

White Paper on  
Gender Equality 2019  
-Summary-

June 2019

Gender Equality Bureau, Cabinet Office, Government of Japan

## Outline

# White Paper on Gender Equality

- An annual report that must be submitted to the Diet each year based on the Basic Act for Gender Equal Society (statutory report).
- Cabinet decision is made every year during Gender Equality Week (June 23-29 each year). Cabinet decision and report to the Diet were made on **Friday, June 14** for the 2019 edition.

### Basic Act for Gender Equal Society (excerpt)

Article 12 The Government shall submit an annual report to the Diet on the status of the Formation of Gender Equal Society and the policies implemented by the Government on promotion of the Formation of Gender Equal Society.

2 The Government shall annually prepare and submit a document to the Diet explaining the policies the Government intends to implement to promote the Formation of Gender Equal Society, considering the status of the Formation of Gender Equal Society described in the report in the preceding paragraph.

## 2019 edition composition

### I FY2018, Status of the Formation of Gender Equal Society

**<Special Feature> Enrichment of education and learning enabling diverse choices**

#### **<Current edition>**

\*Organize the current status while referencing the trends of the “target figures” set in the Fourth Basic Plan for Gender Equality.

**Chapter 1. Women’s participation in policy decision-making processes**

**Chapter 2. Gender equality in the workplace**

**Chapter 3. Work-life balance**

**Chapter 4. Gender equality in the regions, rural districts, and disaster prevention**

**Chapter 5. Status of women and men’s lifelong health and elderly people, and single-parents**

**Chapter 6. Violence against women**

### II Policies related to promotion of formation of a gender equal society

#### **Part 1: Policies implemented in FY2018 to promote formation of a gender-equal society**

Organized according to the composition (12 separate fields, promotion systems) of the Fourth Basic Plan for Gender Equality regarding the policies implemented by the Government in 2018.

#### **Part 2: Policies related to promotion of formation of a gender-equal society to be taken in FY2019**

Organized according to the composition of the Fourth Basic Plan for Gender Equality regarding the policies to be implemented by the Government in 2019.

#### **(Materials)**

○Basic Act for Gender Equal Society, Convention on the Elimination of All Forms of Discrimination Against Women

○Budget-related

▪ Fourth Basic Plan for Gender Equality-related budget (FY2019 budget amount)

▪ Fourth Basic Plan for Gender Equality-related budget use results (FY2017 accounted amount)

○Trends of target figures in the Fourth Basic Plan for Gender Equality (Target amounts, numbers at the time of the Plan formulation, updated figures)

# <Special Feature> Enrichment of education and learning enabling diverse choices

## – Aims of each section –

### Section 1. Education development of Women

○Review focused on the advancement conditions to higher education institutions, dividing the period of rapid economic growth after World War II up to the present into three time periods

1. Period of rapid economic growth to around 1975
2. Around 1975 to around 1993
3. Around 1993 to the present

Advancement rate to higher education institutions, major subjects, employment situation by occupation of new graduates, etc.

### Section 2. Situation of women arriving at their career choices and initiatives to enable diverse career choices

○Clarify the issues for enabling diverse career choices by grasping the background for the discrepancy between men and women regarding career choices at the time of graduation from high school

1. Environment, etc. until career choice

(1) Favorite subjects, grades, etc. (2) Conditions concerning gender, etc. of teachers (3) Influence of family, etc.

2. Future environment after career choice

Situation at higher education institution, situation of researchers

3. For diverse career choices

Gender equality of teachers, career education, efforts concerning training science and technology human resources, support for female researchers

### Section 3. Re-learning by Adults

○ Outline the current state of career-focused learning and lifelong diverse learning, and summarize issues toward enriching education and learning

1. Learning for work

(1) Education and training at companies (2) Re-learning for re-employment (3) Learning for starting a company (4) Adult re-learning opportunities

2. Lifelong diverse learning

(1) Learning conditions (2) Learning for activities in regional communities (3) Toward diverse lifestyle choices through learning

### Section 4. Toward realizing a gender equal society through enriching education and learning

○Summarize issues concerning education and leaning based on women's life courses and employment diversification through student days and as working adults

1. Education restrictions

Restrictions due to fixed concepts of gender roles and “men-oriented working styles”

2. Diversifying life courses and education of women

(1) Increasing advancement rates to higher education institutions, changes in women's employment conditions, etc.

(2) Changes in life courses of women after completing higher education

(3) Learning leading to activities by women in the regions

3. Toward enriching education and learning enabling diverse choices

# Section 1. Women's education development

Period of rapid economic growth – International Women's Year (1975) – After the burst of the bubble economy (around 1993) – Present (2018)

## ➤ Women's higher education progresses from junior college to university

In FY1960, under 5% for university and junior college → FY1975, university 10%, junior college 20% → FY2018, university 50%, junior college 10%

The advancement rate rose centered on junior college in the period of rapid economic growth, stagnated somewhat until the burst of the bubble economy, and after that the university advancement rate rose but still trails that of boys

## ➤ Difference between men and women according to majoring subject at university, and the rate of women remains lower in engineering and science

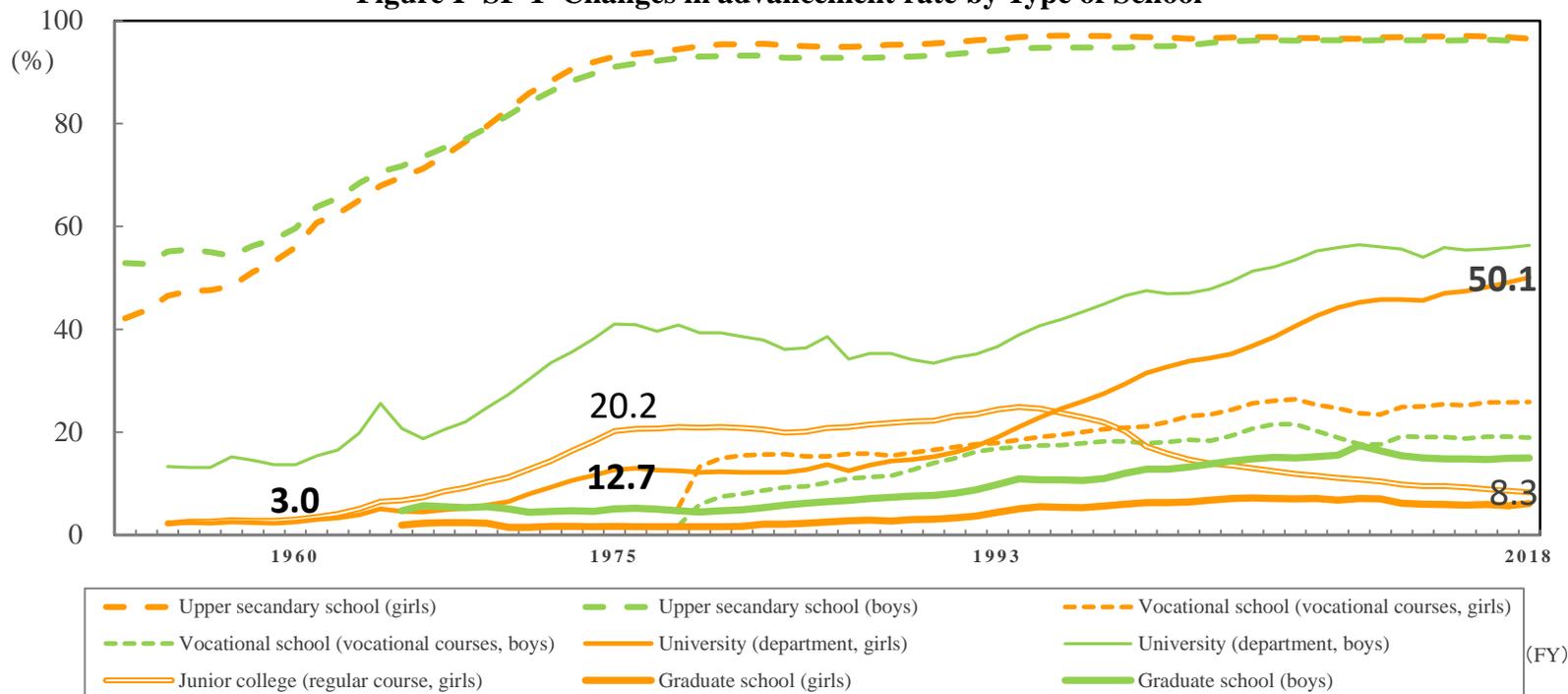
【Pharmaceutics, nursing science, etc., humanities, education】 Ratio of women was over half in 1975 and continued to be high

【Science, agriculture, medicine and dentistry, social sciences】 FY1975 About 10% → FY1993 Science, agriculture, medicine and dentistry - over 20%

→ FY2018 Agriculture, social sciences, medicine and dentistry - over 30%

【Engineering】 FY1975 0.9% → FY2018 15%

Figure I -SF-1 Changes in advancement rate by Type of School



(Source) "Basic School Statistics," Ministry of Education, Culture, Sports, Science and Technology (MEXT)

■ Column ■ Situation of pre-school education, during the compulsory education, and advancement to senior high school

■ Column ■ Changes in curriculum guidelines for technology and home economics, and physical education

➤ **Despite the progression of high academic achievement in women in the workforce, those with a university and graduate school degree account only for 20% (40% for men)**

In 1982, under 5% ➔ In 1992, over 15% graduated from junior college and technical college, 6% graduated from university or graduate school ➔ 2017 over 20% graduated from university or graduate school

➤ **The difference in work between university graduates of men and women is decreasing, and the difference between high school graduates of men and women is even larger**

FY1947 Female university graduates: majority was workers in specialized and technical occupations; Female junior college and high school graduates: majority was administrative workers

FY1992 Highest percentage at 40-60% of administrative workers regardless of academic record

FY2017 Female university and junior college graduates: most were workers in specialized and technical occupations; Female high school graduates: most were workers in service occupations

➔ It is assumed that **if the difference between men and women in advancing to higher education institutions is reduced, then the difference in occupations between men and women who graduate school and work will also be reduced.**

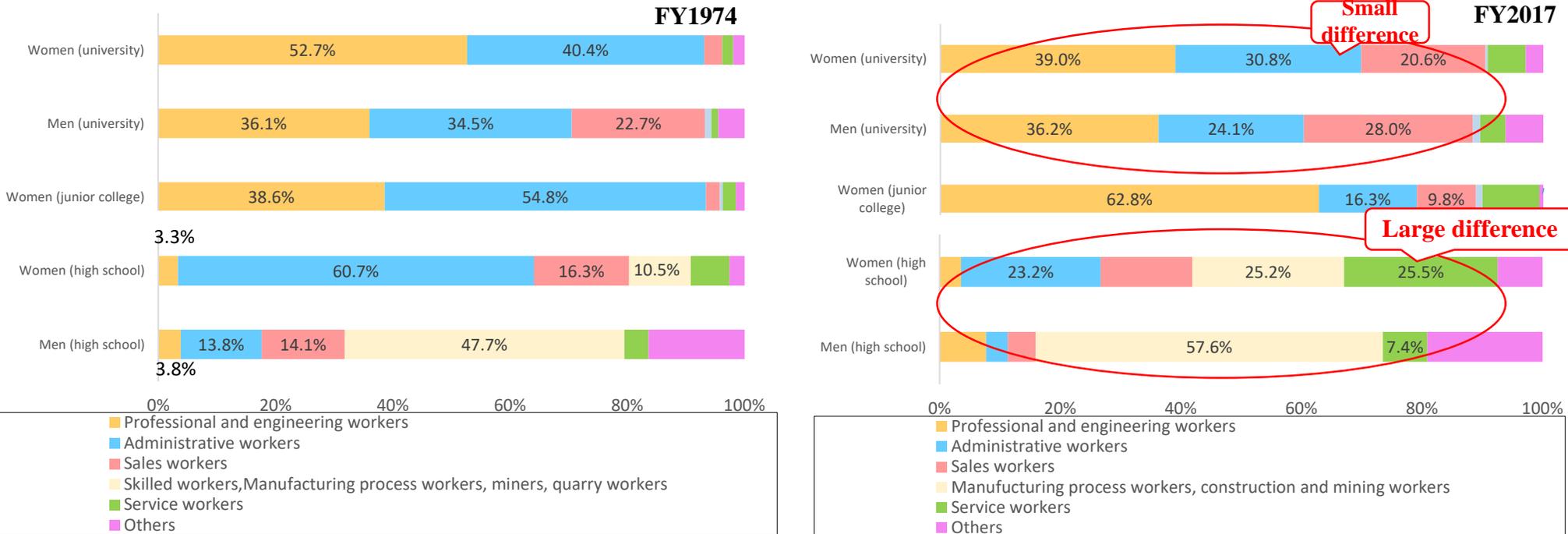
➤ **Diversification of occupation fields of female specialized and technical workers**

FY1947 Teachers over 70% ➔ FY2017 Healthcare workers over 40%, engineers and teachers about 20% respectively

➤ **There has been a major drop in the last 20 years of mothers who think “boys should be educated as boys and girls as girls.”**

1945 1994 Over 70% of mothers and fathers agreed ➔ 2014 40% of mothers agreed and 60% of fathers agreed

**Figure I-SF-4.7 Ratios of workers by occupation for university, etc. graduates and high school graduates (FY1947, FY2017)**



(Source) “School Basic Survey” MEXT (1975)

■ Column ■ “Good wife and wise mother” education at girls’ high schools

(Source) “Basic School Statistics,” MEXT (2018)

## Section 2. Situation of women arriving at their career choices and initiatives to enable diverse career choices

### 1. Environment, etc. until career choice

#### (1) Favorite subject, grades, etc.

- **More girls than boys like Japanese study, but elementary school girls like science more than Japanese studies**

【Elementary school students' favorite subjects】 The percentage of girls who like Japanese study is higher than boys, and a higher percentage of boys than girls like social studies, mathematics, and science

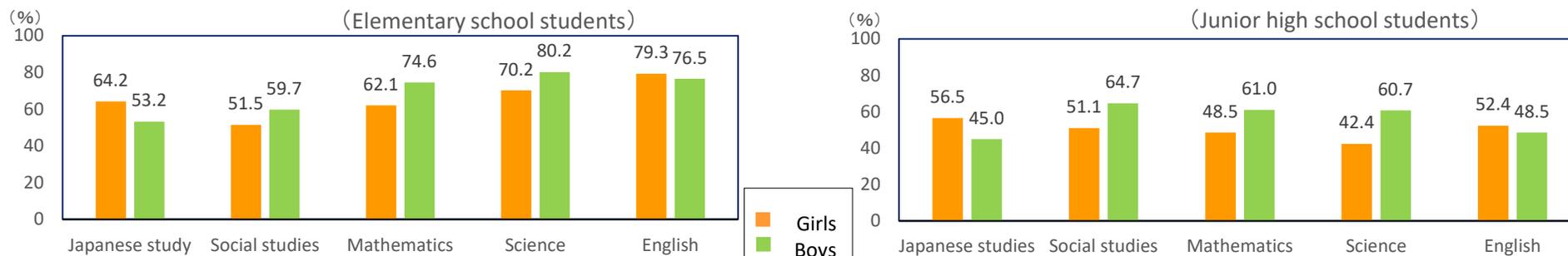
- **Junior high school students' attitude toward humanities and science】 Most female students answered “humanities type” and “rather humanities type”**

On the other hand, the percentage of women who liked science when they were junior high school students increases as the generation becomes younger.

- **The cause of girls' avoidance behavior to science is the environment, not grades**

【OECD Programme for International Student Assessment study】 Although the scores of Japanese girls for scientific and mathematical literacy were lower than boys, they were higher than those of boys and girls in other countries

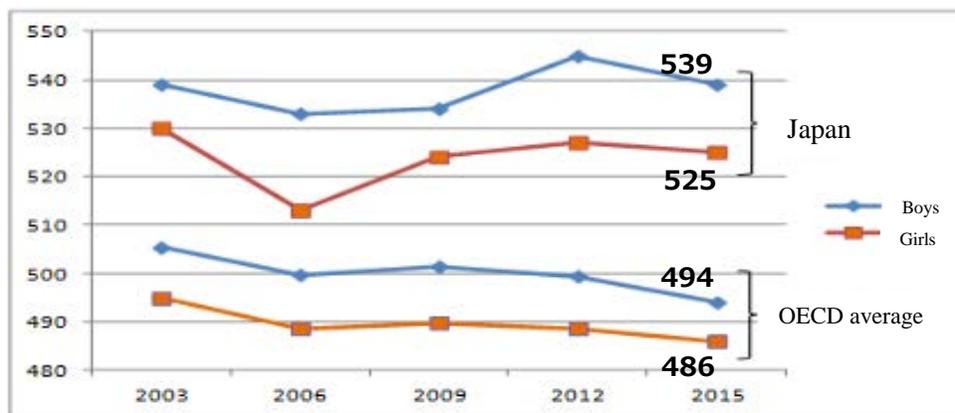
**Figure I-SF-9 Favorite subjects (elementary school students, junior high school students, by gender)**



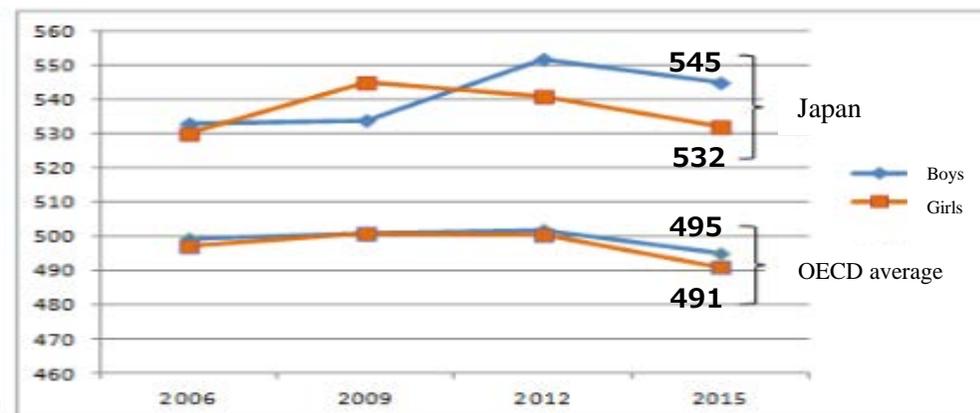
**Figure 1-SF-12 OECD Programme for International Student Assessment (PISA) 2015 survey results**

(Source) Benesse Educational Research and Development Institute 5th Basic Survey on Learning (2016)

【Changes in boys' and girls' average scores in math from PISA (Japan and OECD averages)】



【Changes in boys' and girls' average scores in science from PISA (Japan and OECD averages)】



(Source) Comparative and analytical research report regarding social systems and human resources development in relevant countries aiming to advance women's participation in science and technology fields (Study commissioned by the Cabinet Office in 2016, Institute for Future Engineering)

## (2) Conditions concerning gender, etc. of teachers

### ➤ The rate of female teachers decreases as the stage of the educational institution goes higher

Kindergarten teachers 92.7%, Nursery teachers 97.1% ➡ Elementary school 62.2% ➡ Junior high school 43.3% ➡ High school 32.1% ➡ University, graduate school 24.8%

【Ratio of female vice principals or higher】 Elementary school 22.9% ➡ Junior high school 9.7% ➡ High school 8.8%

[Ratio, etc. of female teachers by subject (junior high school)] More female teachers than male teachers for Japanese study and English, while more male teachers for math, science, and social studies. A higher percentage of girls who were taught by female teachers either math or science than girls who were taught by male teachers both subjects replied that they were a “science type” or “rather a science type”

### ➤ Opportunities for teachers to study gender equality (gender equality training)

Although there was a high percentage of implementation in training for newly appointed teachers (elementary school 93.0%, junior high school 93.0%, high school 86.4%), it decreased in all education stages during capability enhancement training for the mid-level teachers

(elementary school 47.8%, junior high school 47.8%, high school 60.9%)

## (3) Influence of family, etc.

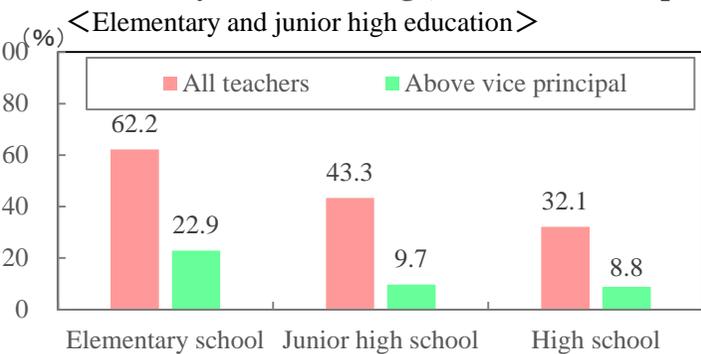
### ➤ Girls are greatly influenced by their mothers, and boys by their fathers

### ➤ Boys receive gender-based restrictions and advice more than girls

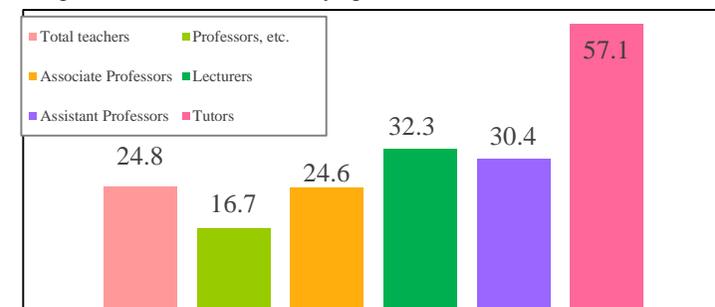
### ➤ The younger the girls are, the less restrictions placed on advancing to higher education due to family intentions and economic reasons.

Figure 1-SF-13 Percentage of women accounting for total teachers

(By education stage, FY2018) (Excerpt)

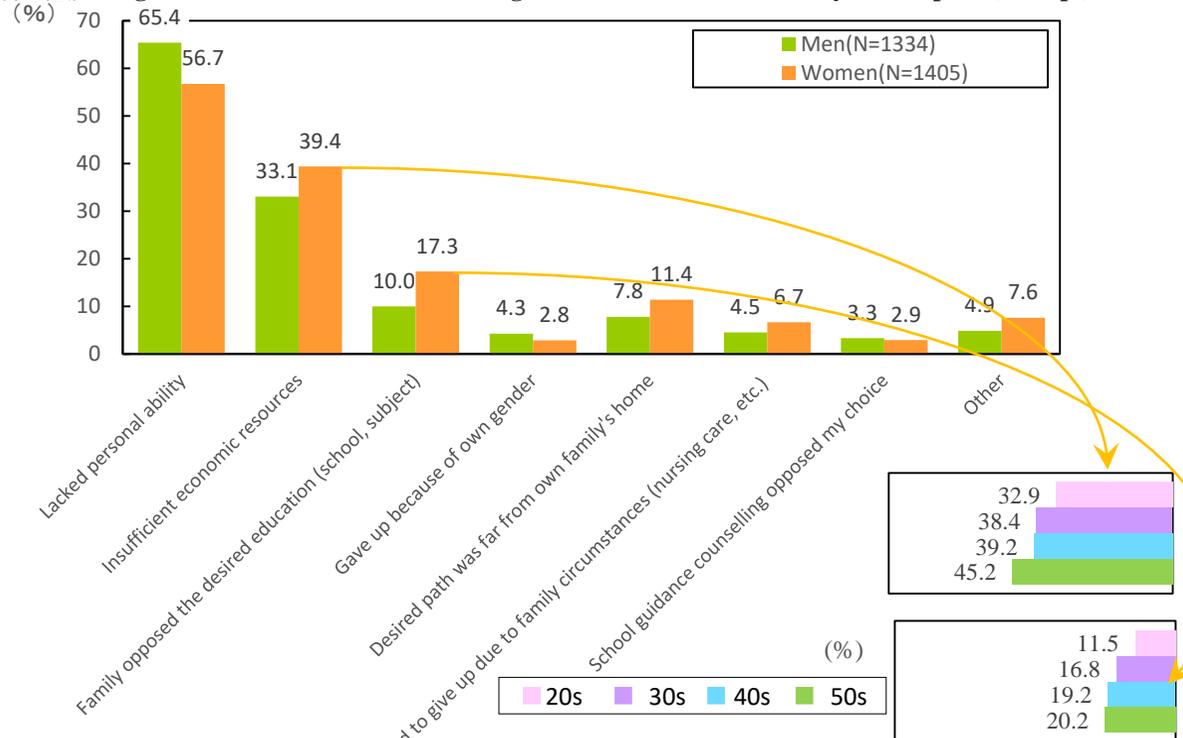


<Higher education (university, graduate school)>



(Source) “Basic School Statistics,” MEXT (2018)

Figure 1-SF-20 Reason for not being able to choose a satisfactory career path (excerpt)



(Source) Study regarding education enabling diverse choices (Study commissioned by the Cabinet Office in 2018, Soken Co.,Ltd.)

## 2. Future environment after career choice

- **Main point for career choice: “Advantageous for finding employment” or “Acquiring qualifications for finding employment”**  
 【Focus when entering university, etc.】 Men: “Advantageous for entering higher education or finding employment” 22.9%, “Can study what I want” 22.1%  
 Women: “Can study what I want” 28.4%, “Can acquire qualifications for finding employment” 24.9%
- **The advancement rate to university and graduate school has increased for women, but there is a large deviation by department**  
 Women at universities (departments): 45.1% in pharmaceuticals, nursing science, etc., 60-70% in humanities, education, under 30% in science, 15% in engineering  
Looking at university (department) majors for women, women who major in engineering are conspicuously low
- **There are particularly few women researchers in engineering and science fields that make up the majority of researchers**  
 The percentage of women out of all researchers is 16.2%, which is lower compared to other countries  
The percentage of women in the engineering field, which has the largest number of researchers (about 420,000 researchers) is 6.2% (university, etc. 11.1%, companies 5.6%)

Figure I-SF-21 Focus when advancing to university, junior college, and vocational school

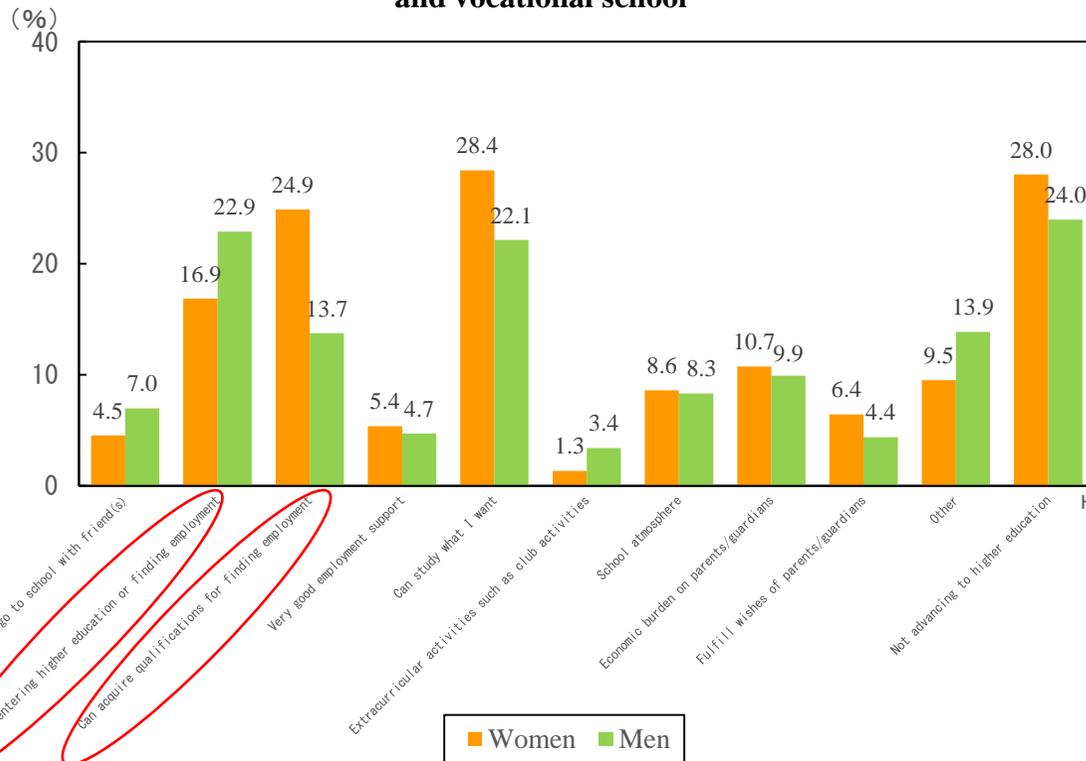


Figure I-SF-23 Situation of major subjects of university (department) students (by gender, FY2018)

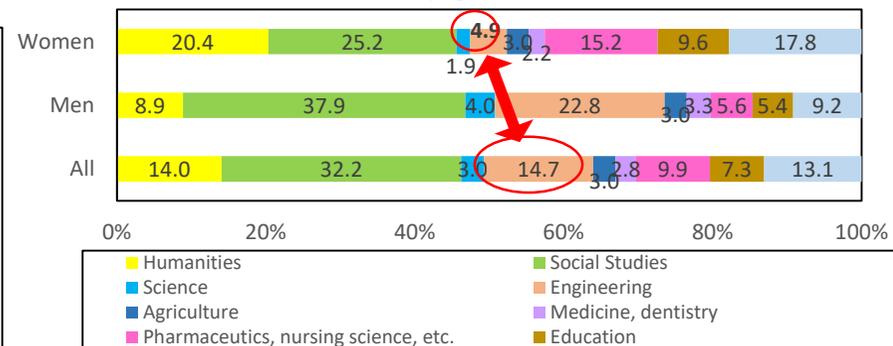
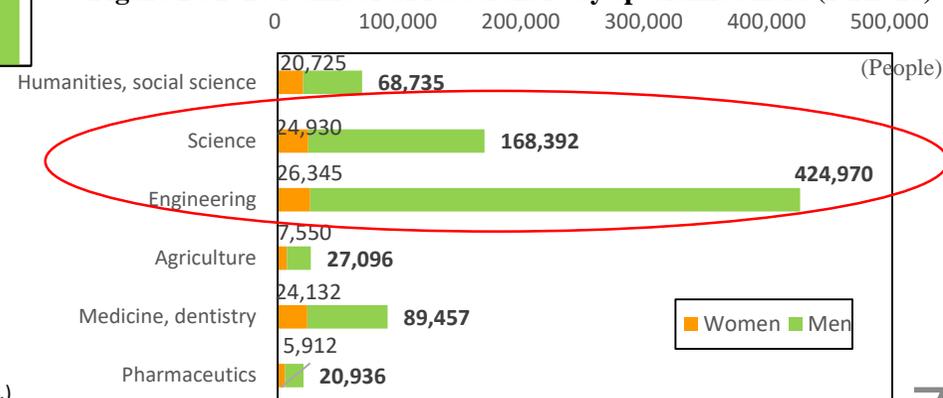


Figure I-SF-27 Number of researchers by specialized field (FY2018)



(Source) Study regarding education enabling diverse choices (Study commissioned by the Cabinet Office in 2018, Soken Co.,Ltd.)

(Source) "Survey of Research and Development" Ministry of Internal Affairs and Communications (2018)

### 3. For diverse career choices

- **Create opportunities for enhancing teachers' knowledge of gender equality**
- **Enhance career education for making independent and proactive career choices**
- **Increase the number of women majoring in science and technology subjects**

A low rate of female researchers and women in the science and technology specialized fields at universities, etc. are not due to a lack of academic ability of women in science and technology subjects, but rather due to the influence of certain environmental factors such as interest in science and technology, trend in education advancement of female peers, parents' wishes, lack of familiar role models, etc.

➔ **【Cabinet Office】** “Rico-Challenge” Science & Technology Challenge, STEM Girls Ambassadors, etc.

- **Making it easier for female researchers to work**

It is necessary to be able to continue research activities even when reaching life stages of childbirth and childrearing

➔ **【MEXT】** Initiative for Realizing Diversity in the Research Environment, Restart Postdoctoral Fellowship (RPD), etc.

■ Column ■ Aiming for science and technology-type girls ~Robogals Kagoshima~

(National Institute of Technology, Kagoshima College)

Robogals is an international volunteer organization established by students at Australia's University of Melbourne in 2008 aiming to foster women with an interest in the engineering field. Over 30 branches have been established in various locations including Europe, Africa, North America, and the Asia-Pacific region. Robogals Kagoshima

was started in May 2017. Currently 13 female students are participating in the activities.

- Holding workshops for elementary and junior high school students
  - Participate in various events in Kagoshima Prefecture and teach elementary and junior high school students robot programming, etc.
- Overseas exchanges
  - Visited the UK and studied methods for asking questions to help enhance the understanding of elementary and junior high school students and new ways of teaching programming.
- In addition to interest in robots, motivation for participation is appealing for points of being able to have overseas exchanges and teach children.
- Robogals offers precious experiences to engage in opportunities for broadening future choices of elementary and junior high school students, and the participants conduct activities with pride.
- It is aimed to expand Robogals initiatives throughout Japan



■ Column ■ A path created through the words of a female employee

(Yushin-Brewer Co.)

A sake brewing company founded in 1854 in Ayagawa Town, Kagawa Prefecture. Yushin Brewer Co. is a Japanese sake brewing company, but the current company president began rice synthesized use research in 1974, and currently business is expanded centered on development and sales of cosmetics materials, making use of rice fermentation. Due to the opinion of a female employee that “it is possible to develop cosmetics that draw a line against the conventional cosmetics with the high penetration capacity of extracts,” the company started using rice fermentation extracts in cosmetics. Since there was no similar products available in the market at that time, it has expanded.

- Although the majority of employees was men when business centered on sake brewing, now the ratio of men and women is roughly the same (60 female employees among the total of 112 company employees)

- The opinions of female employees are important for cosmetics development. The number of employees continuing to work after childbirth using maternity leave is increasing, and only a few leaves her job.

- Activities of female researchers

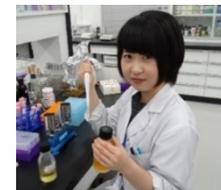
To improve long work hours, adopted an objective management system that considers the latest analysis equipment, which enables efficient research activities, and the work conditions of individual researchers.

- Views of female employees

“I want to work in my home area of Kagawa Prefecture”

“Commercialization of materials developed by myself”

“I want to make beloved, long-selling products”



# Section 3. Re-learning by Adults

## 1. Learning for work

【Women’s desired marriage and employment conditions】

“Able to continue to work while married and having children” 43.0%

“To be married and have children, but temporarily stop working when getting married or having children, and begin working again after childrearing” 36.0% } 80%

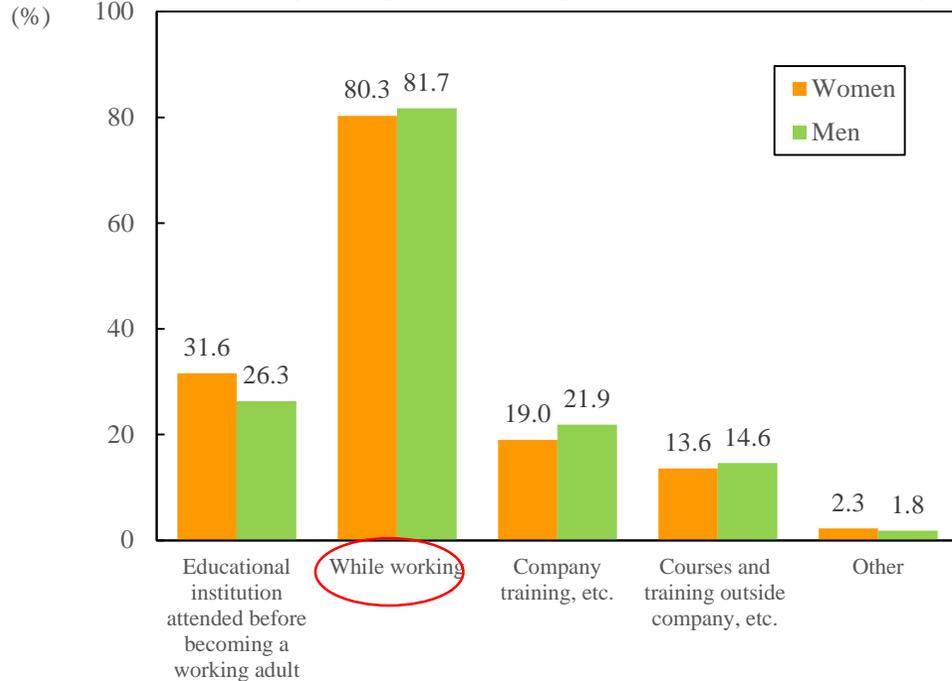
### (1) Education at companies

【Knowledge and skills needed for work】 About 80% of both men and women answered that they had acquired them while working. Learning acquired at workplace plays a major role.

【Situation of receiving training at companies】 Regular employees: women 37.2%, men 48.9%; non-regular employees: women 16.4%, men 22.7%

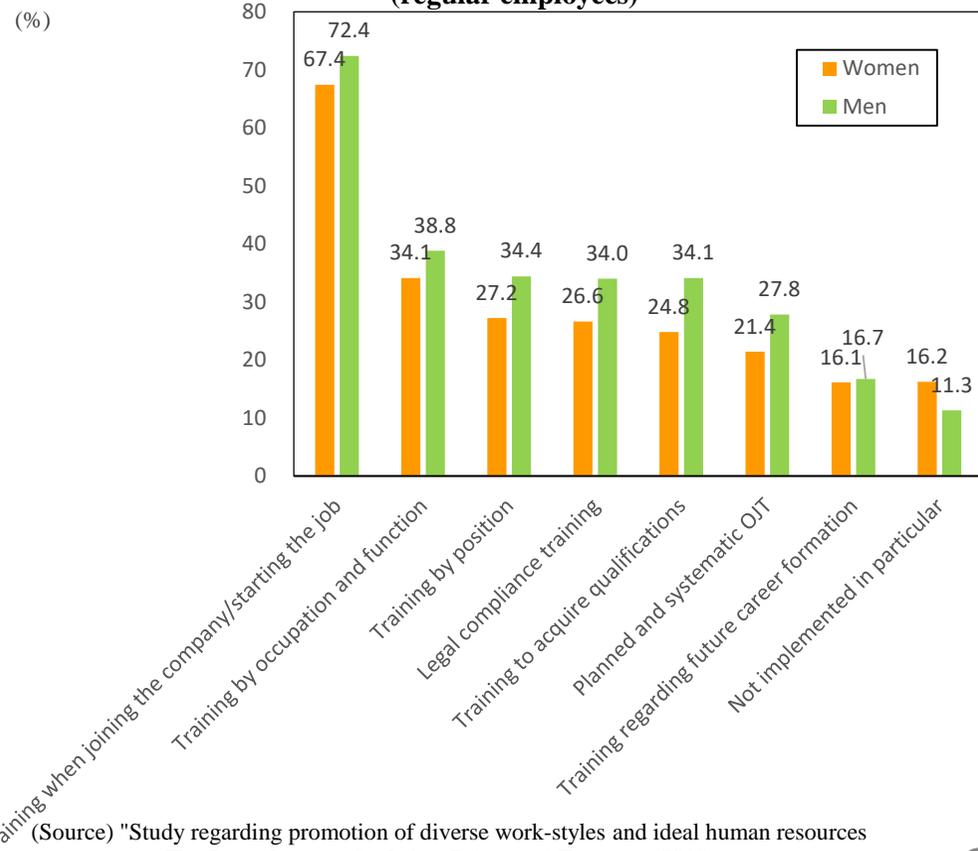
Women were also at a lower level than man in terms of all items in the implementation situation of training by content

Figure I-SF-29 How did you acquire knowledge and skills needed for your job?



(Source) Study regarding education enabling diverse choices (Study commissioned by the Cabinet Office in 2018, Soken Co.,Ltd.)

Figure I-SF-30 Situation of the provision of educational training at work (regular employees)



(Source) "Study regarding promotion of diverse work-styles and ideal human resources management, The Japan Institute for Labor Policy and Training, (2018)

## ➤ Toward enhancing education and training at companies

[Human capital development at companies] Focused on regular employees, but the percentage of young, female non-regular employees is higher than men

➡ Women's opportunities for education are limited from the beginning

[Training of management and core human resources] Although the timing of starting management training, etc. coincides with the peak of childbirth and childrearing, women have an uneven burden of the childrearing and housework

➡ Women cannot accumulate necessary experience due to work-style restrictions, etc.

➡ It is important to steadily make efforts for finely tuned employment management and training and human resources development management responding to work-style diversification

➡ One step for improving the gender gap in managerial positions is increasing efforts for training core human resources by enhancing education opportunities for women starting from industries with high percentages of female workers (medical care and welfare, hotel industry, food and beverage services industry, life-related services, entertainment industry, etc.)

### ■ Column ■ Initiative for creating diverse work-styles through support for flexible career paths (Seien Home)

Seien Home is a social welfare service corporation nursing office in Hokkaido that implements projects such as a nursing home welfare facility, day care, and visiting care. The majority of its employees are women (142 out of 187 employees).

- Subsidy system for qualifications acquisition
  - Active support for acquiring national qualifications such as certified care worker. Acquiring qualifications leads to higher total compensation and job grade.
- Separate roles for employees
  - Compensation is paid for roles such as a mentor for trainee students or project member.
- Merit system
  - Three training interviews with supervisor per year. By conducting objectives management together, the employee's development can be visualized.
- Support for career formation through company FA and job offer system
  - Employees who are raising children request to move to in-home nursing job with no night shifts
  - Wish to move to group home to study dementia care
- Provide welfare-related education opportunities to regions
  - Free subsidy projects targeting students studying nursing in regions and others and implementing welfare education in elementary, junior high, and high schools
- First FY retention rate for new graduate staff has been 100% for 10 years in a row. Average work years is 8 years 3 months for women, and 9 years 8 months for men



### ■ Column ■ Life insurance industry initiatives:

Establishment of a female managers appointment process, re-employment to role held at the time of leaving a job (Meiji Yasuda Life Insurance Company, Nippon Life Insurance Company)

Meiji Yasuda Life Insurance Company has set a goal of having a female manager rate of 30% by April 2020. With the establishment of this high goal figure, it attaches importance to the strict selection process and its steady operation.

- Create a list of candidates for managerial position based on their years of service and work conditions.
- Candidates' supervisors interview them and confirm their intention to take an opportunity for career development to a managerial position, and recommend them to the HR department. The HR department confirms with candidates their intention to advance (multiple confirmations of candidates' intention from two different directions).
- Implementation of intensive training with the candidates for supporting their career development.

Nippon Life Insurance Company launched the "Welcome Back System" in FY2018.

- Re-employs those who left the company for reasons such as their spouse's job transfer or family nursing care with the same position as the one they held at the time of their leaving.
- First person to be back through this system
  - A female section manager who had worked for 20 years left her job to accompany her husband on his overseas transfer. She reentered the company 2.5 years later on her return to Japan. She returned to her previous position and has continued her career.



### ■ Column ■ Entrusting core projects to young employees, leading to nurturing future managers (Takaha Kikou Co., Ltd.)

■ Column ■ Number of male nursery workers increased with efforts for resolving issues concerning nursery schools and social issues (Social Welfare Service Corporation Doronko)

## (2) Re-learning for re-employment

【Female employment pattern】 One in two women leaves her job after giving birth to her first child. Re-employment after having had a career gap due to childbirth and childrearing is one employment pattern of women

【Women's employment wishes】 There is a chronic lack of job offers for clerical jobs that women want to work in

➡ It is important to learn that expands choices by knowing diverse jobs needed in society

【Worries due to a career gap】 There are situations in which a person hesitates to advance re-employment activities due to large worries about work caused by career gaps because of childbirth, childrearing, etc.

➡ It is necessary to learn to boost re-employment by raising self-affirmation feelings that remove worries before education for increasing skills

【Abundant work experience before leaving job】 There are increasing numbers of staff working on core company business before leaving jobs due to increasing higher educational records and late marriage

➡ Re-learning opportunities in accordance with characteristics of staff with certain specialties and experience is also important

## (3) Learning for starting a company

【Starting a company as a work-style of women】 It has been pointed out that women have an insufficient practical image of starting a company compared to men, and have insufficient necessary expertise and management awareness

➡ It is necessary to have opportunities for education from senior entrepreneurs, education for drawing out what women want to do and ideas, and education on experiencing planning business, etc. as education before preparing to start a company, rather than just support for after preparing to start a company such as business skills, legislative systems and procedures, and financing

【Women's wishes to start companies】 There is a trend of women having an interest in starting a company due to realizing things through the experiences such as childbirth and childrearing, or by making comparisons with working at a company when raising children or involved in spouse's job transfer.

➡ It is also advantageous to provide education for preparing to start a business while considering one's life plan at a familiar place for women's lives

## ■ Column ■ Supporting re-employment of women who left their jobs in the accompanying style

(Waris, inc.)

Established in 2013 by three women who shared the recognition of the issue that it is difficult for women to continue working according to changes in their life stages.

### • Waris Work Again Project

- Program supporting career recovery for women who have left their jobs due to childbirth, childrearing, their spouse's job transfer, etc.

- Support re-employment in one place from providing opportunities for relearning, career counseling before or during employment, to internships (places for practical opportunities).

### • Career design course

- Take an inventory of one's life through the present, and consider utilization of work experience from before leaving one's job and necessary education toward re-employment. Also serves an opportunity to review division of housework.

### • Work experience (internship)

- Regain a work mindset, eliminate worries, and acquire self-confidence. Accepting companies and others have said, "Their work mindset returned quickly," and "They have the potential to be candidates for a managerial position."

• Over 90% of internship participants were hired as regular employees, etc.



## ■ Column ■ Practical education for opening a cafe (Creo Osaka Central, Osaka Municipal Gender Equality Center)

The Center offers education and practice for opening a cafe while organically coordinating both aspects.

### • Cafe opening challenge course

- Program involving listening to several cafe owners' stories, drafting a business plan based on the lecturer's instructions, and presenting it.

- An opportunity to find a role model and receive support, and an opportunity to seriously consider whether the management is possible in a realistic sense.

### • Challenge Cafe

- The course participants can apply to the screening commission when they completed course. They will have a chance to run a cafe for about half a year at the cafe space created in Creo Osaka Central. Fees to use the space is 30,000 yen for one month (including utilities).

- Feedback from participants include the opinion that they have realized how difficult it is to gain and maintain profits as a manager, while some also express they experienced the best feeling of being a cafe manager by receiving gratitude from customers.



#### (4) Adult re-learning opportunities

##### ➤ Necessary aspects for re-learning

Most women said “have economic support.” Following this, women in their 30s said “lower burden on housework, etc.” and other generations said “lower burden on work.” 48.4% of women whose youngest child is in the pre-school period said “lower burden on housework, etc.” which was 3 times that of men in the same category (16.2%).

##### ➤ Many people said re-learning at universities, etc. is for work

##### ➤ Vocational training and training exercises provides education for job hunting and acquiring qualifications

Figure I-SF-31 Necessary aspects for relearning (excerpt)

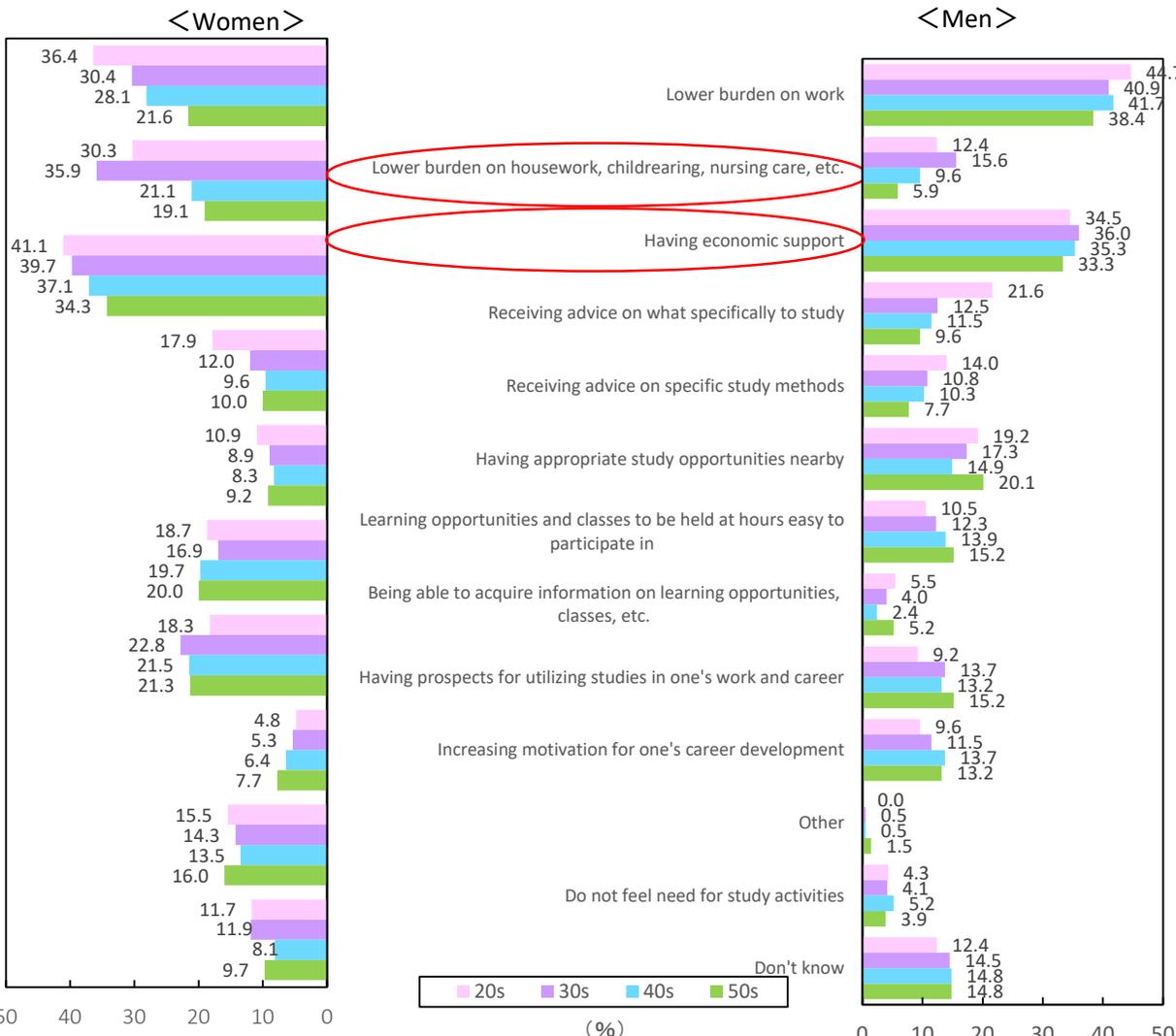
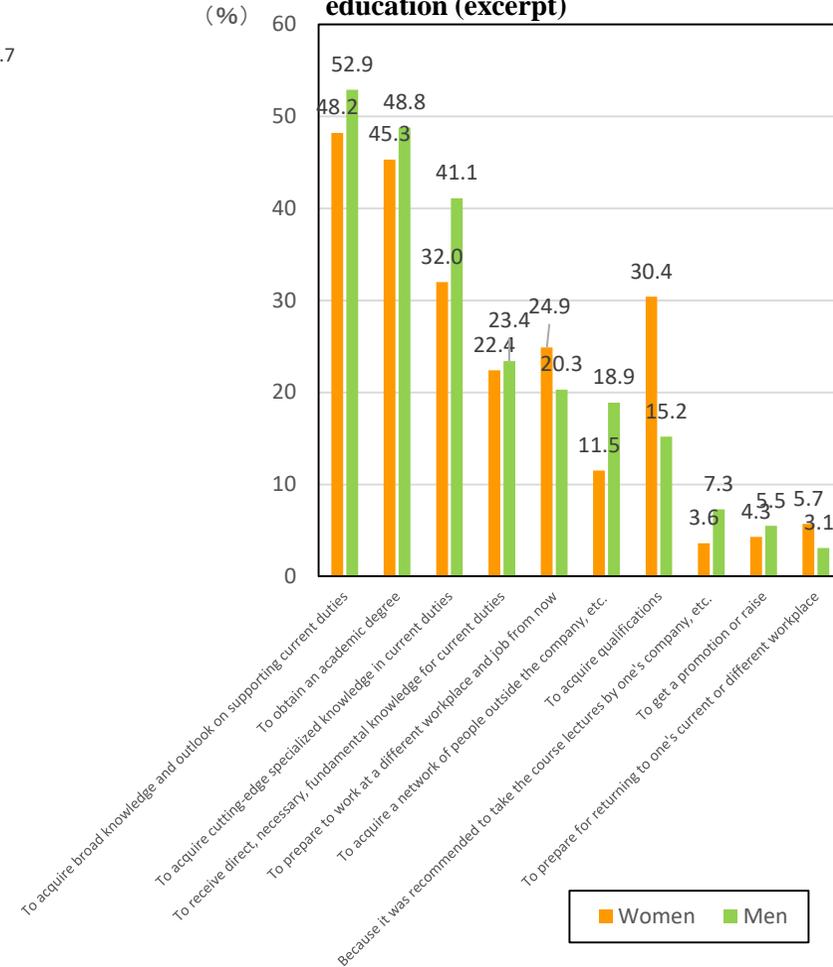


Figure I-SF-33 Objective of adult students' re-learning education (excerpt)



(Source) Research study regarding grasping the reality of relearning at universities, etc. for working adults (Project commissioned by MEXT in 2015, Innovation Design & Technologies, Inc.)

➤ **Promoting recurrent education in all of society**

【Wishes of adult students for workplaces】 Most said “Create a system for valuing those who attended a university or other institutions and obtained graduation qualifications.” As 80% of companies use private sector consulting companies, etc., so “We did not have an idea of using universities in the first place.”

【Obstruction factors when relearning at universities】 Most people without experiencing relearning at universities, etc. said “The cost is too high,” and “There are few short-term study programs under 1 year.”

【Awareness level of opportunities and methods】 The highest awareness level of re-learning opportunities and methods for adults was 30%.

➡ Create society that values acquiring knowledge and skills while having companies support re-learning by adults in the entire society and show specific initiatives

➡ It is necessary to make it easy to acquire information regarding re-learning whichever region a person lives in and connect to necessary re-learning locations

➤ **Program to foster occupational practical abilities that conform to the needs of adults**

【MEXT】 Certifies practical and specialized programs that conform to the needs of adults in universities, companies, etc. as “Brush up Programs for Professional (BP)”

➤ **Specialized practical training exercises that many women use with generous support such as attendance subsidy payment**

【Ministry of Health, Labour and Welfare】 Specialized practical training exercises that aim to support long-term career formation. Approximately 60% of participants are women.

➤ **Gender equality centers that offer various relearning opportunities**

The Centers also offer education opportunities that support elimination of worries during employment such as career and life plan consultations. Support for people who had difficulty in acquiring necessary basic academic skills on work and lifestyle when they were young.

■ Column ■ Recurrent education for women who are affiliated with business schools ~Happy Career Program at Kwansei Gakuin University (Institute of Business and Accounting, Professional Graduate School, Kwansei Gakuin University)

There is a gap between women in skill and career formation in the workplace. The program was started with the awareness of the speculative issues that the true reason for “amicable resignations” due to marriage and childbirth was lower motivation to continue working, and that female managers are scarce because women cannot acquire management skills.

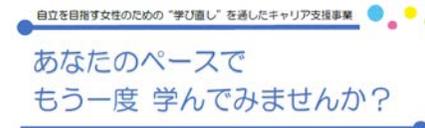
- Course on returning to work and starting a company for women
  - Basic MBA concepts. Used for re-employment of women on maternity leave who are preparing to return to their workplaces, or left their jobs to raise children.
  - About 92% of graduates returned to their jobs. About 20% started companies.
- Female leaders training course
  - Content of the first year MBA course. Attended by women with mid-level positions in companies who aim to take a managerial position and others.
  - Some local companies use it as management demands training, etc.
- Joint lectures are also provided positioning both courses as continued courses.



■ Column ■ Career formation support through “re-learning” for women aiming for independence (Sendai City Gender Equality Promotion Center (L-Sola Sendai))

While providing support for finding employment to single mothers at the Single Mother Consultation Support Center, several cases were seen in which some people found it difficult to advance self-study as they had no idea as to how to study even though they wanted to find a job with stable income and started to study. Therefore, career support and learning support are conducted simultaneously.

- Several participants made “enhancing their abilities to make their everyday lives smoother” their goal
  - A lack of basic academic skills such as reading university entrance materials for children, consumption tax calculation, and bonus concepts affects not only finding employment but also everyday life.
- Insufficient Japanese and reading comprehension skills affect learning in general
  - Japanese is studied changing into study subjects issues such as how to write and present reports in the workplace, communication with others, and more.
- Relearning leads to self-affirmation and increased motivation to work.



■ Column ■ Midwife recurrent education program: Fostering staff who have a broad outlook in hospitals and can even work outside hospitals (Graduate School of Health Sciences, Okayama University/Faculty of Health Sciences, Okayama University Medical School)

■ Column ■ Fostering next-generation female leaders (Fukuoka Prefectural Gender Equality Center (Asubaru))

# Section 3. Re-learning by Adults

## 2. Life-long diverse learning

### ➤ Why do adults study?

Most men and women answered, "I studied/study for my job"

More women than men answered "I studied/study for my family," while more men than women answered "I studied/study for regional activities and activities to contribute to society"

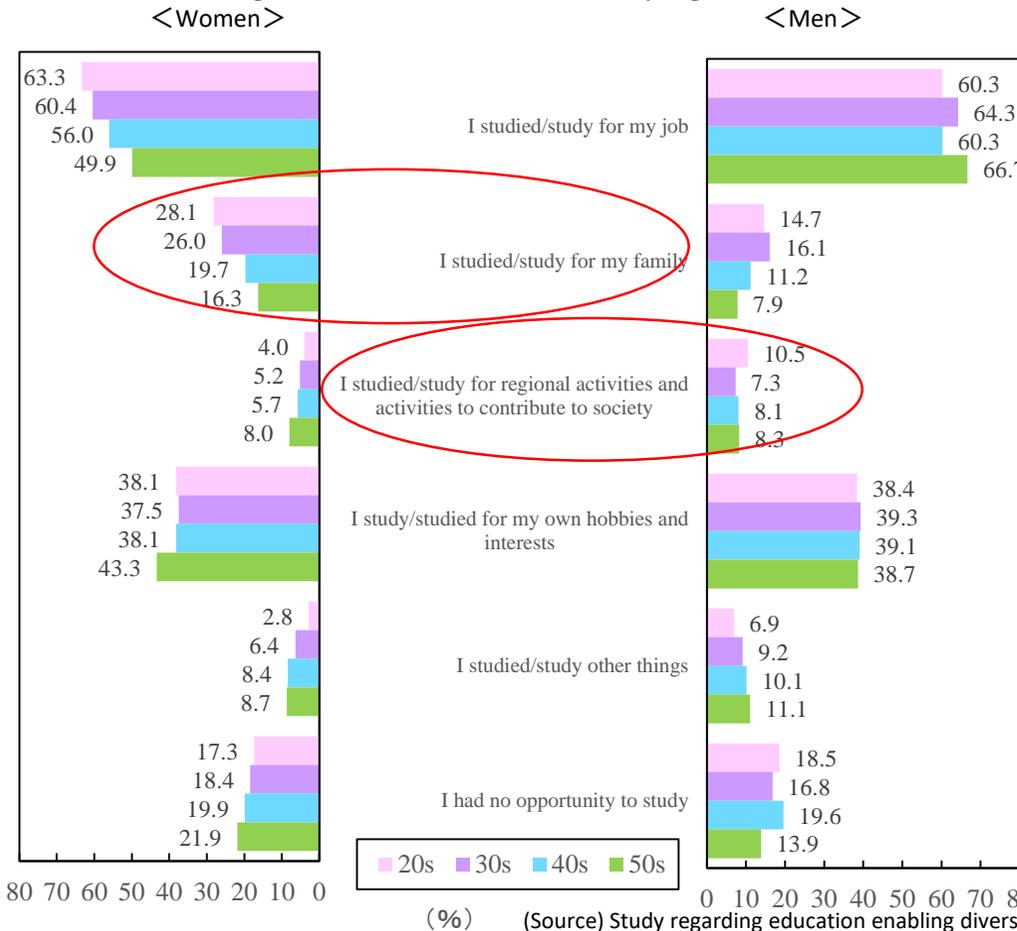
### ➤ Not being able to study due to being busy with work and housework

Both men and women answered "No time due to being busy with work" the most for the hurdle to studying for activities besides work

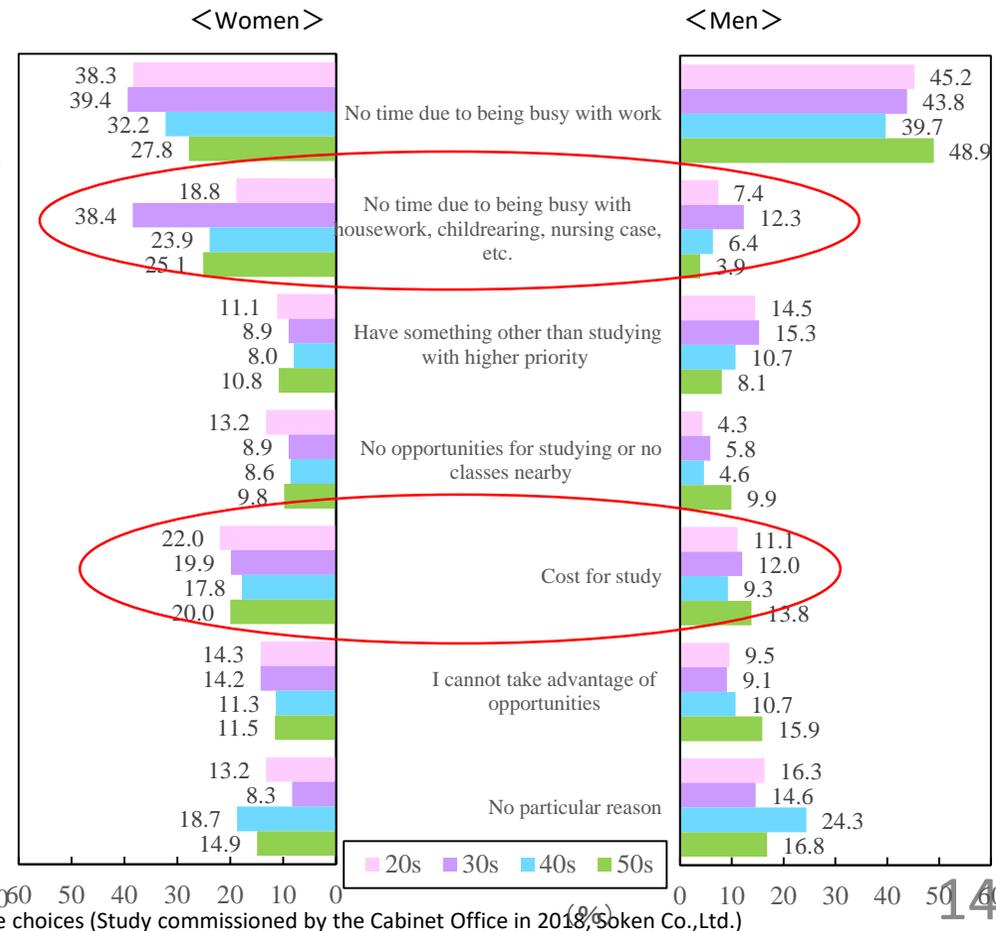
Following this women answered "No time due to being busy with housework, etc.," and men followed with "No particular reason"

The percentage was higher for women than men in all generations for "No time due to being busy with housework, etc." and "Cost for studying"

**Figure I-SF-35 Reason for studying**



**I-SF-39 Hurdles to education for activities besides work (excerpt)**



➤ **Learning is also an opportunity to be active in regional communities**

【Regional community activities】 80% of both men and women answered “I want to try participating”

44.4% of women and 39.1% of men wanted “creation of opportunities for classes, etc.” and 41.6% of women and 43.1% of men wanted “information provision”

【Education and regional community activities】 Make education a starting point and opportunity for regional community activities. Regional community activities serve as an opportunity to realize the necessity for further education. Learning opportunities function as a place for meeting peers and role models and creating networks

➤ **Learning to boost women’s participation in regional community activities**

【Issues when starting activities】 Necessary to pay attention to the fact that leadership tends to be centered on men in existing regional community organizations, and have awareness of division of roles based on gender

Also necessary to have programs to encourage women’s participation in regional “decision-making places” if any women hesitate to exhibit leadership

➤ **Toward diverse lifestyle choices through learning**

【Education for family life of men】 Important to have an environment in which men can choose without hesitation education such as on housework, childrearing, nursing care, etc.

In a close community, create a learning place for family life, which can also function as a space where people in similar conditions share worries and other matters.

■ Column ■ Activities that contribute to regions and learning through food

(Shokuyu Sanwa)

This is a female entrepreneur group active mainly around Furukawa City, Ibaraki Prefecture. Six women in a variety of farming areas conduct activities with a playful (*yu*) heart through food (*shoku*) through their easygoing network.

- Partnership Promotion Association
  - Composed of women with agricultural product processing skills who met through the association
- Network and exchange
  - Study product creation, sales strategies, and local production for local consumption through networks with the government, local universities, agriculture specialists, etc.
  - Although it was very difficult to find time for education due to their main work and childrearing burdens, they continued education for their activities by participating in the “green tourism specialist training course” and “local production for local consumption human resources training course” with the understanding and cooperation of their families
- Support from the government
  - IT tool use instruction, “Furukawa brand” certification (Furukawa City)
  - Management skills support, agricultural product processing development, improvement instruction (Ibaraki Prefecture)
- Also activities contributing to the regions such as food education activities and green tourism



■ Column ■ Structure to connect to the region from sharing troubles (Men’s nursing care class)

This class was launched after the Great East Japan Earthquake by a dentist, with care managers, who took the post with an intention to restore dentistry in disaster-affected areas and saw the situation of male caregivers finding themselves in desperate straits as they had never undertaken housework or nursing care when their wives and parents requiring nursing care returned home due to damage to hospitals. Their friends and colleagues who were doctors, dental hygienists, nurses, etc. and various other occupations agreed with the mission and joined as staff members.

- Over 30% of caregivers are male. They do not stand out in class participation.
  - Men seem to hide that they provide care. They raise hurdles themselves so that they cannot get around, but do not ask for help from others even if they are in trouble.
  - They may become isolated from society while they have little experience in housework, childrearing, and caregiving, and have no knowledge and skills, and accumulate stress .
- Classroom study and practical study. Cooking practice starts from the beginner’s and basic practices.
  - About food-related matters, oral care, changing diapers, preventing bedsores, first aid resuscitation methods, death, etc.
  - Group discussion while sampling the food after cooking practice.
- Building solidarity with the “*otokogi* (male skills) apron.” A “place” for sharing troubles and worries.



■ Column ■ Multigeneration exchange and salon activities and education on childrearing (NPO Nekkobokko no Ie Representative Directors)

# Section 4. Toward realizing a gender equal society through enriching education and learning

## 1. Education restrictions

### ➤ Restrictions due to stereotyped perception of gender roles

Although the younger generation of women is receiving less restrictions in their student days regarding career choices due to their family's intention and economic reasons, the greater burden for housework, childcare, etc. that falls on women after becoming a member of society is a major hurdle to education

### ➤ Restrictions due to “men-oriented working styles”

When women advance to university, etc., they place importance on “acquiring qualifications for finding employment.” One in two women quits after she gives birth to her first child. There are few female researchers in the science field.

➡ Possibilities for career paths premised on the fact that it is difficult to continue working while children are young, and it is difficult to continue research while raising children

## 2. Diversifying life courses and education of women

There is an increase in women who received higher education and continue employment, and employment content and life course have been diversified.

### ➤ Recurrent education responding to diversification of professional and engineering occupation fields

Due to the diversification of occupation fields, necessary study contents and timing also vary. It is important to increase one's own specialization independently based on her situation and future plan.

### ➤ Enhance education through work in accordance with motivation and capacity for administrative work

### ➤ Review “men-oriented working styles” and raise women's fulfilment level

### ➤ Education leading to women's activities in regions

Accompanying the increase in the advancement rate of women to university, etc., there is an increase in young women leaving the regions they were born and raised at timings when they advance to higher education or start working. It is suggested that there is a trend that the percentage of women who move to Tokyo and do not return to their home region is higher compared to that of men. Many people in “technical and specialized occupations” and “administrative work” live in large city areas.

➡ It is important to create places leveraging education in regions to enable diverse education choices in the regions

### ■ Column ■ Polytechnic colleges where women study aiming for welding jobs (Sanjo Techno School, Niigata Prefecture)

Polytechnic colleges in the central area of Niigata Prefecture, which is an Ironware town. The welding course was created because there was flourishing manufacturing of metal-plated products such as kitchenware, tableware, lifestyle goods, etc. in the area. However, although there was an increase in job offers at manufacturing factories due to retirement of the baby boomer generation, student numbers were sluggish. By utilizing PR activities highlighting “welding women” with the appointment of female welding instructors, there has been an increase in female students despite barely having had any until then.

- Metal plating welding technology requires attention to detail, so it is also said to be suited to women.

- There are also women who became lecturers at the Techno School who saw the “welding women” female instructors on TV

- Graduates can work actively as an industry-ready employee. “I admire the tenacious way they work.” “The entire workplace has become vitalized”



■ Column ■ Support for continued employment of women through use and improvement of specialization (Zukosha)

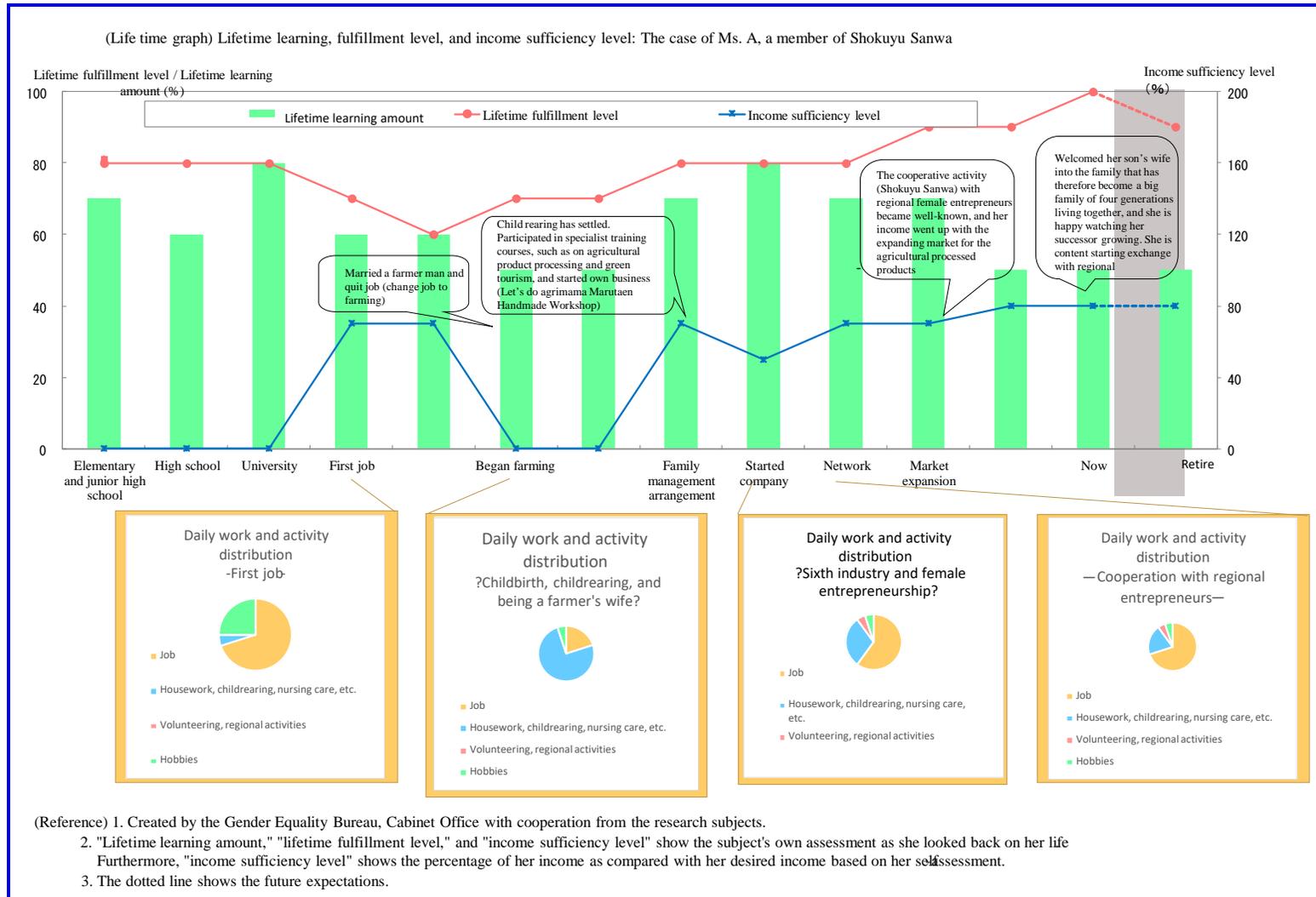
■ Column ■ English conversation school in regional city hubs (Gem)

## 3. Toward enhancing education and learning enabling diverse choices

Focusing on the period when people live to be 100 years old, there is increasing necessity of relearning for adults, regardless of whether they are male or female, now as workstyles are diversifying. Changing fixed recognition of gender-based roles and male-centered work practices as well as enhancing education enabling diverse choices in a complementary way. will be the driving force for deepening women's participation in society.

## ➤ Lifetime graph of a women with diverse life events and learning

There are opportunities for learning and turning points in various stages of human life for expanded work, and activities. This is an example of realizing a diverse life through various kinds of learning.



# Chapter 1 Women's Participation in Policy and Decision-making Processes

## Section 1 Women's Participation in National Policy and Decision-making Processes

[Proportion of women Diet members] House of Representatives: 10.2%, House of Councillors: 20.7% (as of January 2019)

[Proportion of women national public employees] Designated service or equivalent: 3.9%, Director at Headquarter or equivalent: 4.9%, Director at Regional institution, assistant director at Headquarter or equivalent: 10.8%

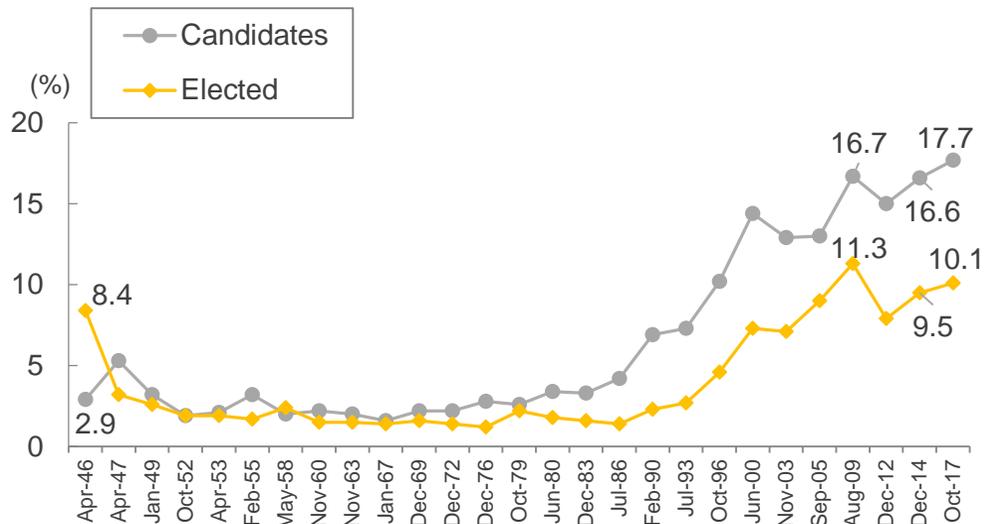
## Section 2 Women's Participation in Local Policy and Decision-making Processes

- ◆ All prefectural assemblies have women members. Meanwhile, 4.5% of city assemblies and 32.7% of town/village assemblies have zero women members (as of December 2018).
- ◆ The proportion of women in division director level of local public service or higher is upward trend (Prefectures: 9.7%, Ordinance designated city: 14.1%, Cities/Towns/Villages: 14.7%).

## Section 3 Women's Participation in Various Sectors

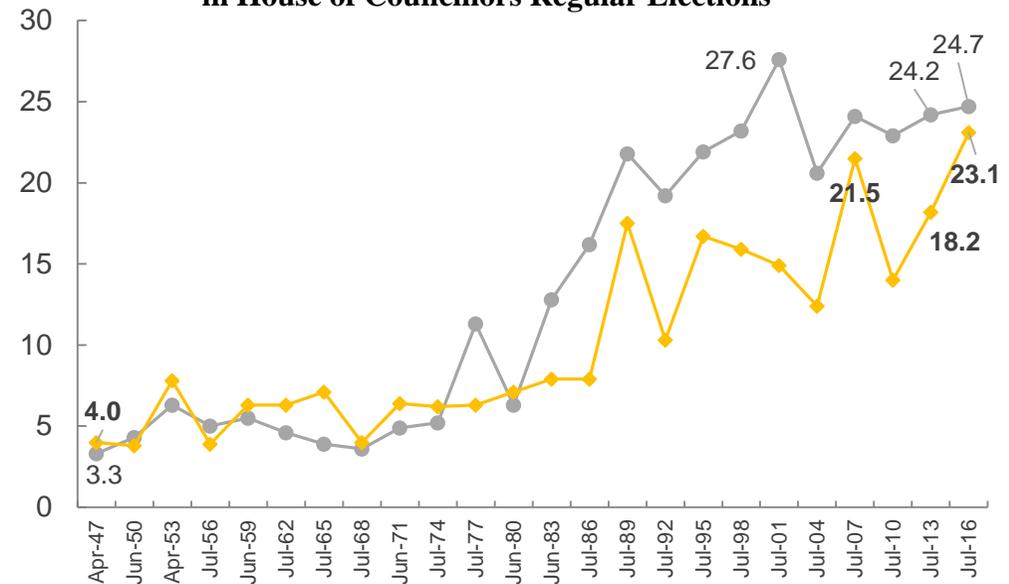
- ◆ The proportion of women in the judicial sector has increased steadily.
- ◆ Japan ranks 110th out of 149 countries in the Gender Gap Index (GGI).

**Figure I-1-1 Proportion of Women Candidates and Elected Members in House of Representatives General Elections**



Source: Ministry of Internal Affairs and Communications, "Survey of Results of House of Representatives General Elections and People's Examination of Supreme Court Judges"

**Figure I-1-2 Proportion of Women Candidates and Elected Members in House of Councillors Regular Elections**



Source: Ministry of Internal Affairs and Communications, "Survey of Results of House of Councillors Regular Elections"

# Chapter 2 Gender Equality in Employment

## Section 1 Employment Situation

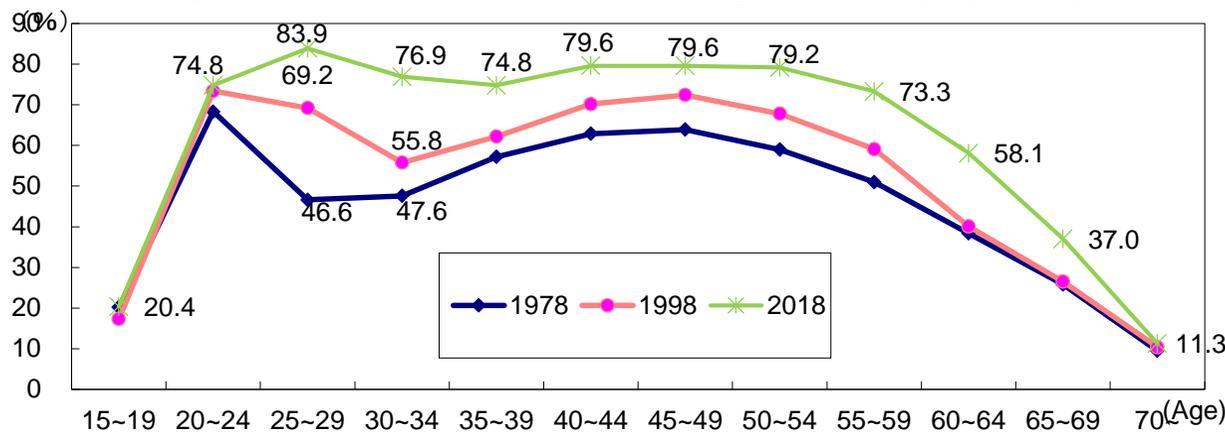
[Number of employed and employment rate] Number of employed: 29.46 million women and 37.17 million men. The employment rate among the working-age population (ages 15–64): 69.6% of women and 83.9% of men.

[M-shaped curve (Women’s labor force participation rate by age group)] The age group corresponding to the bottom of the M-shaped curve is increasing, while the bottom-out period is becoming shorter.

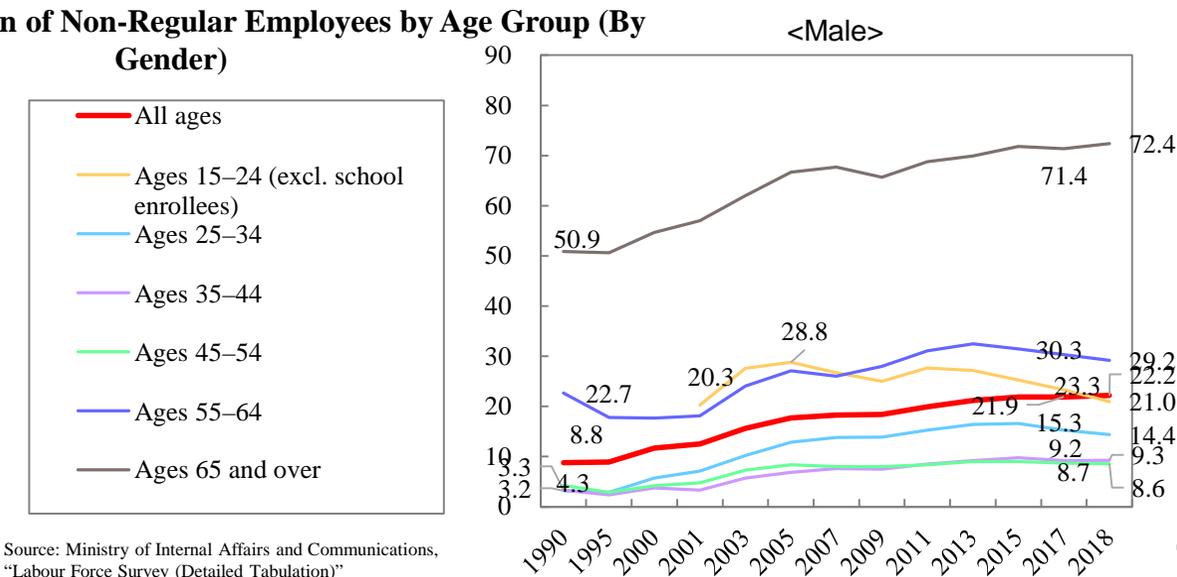
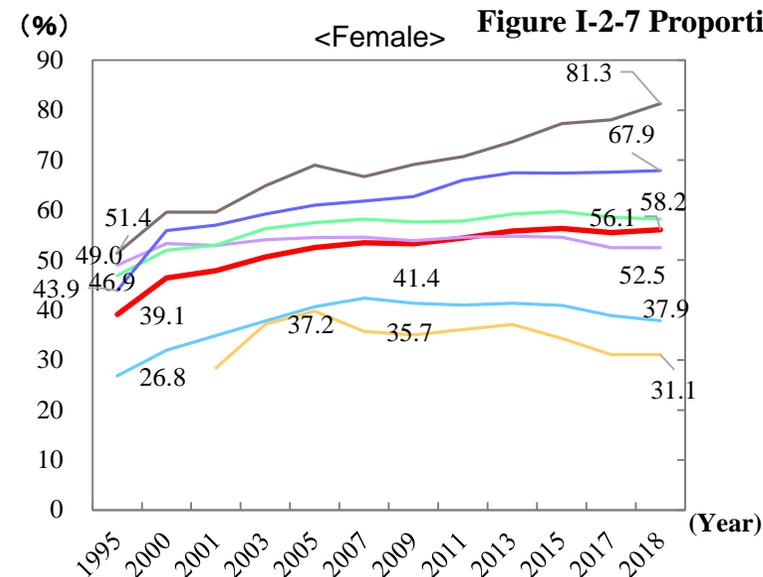
[Proportion of non-regular employees] The proportion of women with non-regular employment (56.1%) increased slightly from the previous year. For women, the proportion increases as the age group rises, starting from ages 15–24 (31.1%). On the other hand, the proportion for men decreases as the age group rises until the trend reverses at ages 55–64.

◆ “Childbirth and childrearing” (32.6%) was the No. 1 reason for not seeking jobs given by women not in the labor force are who wishing to work (2.37 million).

**Figure I-2-3 Women’s Labor Force Participation Rate by Age Group**



Source: Ministry of Internal Affairs and Communications, “Labour Force Survey (Basic Tabulation)”



Source: Ministry of Internal Affairs and Communications, “Labour Force Survey (Detailed Tabulation)”

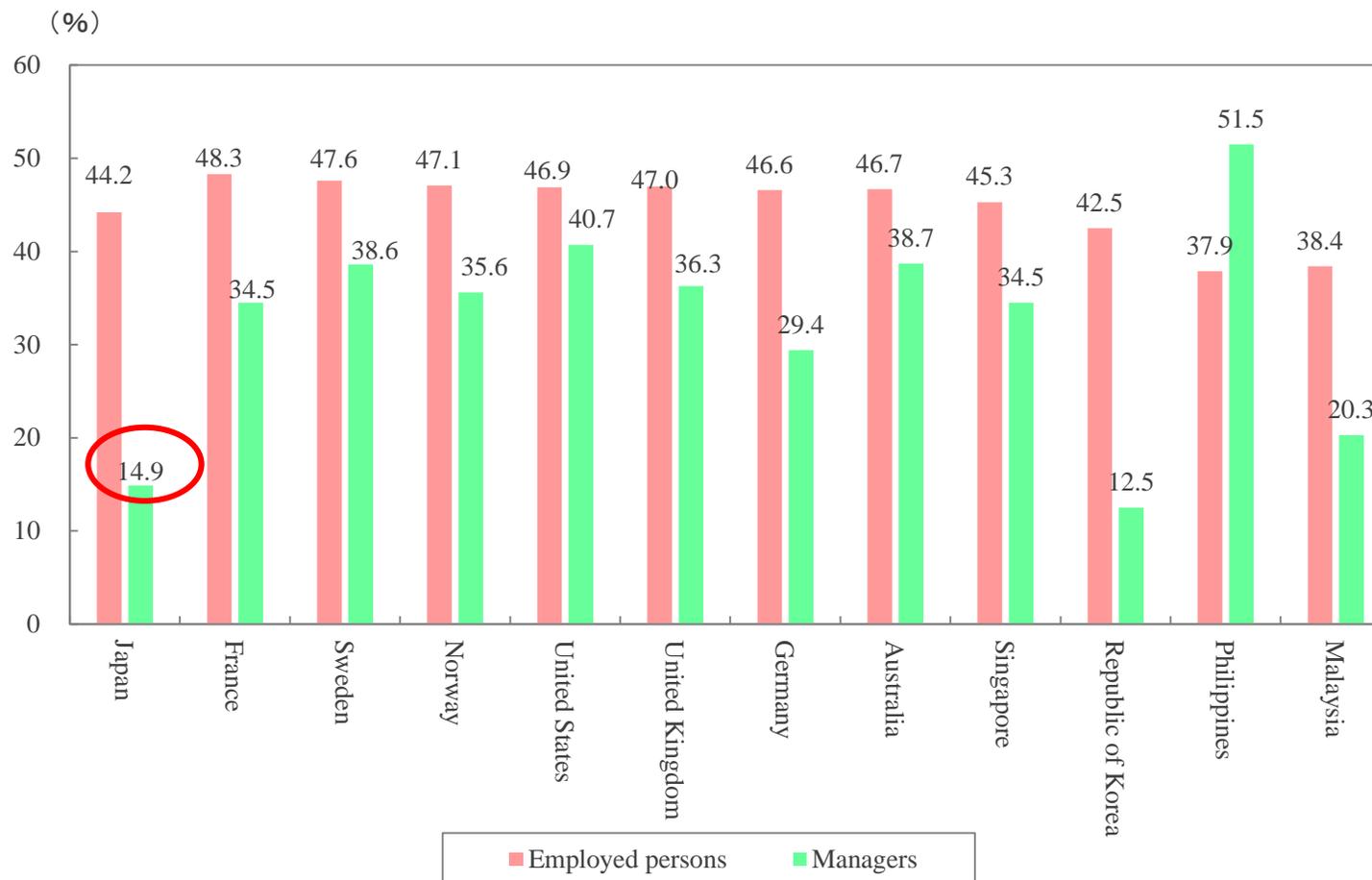
## Section 2 Women's Participation in Companies

[Proportion of women in managerial positions] Section Chief: 18.3%, Director: 11.2%, Department Manager: 6.6% (2018)

[Proportion of women executives of listed companies] 4.1% (2018)

- ◆ While there isn't a large discrepancy in the proportion of women employed between Japan (44.2%) and other countries, the proportion of women in managerial positions in Japan (14.9%) is lower than other countries.

Figure I-2-14 Proportion of Employed Women and Women in Managerial Positions (International Comparison)



Source: Ministry of Internal Affairs and Communications, "Labour Force Survey (Basic Tabulation)" (2018) and ILO, "ILOSTAT"

# Chapter 3 Work-Life Balance

## Section 1 Work-Life Balance

[Percentage of annual paid leave taken] The percentage is rising. Women took nearly 60% of their annual paid leaves, whereas the percentage is below 50% for men.

[Number of dual-income households] The number has increased every year since 1997 when it exceeded the number of single-income households (man was employed). Dual-income households: 12.19 million, single-income households (man was employed): 6.06 million (2018)

- ◆ The proportion of people opposed to stereotyped perception of gender roles is greater than the proportion of people who support it. Such perception is less prevalent among those in their 50s compared to those in their 20s.

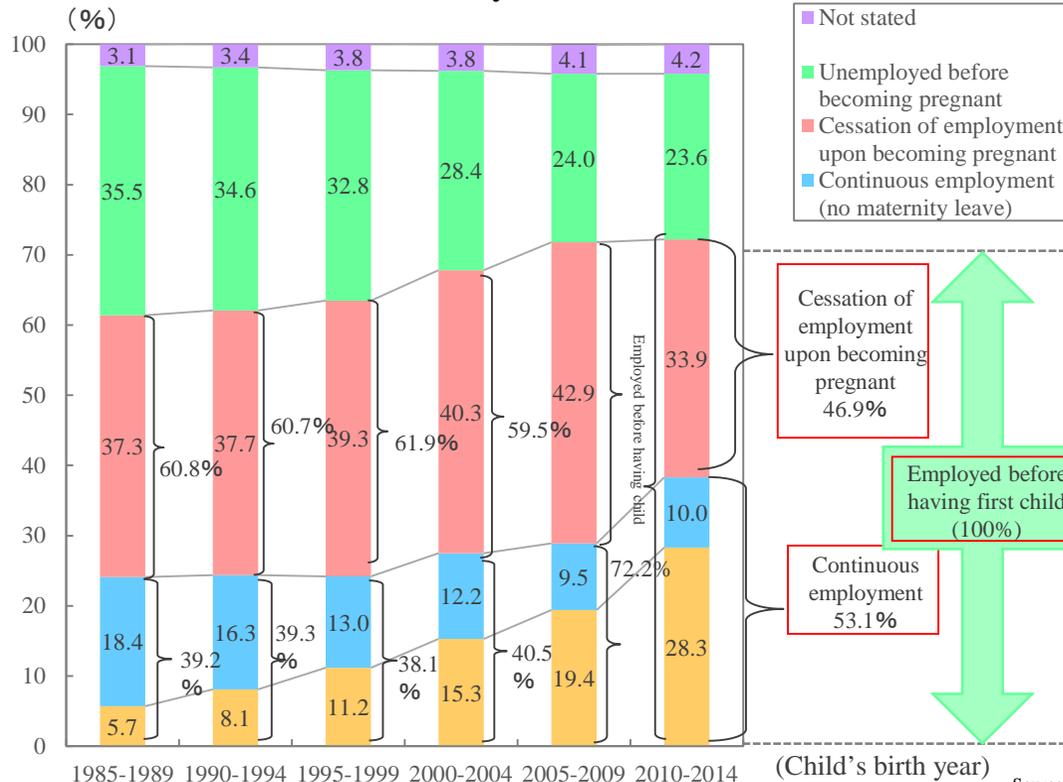
## Section 2 Balancing Work and Childrearing/ Nursing Care

- ◆ The proportion of women who continue to work before and after giving birth to their first child increased from around 40% to 53.1%.

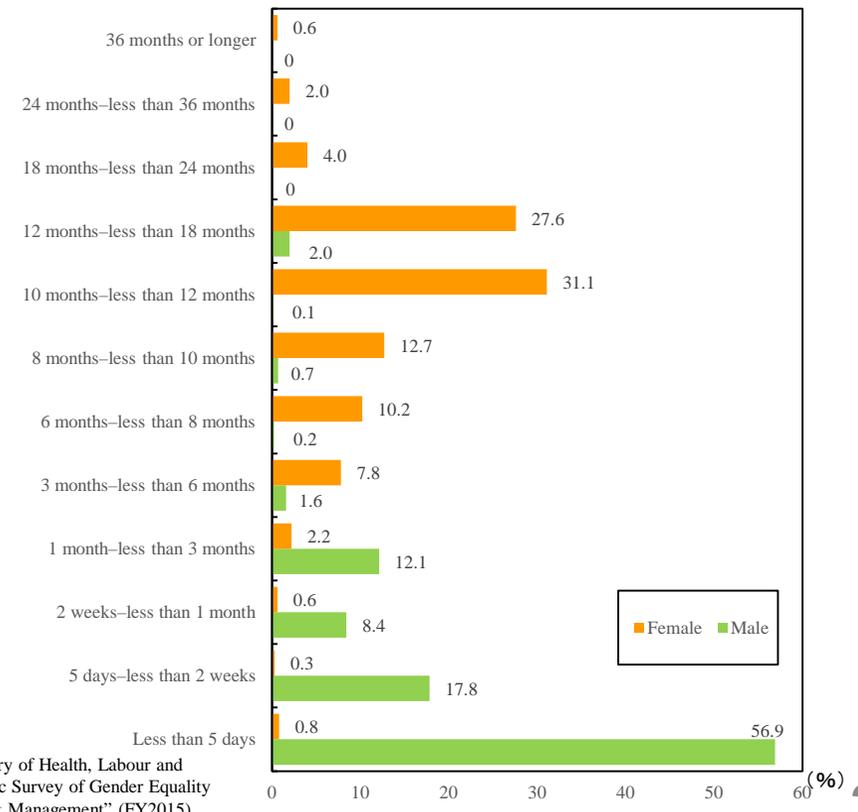
- ◆ The ratio of men taking paternal leave increased but remains low. The length of leave is less than one year or longer for women, extremely short for men.

- ◆ The number of children on waiting lists of childcare centers, etc. has decreased from the previous year. The number of elementary school students on waiting lists of after school clubs has increased from the previous year.

**Figure I-3-8 Work History of Wives Before & After Giving Birth to their First Child by His/Her Birth Year**



**Figure I-3-13 Proportion by Length of Maternity/ Paternity Leave (Excerpt) <Private Companies>**



Source: Ministry of Health, Labour and Welfare, "Basic Survey of Gender Equality in Employment Management" (FY2015)

Source: National Institute of Population and Social Security Research, "The Fifteenth Japanese National Fertility Survey, 2015 (Married Couples Survey)"

# Chapter 4 Gender Equality in Regions & Agricultural, Forestry, and Fishers communities, and in Disaster Prevention

## Section 1 Gender Equality in Regions & Agricultural, Forestry, and Fishers communities

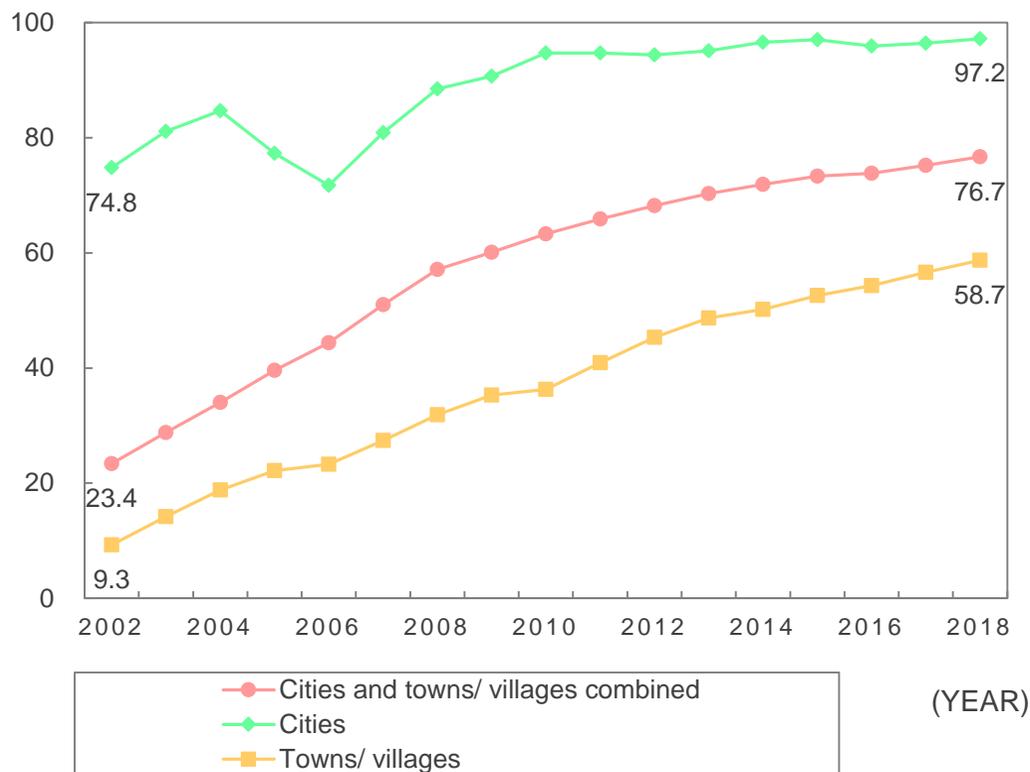
[Establishment of plans for gender equality] Nearly all cities have established plans for gender equality (97.2%), while approximately 60% of towns and villages have established such plans (58.7%).

- ◆ The proportion of female members of agricultural committees (11.8%) and the proportion of female regular members and female executive officers of agricultural co-operatives (21.9%, 8.0%) have been on an upward trend.

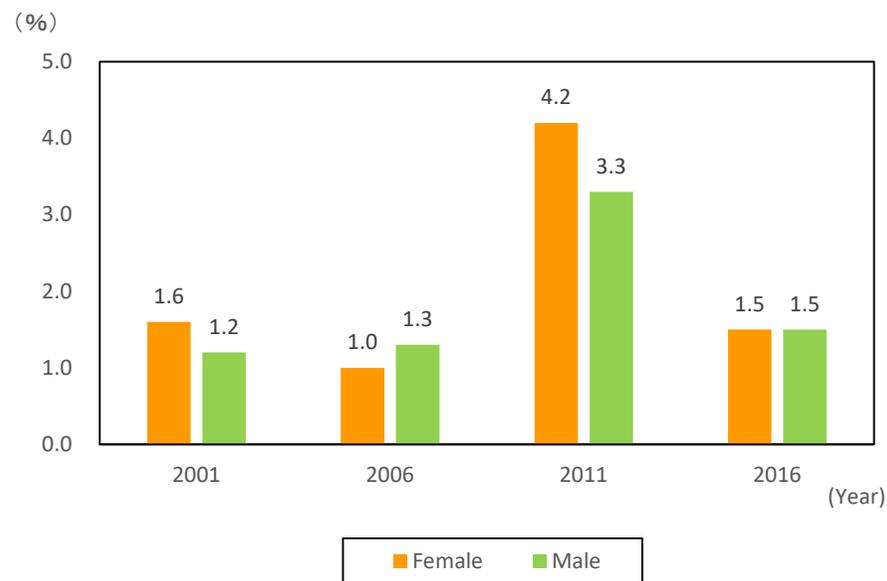
## Section 2 Gender Equality in Disaster Prevention

- ◆ Over 20% of disaster management councils do not have women members. Town/ village disaster management councils account for around 90% of them.
- ◆ The number of fire departments with no female firefighters has been decreasing every year (28.8% of fire departments).
- ◆ 1.5% of both men and women carried out disaster-related volunteer activities. The participation rate was high among those in their 50s.

**Figure I-4-1 Percentage of Cities, Towns, and Villages with Plans for Gender Equality (%)**



**Figure I-4-9 Participation Rate in Disaster-related Activities (Volunteer Activities) by Sex (By Gender)**



Source: Cabinet Office, "Status of Formation of Gender-Equal Society by Local Government Bodies and Promotion of Women's Empowerment Measures"

Source: Ministry of Internal Affairs and Communications, "Survey on Time Use and Leisure Activities"

# Chapter 5 Lifelong Health of Men and Women, the Elderly and Single-Parent Households

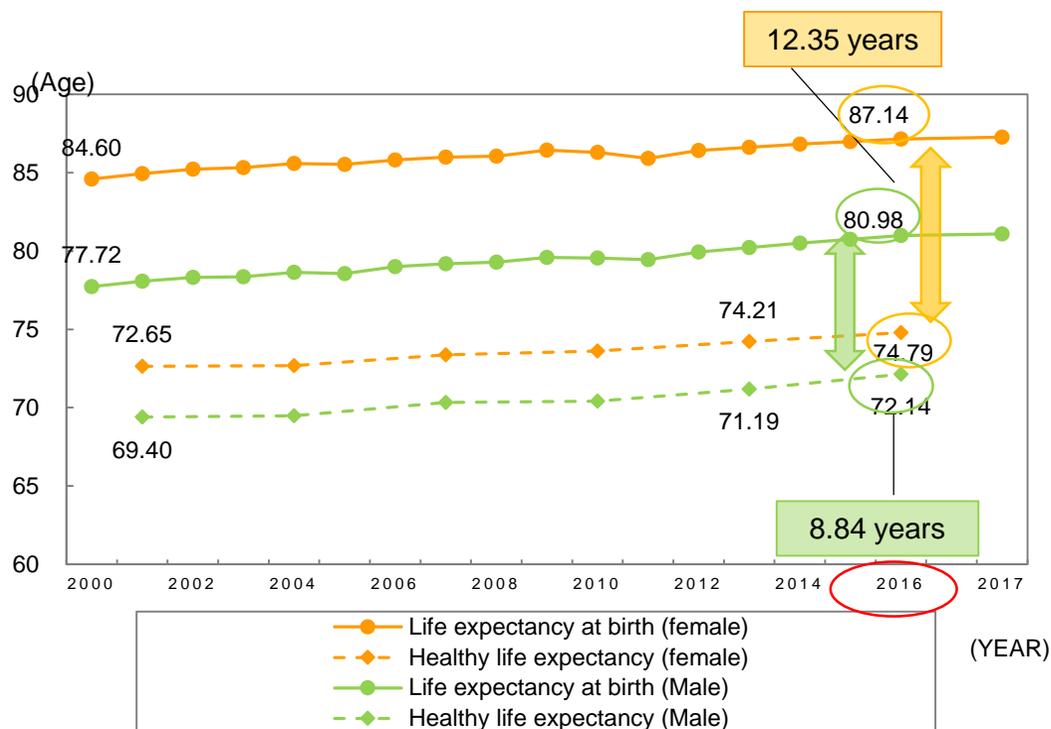
## Section 1 Lifelong Health of Men and Women

[Healthy life expectancy] Women: 74.79 years, men: 72.14 years. Healthy life expectancy has lengthened since 2013. The gap between healthy life expectancy and life expectancy at birth is larger for women than for men.

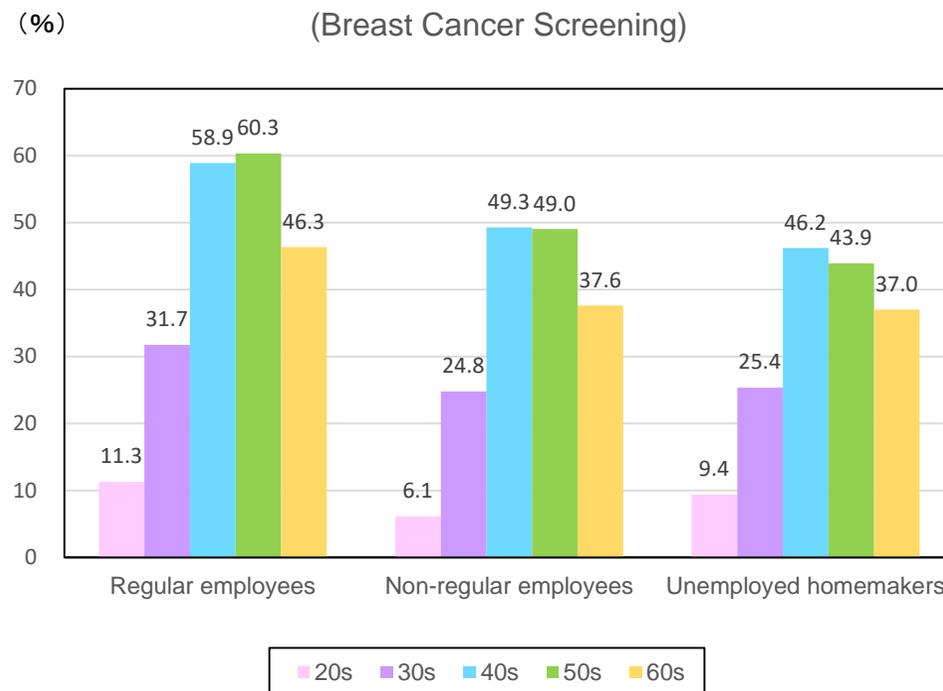
[Women's cancer screening rate (past 2 years)] Increasing. Uterine cancer (cervical cancer) screening: 42.4%, breast cancer: 44.9% (2016)

Breast cancer screening rates are lower for women with non-regular employment and unemployed homemakers compared to women with regular employment.

**Figure I-5-1 Life Expectancy at Birth and Healthy Life Expectancy (By Gender)**



**Figure I-5-4 Women's Cancer Screening Rate (Excerpt)**



Source: Ministry of Health, Labour and Welfare, "Complete Life Table" and "Abridged Life Table"; Health and Labour Sciences Research Grants, "Future Projection of Healthy Life Expectancy and Study on the Cost-Effectiveness of Measures Against Lifestyle-Related Diseases" and "Factor Analysis of Healthy Life Expectancy and Regional Disparities and Study on Verification of Effects of Health Promotion Measures"

Source: Tabulated by the Gender Equality Bureau, Cabinet Office based on Ministry of Health, Labour and Welfare, "Comprehensive Survey of Living Conditions 2016"

## Section 2 Elderly and Single-Parent Households

◆ 30% of women and over 20% of men are elderly (aged 65 and over) (as of October 1, 2015).

[Employment of the elderly] Over the past 10 years, the number of employed persons aged 65 and over increased by 1.7 times for women and 1.5 times for men. The employment rate of women aged 65–69 increased by 11.1% point.

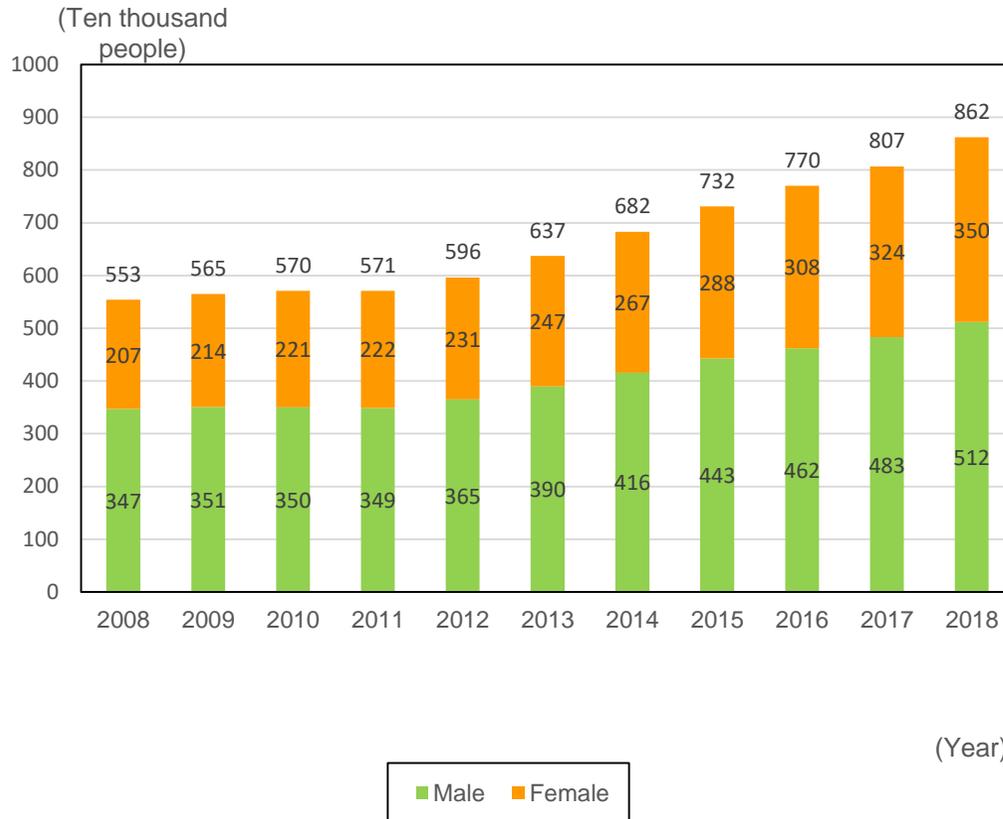
Over 70% of employed persons aged 65 and over, both men and women, have non-regular employment.

[Single-parent households] The number has remained at the same level since 2003. 86.8% of single-parent households are single-mother households.

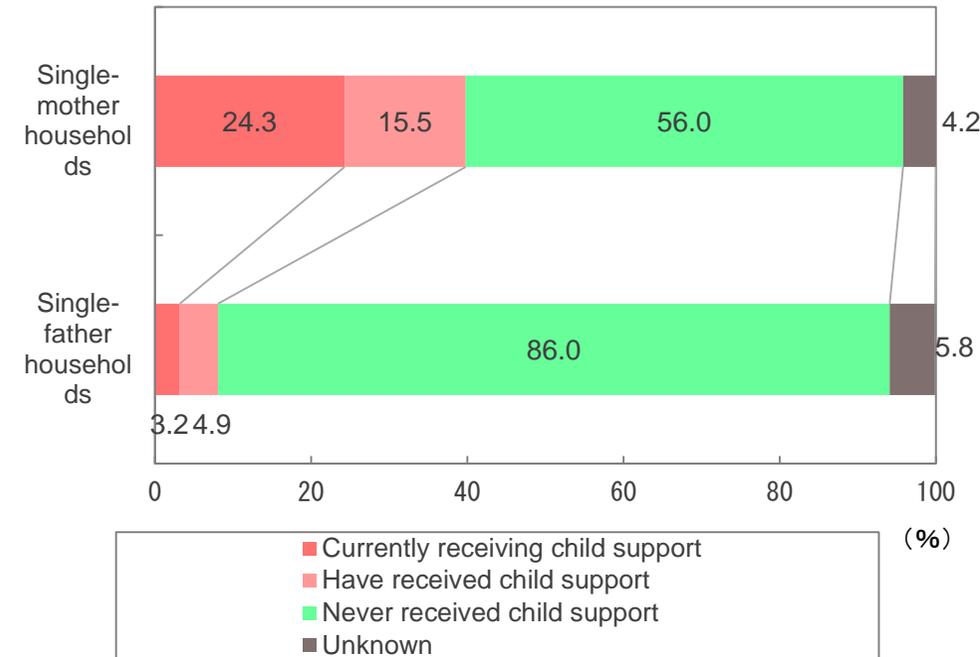
37.6% of single-mother households earn less than 2 million yen a year. 45.1% feel they face “severe” financial hardships.

The ratio of households receiving child support from former spouses is 24.3% for single-mother households and 3.2% for single-father households.

**Figure I-5-8 Number of Employed Persons Aged 65 and Over (By Gender)**



**Figure I-5-10 Receipt of Child Support by Single-Mother Households and Single-Father Households (2016)**



Source: Ministry of Internal Affairs and Communications, “Labour Force Survey (Basic Tabulation)”

Source: Ministry of Health, Labour and Welfare, “Nationwide Survey on Single-parent Household” (FY2016)

# Chapter 6 Violence against Women

## Section 1 Violence by Spouse or Others

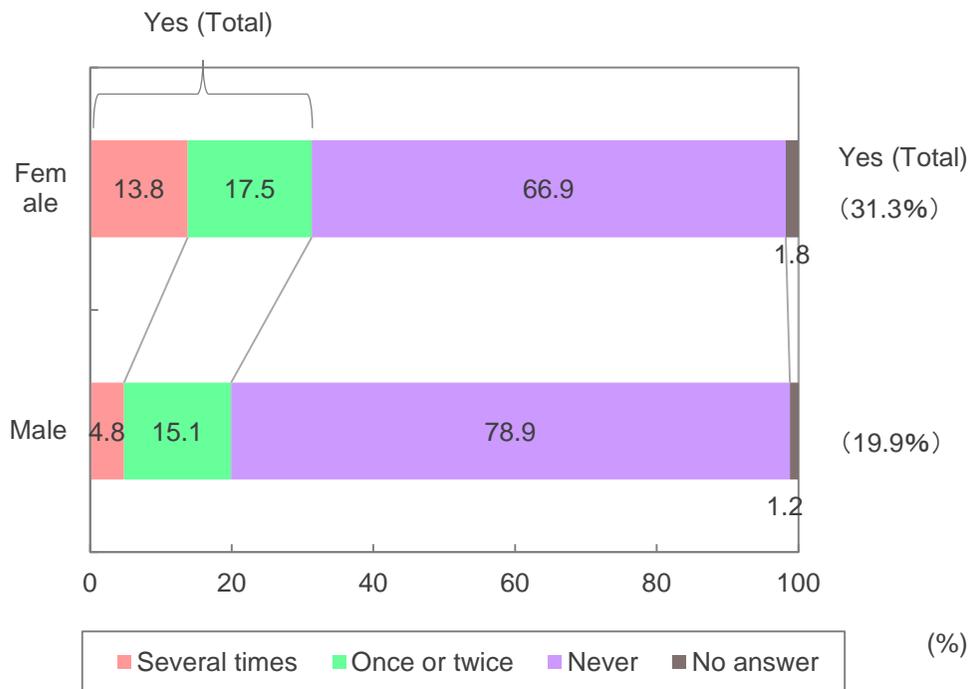
[Violence by spouse\*] 30% of women and 20% of men have experienced domestic violence. 13.8% of women and 4.8% of men were subject to domestic violence multiple times.  
40% of women and 70% of men consulted no one. \*Includes couples that do not have formally registered marriages or live separately, as well as former spouses

- ◆ There are 283 Spousal Violence Counseling and Support Centers in Japan. The number of consultations with the Centers has remained high at over 100,000 cases a year.
- ◆ 1,700 protection orders were issued under the Act on the Prevention of Spousal Violence and the Protection of Victims (2018).

## Section 2 Stalking, Sex Crimes, Sexual Violence against Children, Prostitution, and Trafficking in Persons

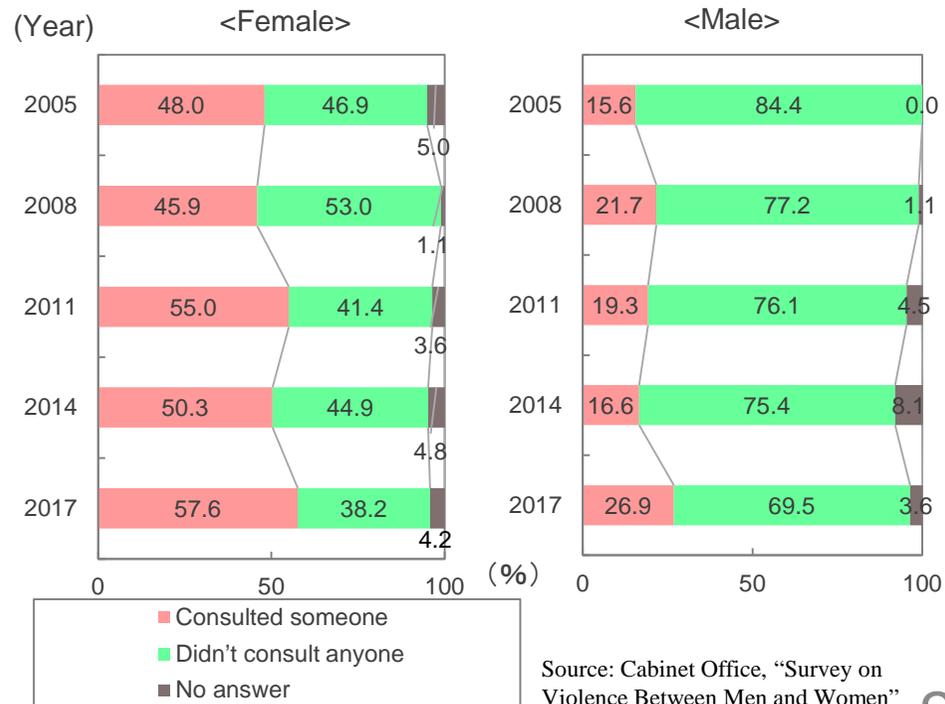
- ◆ In 2018, there were 21,556 cases of consultations on stalker incidents and 870 arrests for violation of the Anti-Stalking Act; both numbers decreased from the previous year.
- ◆ In 2018, the number of known cases of forced sexual intercourse (1,307) increased year-on-year, while the number of known cases of forcible indecency (5,340) decreased year-on-year.
- ◆ The number of cleared child pornography cases was the highest on record (2018).

Figure I-6-1 Subject to Spousal Violence (By Gender)



Source: Cabinet Office, "Survey on Violence Between Men and Women" (2017)

Figure I-6-4 Ratio of Victims of Spousal Violence Who Consulted Someone (By Gender)



Source: Cabinet Office, "Survey on Violence Between Men and Women" (2017)

# Measures for Promoting the Creation of a Gender-Equal Society

The measures the Government took in FY2018 and the measures the Government seeks to take in FY2019 are outlined according to the format of the Fourth Basic Plan for Gender Equality (12 individual fields and implementation of the plan).

Chapter 1 Comprehensive promotion of measures for gender-equal society

Chapter 2 Reformation of “men-oriented working styles” and women’s empowerment

Chapter 3 Expansion of women’s participation in policy decision-making processes

Chapter 4 Securing equal opportunities and treatment between men and women in employment and work-life balance

Chapter 5 Promotion of gender equality in the area of regional and agricultural, forestry and fisheries communities and environment

Chapter 6 Gender equality in science and technology and academic fields

Chapter 7 Support for women’s lifelong health

Chapter 8 Elimination of all forms of violence against women

Chapter 9 Creation of an environment in which people facing poverty, aging, disabilities can lead secure lives

Chapter 10 Consolidation of the social systems based on the perspective of gender equality

Chapter 11 Awareness-raising on gender equality through education and media

Chapter 12 Establishing disaster prevention and reconstruction system from the perspective of gender equality

Chapter 13 International collaboration and contribution on gender equality

## Purple Light-up



As part of the Campaign for Eliminating Violence against Women, towers in Japan, including Tokyo Tower and Tokyo Skytree, and other facilities are illuminated in purple. (November 12–25, 2018)

## Request to political parties for gender equality in the political field

The Act on Promotion of Gender Equality in the Political Field was promulgated in May 2018. In this light, Minister Katayama requested political parties to establish numerical targets for women candidates and take voluntary initiatives, including introducing positive actions. (December 2018–January 2019)



## World Assembly for Women (WAW!)/ W20



Holds discussions on enhancing women’s empowerment in both Japan and the world. (March 23–24, 2019)