWEC was involved in a variety of activities during FY 1996. This report was published to promote a deeper understanding of the NWEC, while also spreading the news of its achievements on a wider and wider scale.

3. Introducing the work of NWEC

(1) Twentieth Anniversary-related Programmes

a. Seminar for Staff of Women's Education Centres - Wed., 10 - Fri., 13 June

In an attempt to enrich women's education programmes, we held this professional and practical study programme for the staff of women's education centres, focusing on the compilation of plans and acquisition of information, to provide the knowledge and skills necessary to improve the qualification and attributes of participating staff.



b. Open Symposium - Mon., 26 May

- Themes 1) Viewing statistics from a gender perspective
2) The place of women's education in social



education, the contents and methods employed

(2) Twentieth Anniversary-related Programmes to be held in the Future

- a. Anniversary Celebration, Fri., 14 November.
- b. Anniversary Study Programme : Open lecture, Sat., 8 November.
- c. Anniversary Exchange Programmes
 - 1) Women's Exchange Festival, Fri., 7 - Sun., 9 November.
 - 2) International Forum on Women and Life-long Learning, Fri., 14 - Sun., 16 November.
- d. Anniversary Information Programmes
 - 1) Journal of National Women's Education Centre of Japan, available in October
 - 2) A Twenty-year Journey through the Medium of Sight, available in November

(3) Establishing of an English language Homepage

The NWEC established a homepage in English in March 1997. Anyone interested may access it at the following address. <URL:<http://www.nwec.go.jp/>>

EDITOR'S NOTE

As of June 1997, our Newsletter is mailed to 1,997 organisations (including individuals) in 178 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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