

Career Education Programs for Girls in Japanese Schools:
Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles
and Disparity

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In Japan, the legal regulations to secure and promote gender equity have been developed since the end of World War II. For example, The Constitution of Japan promulgated in 1946 declares that there shall be no discrimination because of sex. Also, the Basic Act on Education enacted in 1947 sets fostering the values of respect for equality between men and women as one of the major objectives of education. Furthermore, there have been almost no gender gaps for the last two decades in the enrolment and advancement rate to upper secondary schools and colleges/universities.

However, if you look at the student gender balance in 4-year tertiary institutions (ISCED 5A) by departments/faculties in Japan, the disproportion becomes apparent in many academic fields. Female students dominate in departments such as Literature, Domestic Science, and Childcare. While male students become the overwhelming majority in Law/Political Sciences, Mathematics, Physics, and Mechanical Engineering. *The Global Gender Gap Report 2020*, published by World Economic Forum, states that Japan's gender gap is by far the largest among all advanced economies and has widened over the past year. Also, at 10%, female representation in the Japanese parliament is one of the lowest in the world. Moreover, the impact of the spread of the new coronavirus in 2020 on employment shows a marked gender difference, with significantly more women unemployed.

Why don't Japanese women take leadership roles/positions? The gender-sensitive legal framework has gradually, but steadily been established in the country. Achieving gender equity has long been one of the major objectives of education. What can career education do for girls to actively engage in leadership in management and political fields?

This presentation illustrates that schools unconsciously have established latent, tacit consent to traditional gender roles and disparity by focusing on the color palette used in the school textbooks. There has been an accumulation of researches on gender marketing of toys, which revealed that bold colors are more likely to be associated with boys and pastel colors more likely to be associated with girls while reinforcing the traditional gender roles. It is rather surprising that the colors used in the newest textbooks for upper secondary school students still follow such footsteps. For instance, the major textbooks for Home Economics are almost entirely in pastel colors.

Also, this presentation focuses on respect for tradition and culture, one of the major objectives for education in Japan, and points out that this connotes the potential dilemma in achieving gender equity. The Japanese language and the traditional custom tend to regard women as inferior and weak entities. Language affects the way we think. Also, the vocabulary is as much a reflection of culturally embedded emotional inclinations.

Nevertheless, with these culturally embedded contexts, there are some newly created shell-breaking initiatives for female secondary school students in the communities. Many people might think that it is time for schools to change. However, this presentation will re-recognize the value of the conventional and commonplace practices at Japanese schools: Classroom Activities and Student Council in *Tokkatsu*, Japanese collaborative whole child education. It is natural and common for girls to chair the classroom discussion at all schools in Japan. Also, the female president of the student council is unremarkable in many schools at any level across the country. Furthermore, from April 2020, the career portfolio called "Career Passport" will be in use in every school. For the female students, from primary schools to upper secondary schools, it is meaningful to look back at their own learning processes and leadership experiences periodically to make self-assessment, and to lead themselves to self-realization.

日本の学校におけるキャリア教育の可能性と課題
—日本文化が包摂する性別役割分業論と男女間格差に焦点を当てて—

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日本では、第二次世界大戦後、男女の平等や共同社会参画を促進するための法制度が整備されてきた。例えば、日本国憲法は「性別…により、政治的、経済的又は社会的関係において、差別されない」と定め、教育基本法も「男女の平等…を重んずる」ことを教育の主要な目標の一つに位置付けている。また、「男女共同参画社会基本法」や「政治分野における男女共同参画の推進に関する法律」などが制定されたことは私たちの記憶に新しい。さらに、男女の平等が確実に達成されてきたことを示す例としては、高等学校や大学等への進学率が挙げられる。この20年間、進学率の男女間格差はほとんどない状況が続いている。

しかし、日本の四年制大学在籍者の男女比率を学部・学科別にみると、著しい不均衡が見られる分野が少なくないことがわかる。例えば、文学、家政学、児童学などにおいては女子学生が多数派を占める一方、法学・政治学、数学、物理学、機械工学などでは男子学生が圧倒的な多数派となる。世界経済フォーラム(WEF)が2019年12月に発表した*The Global Gender Gap Report 2020*は、「日本の男女格差は先進国の中で突出して大きく、この一年間で拡大」しているとした上で、「日本の国会における女性議員の割合は10%で、世界でも最も低い層に位置する」ことなどを指摘している。また、2020年の新型コロナウイルス感染拡大の影響を見ても男女差は著しく、失業者数は女性が大幅に多かった。

日本においては、男女間格差を廃するための法的枠組みが、戦後、徐々にではあるが着実に確立されてきた。同時に、男女間の平等や公正の達成が、教育の主要な目標の一つとされてから70年以上が経過している。にもかかわらず、日本の女性が、リーダーシップを取る立場や職に就かない(就けない)のはなぜなのだろうか。実質的に、女性が企業や政治の分野で積極的にリーダーシップを発揮できるようになることを目指す上で、キャリア教育は何ができるのだろうか。

本発表ではまず、学校で使用される教科書の色使いに焦点を絞り、学校において、性別役割分業論と男女間格差に対する「意図せぬ同意」が暗黙のうちに醸成されていることを指摘する。玩具の色彩とジェンダーマーケティングに関する先行研究によって、鮮やかな色は男児向け玩具に、パステルカラーは女児向け玩具にそれぞれ多く使用され、玩具が伝統的な性別役割分業の概念を世代間で継承させる役割を果たしてきたことが指摘されてきた。一方、日本の高校生用教科書のデザインや図表等において採用される色彩を検証してみると、家庭科教科書はほとんどが暖色系パステルカラーを用いてデザインされる一方、化学や政治・経済などでは寒色系パステルカラーと鮮やかな色が併用されていることがわかる。この事実が含意するものは明らかであろう。

次に本発表では、日本の教育の重要な目的の一つである伝統と文化の尊重に焦点を当て、そこに、男女間の平等や公正を達成する上での潜在的なジレンマが内包される可能性を指摘する。日本語や伝統的な慣習からは、女性を男性に対して劣位におき、弱い存在と見なす傾向を看守することができる。ここで、言語は私たちの考えや思考を規定する力を有し、同時に、語彙は文化に根ざした無意識の感情や理解を反映するものであることを想起すべきではなかろうか。

こうした文化的な背景を有しながらも、今日の日本では、学校外において、女子高生を中核対象としたリーダー育成のための新たなプロジェクトがいくつも構想され、実践に移されてきている。学校も変革されるべき時を迎えていると考えることは自然なことと言えよう。しかし、本発表においては、日本の全ての学校において長年実践されてきた「特別活動」、とりわけ、「学級活動・ホームルーム活動」と、「児童会・生徒会活動」が世界に誇るべきイノベーションであることを指摘したい。日本のすべての学校で、女子児童・生徒が「学級活動・ホームルーム活動」における話し合いの機会に議長を務めることはごく一般的なことである。また、児童会長・生徒会長が女子であることは、全国すべての小学校・中学校・高等学校において珍しいことではない。さらに、2020年4月からは、「キャリア・パスポート」と呼ばれるキャリア・ポートフォリオがすべての学校で導入されることとなる。女子生徒にとって、小学校から高等学校までの自らの学習過程やリーダーシップ経験などを「学級活動・ホームルーム活動」の時間に定期的に振り返り、自己評価を行い、自己実現につなげることは極めて有意義であり、その実践のプロセスや成果は積極的に発信されるべきものであると考える。

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

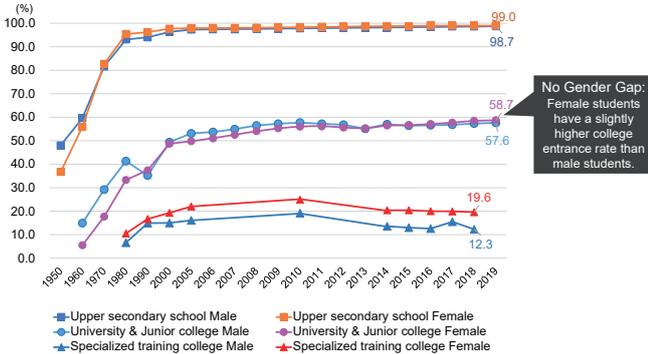
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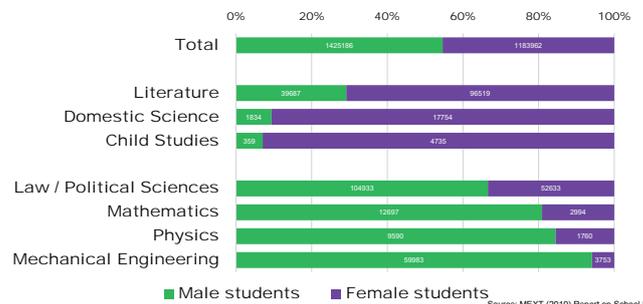
Legal Regulations Are in Place.

- **The Constitution of Japan** Promulgated on November 3, 1946; Came into effect on May 3, 1947
Article 14. All of the people are equal under the law and there shall be no discrimination in political, economic or social relations because of race, creed, sex, social status or family origin.
- **Basic Act on Education** Originally promulgated in 1947, revised as Act No. 120 of December 22, 2006
Article 2. To realize the aforementioned aims, education is to be provided in such a way as to achieve the following objectives, while respecting academic freedom:
(iii) fostering the values of respect for justice, responsibility, equality between men and women, and mutual respect and cooperation, as well as the value of actively participating in building our society and contributing to its development, in the public spirit;
- **Basic Act for Gender Equal Society** Act No. 79 of June 23, 1999
Article 1. The purpose of this Act is to comprehensively and systematically promote the Formation of Gender Equal Society, by laying out the basic principles and clarifying the responsibilities of the State, local governments and citizens in regard to the Formation of such a society, and providing fundamental matters for the policies on the promotion of the Formation of Gender Equal Society, in consideration of the urgency of realizing an affluent and dynamic society in which the human rights of both men and women are respected and that can respond to changes in socioeconomic situation.
- **Act on Promotion of Gender Equality in the Political Field** Act No. 29 of May 23, 2018
Article 2. The promotion of gender equality in the political field is to be undertaken with the aim of making the numbers of male and female candidates as even as possible in the elections of the members of the House of Representatives, the House of Councilors, and the councils of local governments, while securing the freedom of political activity, such as the freedom of selection of candidates of political organizations such as political parties, or the freedom of candidacy of candidates.

Enrolment and Advancement Rate by Gender in Japan (1950-2019)



Gender Balance in 4-year Tertiary Institutions (ISCED 5A) in Japan: by Departments/Faculties in 2019 (extracted data)



Global Gender Gap Report 2020

Political Empowerment

Selected Country Performances

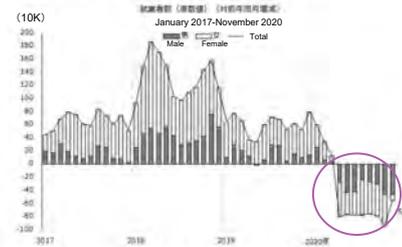
Japan's gender gap is by far the largest among all advanced economies and has widened over the past year. The country ranks 121st out of 153 countries on this year's Global Gender Gap Index, down 1 percentage point and 11 positions from 2018. Japan has narrowed slightly its economic gender gap, but from a very low base (score of 59.8, 115th). Indeed, the gap in this area is the third-largest among advanced economies, after Italy (117th) and the Republic of Korea (127th). Only 15% of senior and leadership positions are held by women (131st), whose income is around half that of men (108th). The progress achieved in the economic arena has been more than offset by a widening of the political gender gap. Japan has only closed 5% of the gap in this dimension (144th). At 10%, female representation in the Japanese parliament is one of the lowest in the world (135th) and 20% below the average share across advanced economies. Furthermore, there is only one woman in the 18-member cabinet. This translates into a rate of approximately 5% (139th), 26% below the peer (high income) average. Finally, like more than half of the countries studied, Japan has had no female head of state in the last 50 years.

Source: <http://reports.weforum.org/global-gender-gap-report-2020/the-global-gender-gap-index-2020/selected-country-performances/>

144 Japan 0.049

Gender Disparity in the Impact from the Spread of COVID-19 Infection on Employment

Number of employees (original figure, difference from the same month of the previous year)



Color Palette in Japanese School Textbooks: Latent, Tacit Consent to Traditional Gender Roles and Disparity

What Prior Researches Have Said:

- Uysal, H., 2016, Determination of the Colour Preferences of 5th Grade Students in Relation to Gender, *Educational Research and Reviews*, v11 n8 p842-847
- The society provides messages about social gender roles in this process (Gökçe, 1996). They accept the signs that are not stated orally before they name themselves as men/women. For example, the colors as visual signs have importance in the education of children because the colors of toys, books and television programs emphasize the differences between the properties of men and women (Giddens, 2008).
- Auster, C.J. & Mansbach, C.S., 2012, The Gender Marketing of Toys: An Analysis of Color and Type of Toy on the Disney Store Website, *Sex Roles* 67: 375. <https://doi.org/10.1007/s11199-012-0177-8>
- Prior research showed a strong association between gender and color palette with bold colors more likely to be associated with boys and pastel colors more likely to be associated with girls (Clark 2007; Kahlenberg and Hein 2010; Nelson 2000; Pennell 1994) and a strong association between gender and specific colors, including pink (Bridges 1993; Fishel 2001; Karnioi 2011; Nelson 2000; Ruble et al. 2007; Seiler 1993; Turgeon 2008); lavender or purple (Fishel 2001; Pennell 1994; Seiler 1993; Turgeon 2008); red (Little and Hill 2007); and blue (Bridges 1993). Several authors also pointed to the gendered aspect of strong or dark colors (Clark 2007; Fisher-Thompson et al. 1995; Kahlenberg and Hein 2010; Little and Hill 2007).

Table 2 Color palette by the three-category classification of toys

Classification of toys ^{a)}	Color palette				
	Bold		Pastel		Total
	%	n	%	n	
Boys Only	91.2	291	8.8	28	319
Both Boys & Girls	90.1	82	9.9	9	91
Girls Only	48.7	57	51.3	60	117

^a Based on Disney's categorizations. ^b X² (2, n = 527) = 108.2, p < .001

Toys for Girls, Made and Sold in Japan: Advertisement and Package Design



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Toys for Boys, Made and Sold in Japan: Advertisement and Package Design



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Gender Marketing in Advertisement and Package Design for Toys in Japan

For Girls



For Boys



Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

A Textbook for Upper Secondary School Home Economics

from Digital Digest Sample: Publisher X

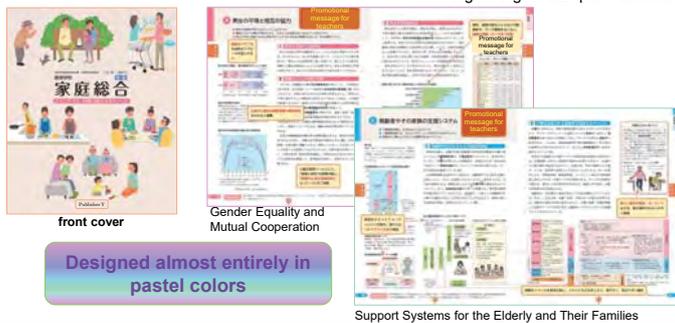


Designed almost entirely in pastel colors

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

A Textbook for Upper Secondary School Home Economics

from Digital Digest Sample: Publisher Y



Designed almost entirely in pastel colors

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A Textbook for Upper Secondary School Chemistry

from Digital Digest Sample: Publisher X



Designed mainly in pastel, but with obvious bold colors

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A Textbook for Upper Secondary School Chemistry

from Digital Digest Sample: Publisher Y



Designed mainly in pastel, but with obvious bold colors

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

A Textbook for Upper Secondary School Politics and Economics

from Digital Digest Sample: Publisher X



Designed mainly in pastel, but with some bold colors

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A Textbook for Upper Secondary School Politics and Economics from Digital Digest Sample: Publisher Y



front cover



Basic Principles of the Japanese Constitution

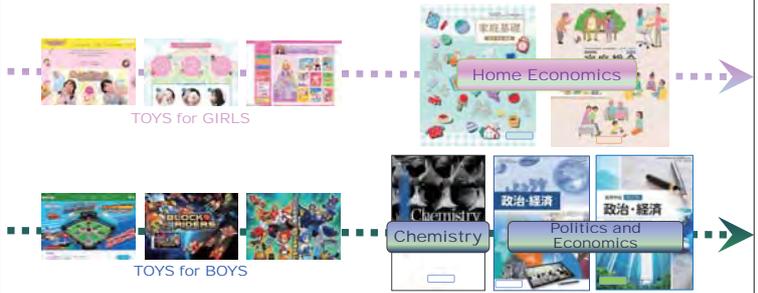


Reference Material: Data Collections

Designed mainly in pastel,
but with some bold colors

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

Latent, Tacit Consent to Traditional Gender Roles and Disparity



Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

Dilemmas often Overlooked at Schools: Gender Disparity and Culturally Embedded Context

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

Potential Dilemma in Objectives of Education

- Basic Act on Education Originally promulgated in 1947, revised as Act No. 120 of December 22, 2006
Article 2 To realize the aforementioned aims, education is to be provided in such a way as to achieve the following objectives, while respecting academic freedom:
 - (iii) fostering the values of respect for justice, responsibility, equality between men and women, and mutual respect and cooperation, as well as the value of actively participating in building our society and contributing to its development, in the public spirit;
 - (v) fostering the value of respect for tradition and culture and love of the country and regions that have nurtured us, as well as the value of respect for other countries and the desire to contribute to world peace and the development of the international community.

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

How we express "spouse" in polite colloquial Japanese

- There is no genderless expression to indicate "spouse" in polite colloquial Japanese.
 - Imported words such as "partner", "wife" and "husband" would sound too westernized and/or pretentious.
 - An informal expression "tsureai (連れ合い: mate or partner)" would be too casual.
 - A formal term "haigusha (配偶者: spouse)" would sound too bookish and awkward in conversations.
- Many females would usually use "*shujin* (主人: the master or the head of the family)", and many males would probably use "*kanai* (家内: a home dweller or a family member)" in polite conversations.
 - Almost no one uses these terms with the awareness of such lexical definitions. For the majority of Japanese speakers, *shujin* or *kanai* is the simple equivalent of spouse.
 - However, the language always has a strong subliminal effect. Our words affect the way we think. Also, the vocabulary is as much a reflection of culturally embedded emotional inclinations.

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

Other examples

- "*meoto-chawan* (夫婦茶碗: a pair of bowls designed for the use of a married couple)"
 - The smaller one is the bowl for wife, without exception.
- "*shiyu-wo-kessuru* (雌雄を決する: to settle things down/ to settle a dispute)"
 - This expression literally means "to distinguish between male and female". The premise is that male always conquers female.



Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

Career Education Programs for Gender Equity in Leadership: Re-recognizing the True Value of the Conventional and Commonplace Practices at Schools

Re-recognizing the True Value of the Conventional and Commonplace Practices at Schools

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

New Initiatives for Girls



High School Girl Future Meeting (女子高生未来会議) Since 2013
Under the theme of "Changing Japan with the power of women", female high school students from across the country and their role models, women active in leadership positions, discuss the future of Japan.

JK Division (Joshi-Koser* Division) in the Municipal Office
*Joshi-Koser (女子高生): female high school students Since 2014

An experimental citizen collaboration project by Sabae City, Fukui Prefecture. Female high school students in the city play a central role in freely presenting ideas and cooperating with various citizens, local companies, universities, media, etc. to revitalize and enjoy their hometown.

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

Re-recognizing the True Value of the Conventional and Commonplace Practices at Schools

- *Tokkatsu*(特別活動): Japanese collaborative whole child education
- Classroom Activities: The Major Component of *Tokkatsu*
 - The students serve as coordinators including the chairperson in the classroom discussion.
- Contents of Classroom Activities include:
 - A. Classroom Life and School Life
 - a) Solving problems in the classroom or school
 - b) Structuring the classroom jobs; taking turns

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

Re-recognizing the True Value of the Conventional and Commonplace Practices at Schools

- *Tokkatsu*(特別活動): Japanese collaborative whole child education
- Classroom Activities: The Major Component of *Tokkatsu*
 - The students serve as coordinators including the chairperson in the classroom discussion at all schools in Japan, from primary to upper secondary level.



Tanagura Primary School, Fukushima Prefecture; December 2019

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

Re-recognizing the True Value of the Conventional and Commonplace Practices at Schools

- *Tokkatsu*(特別活動): Japanese collaborative whole child education
- Student Council Activities: Another Major Component of *Tokkatsu*
 - Student council activities aim at forming positive relationships and help students contribute in improving school.
- Contents of Student council activities include:
 - a) planning and management of the student council
 - b) collaborative interaction in mixed-age groups
 - c) providing and coordinating information on various student activities
- Again, the female president of the student council is unremarkable in schools at any levels across the country.

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

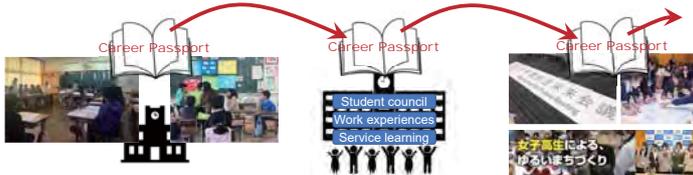
A New Tool will be Joining in from April 2020

- The Ministry will mandate every school to introduce the career portfolio called "Career Passport" from April 2020.
- Definition
 - "Career Passport" is a portfolio with which students look back their learning processes in each school subject, and in their daily life in and out of schools from primary to upper secondary education levels, focusing on the *Tokkatsu* such as Classroom Activities and Homeroom Activities. It is a portfolio devised for self-evaluation by every student on his/her own career development and growth.

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

A New Tool will be Joining in from April 2020

- Significance of "Career Passport"
 - For the students, from primary schools to upper secondary schools, it is meaningful to look back at their own learning processes and career development periodically to make self-assessment, to nurture their ability to learn independently, and to lead themselves to self-realization.



Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

Thank you very much.
ありがとうございました。

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Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

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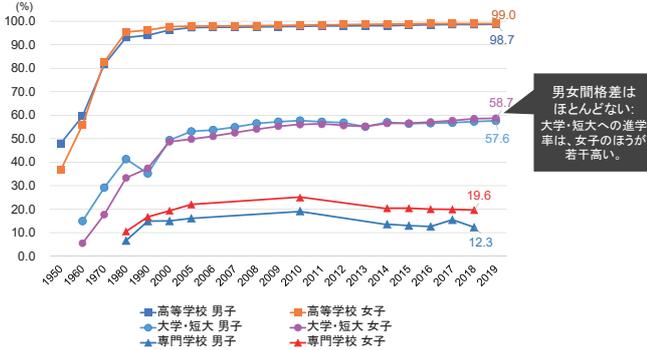
2021年2月2日

進む関連法令の整備

Legal Regulations Are in Place.

- **日本国憲法** (The Constitution of Japan) 1946年11月3日公布、1947年5月3日発効
第14条 すべて国民は、法の下に平等であつて、人種、信条、性別、社会的身分又は門地により、政治的、経済的又は社会的關係において、差別されない。
- **教育基本法** (Basic Act on Education) 平成18(2006)年法律第120号 教育基本法(昭和22(1947)年法律第25号)の全部を改正する。
第2条 教育は、その目的を実現するため、学問の自由を尊重しつつ、次に掲げる目的を達成するよう行われるものとする。
3 正義と責任、男女の平等、自他の敬愛と協力を実現するとともに、公共の精神に基づき、主体的に社会の形成に参画し、その発展に寄与する態度を養ふこと。
- **男女共同参画社会基本法** (Basic Act for Gender Equal Society) 平成11(1999)年法律第74号
第1条 この法律は、男女の人権が尊重され、かつ、社会経済情勢の変化に対応できる豊かな社会を実現することの重要性にかんがみ、**男女共同参画社会の形成**に関し、基本理念を定め、並びに国、地方公共団体及び国民の責務を明らかにするとともに、男女共同参画社会の形成の促進に関する施策の基本となる事項を定めることにより、男女共同参画社会の形成を総合かつ計画的に推進することを目的とする。
- **政治分野における男女共同参画の推進に関する法律** (Act on Promotion of Gender Equality in the Political Field) 平成30(2018)年法律第28号
第2条 **政治分野における男女共同参画の推進**は、衆議院議員、参議院議員及び地方公共団体の議会の議員の選挙において、政党その他の政治団体の候補者の選定の自由、候補者の立候補の自由その他の政治活動の自由を確保しつつ、男女の候補者の数ができる限り均等となることを目指して行われるものとする。

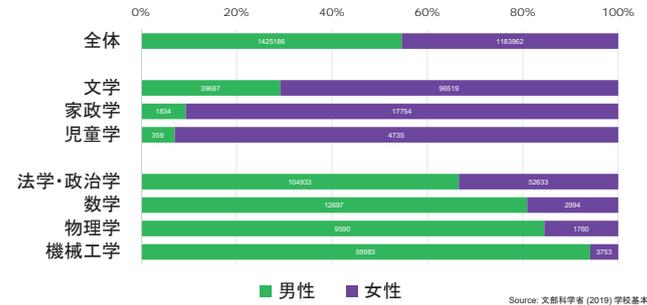
進学率の推移(1950年-2019年) (Enrolment and Advancement Rate by Gender in Japan)



Source: 文部科学省 (2019) 学校基本調査

4年制大学の男女別・学部学科別在籍者数(2019年度・抽出データ)

Gender Balance in 4-year Tertiary Institutions (ISCED 5A) in Japan, by Departments/Faculties in 2019 (extracted data)



Source: 文部科学省 (2019) 学校基本調査



ISBN-13: 978-2-940631-03-2

Selected Country Performances

日本における男女間の格差は先進国の中で最も大きく、この1年の間に格差の拡大が確認されました。今年、日本は、ジェンダーギャップ指数を用いた国際ランキングにおいて153か国中121位とされ、2018年との比較では指数において1ポイント、順位では11位低下しました。経済的分野でのジェンダーギャップは僅かに縮小したものの、先進国の中では、イタリア(117位)と韓国(127位)に次いで3番目にギャップが大きいと評されています(例えば、管理職層に占める女性の割合はわずか15%(131位)で、女性の収入は男性の約5割に留まっています(108位)。また、経済分野で達成されたこのような進歩は、政治的分野におけるギャップの拡大により相殺されたと言えます。日本の国会議員に占める女性の割合は世界で最も低い層にあり(135位)、先進国全体の平均である20%を下回っています。さらに、18人によって構成される内閣には女性が1人しかいません。これを占有率に換算すると約5%(139位)となり、富裕国の平均値より26ポイント低いことが明らかとなっています。最後に、調査対象国の半数以上と同様ではありますが、日本には過去50年間、女性の国家元首が存在していないことも指摘すべきことです。

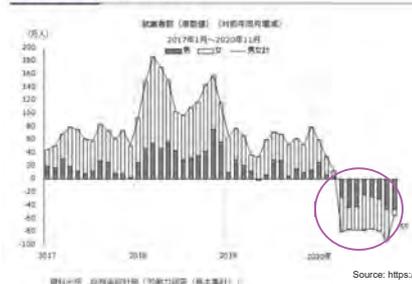
Source: <http://reports.weforum.org/global-gender-gap-report-2020/the-global-gender-gap-index-2020/selected-country-performances/>

144 Japan 0.049

新型コロナウイルス感染拡大による就業への影響

Gender Disparity in the Impact from the Spread of COVID-19 Infection on Employment

就業者数 (原数値、対前年同月増減)



Source: <https://www.jil.go.jp/kokuna/statistics/covid-19/c01.html>

教科書の色使いが示すもの

—性別役割分業論と男女間格差に対する意図せぬ同意—

Color Palette in Japanese School Textbooks: Latent, Tacit Consent to Traditional Gender Roles and Disparity

色が伝えるメッセージ: 先行研究の成果

What Prior Researches Have Said:

- Uysal, H., 2016, Determination of the Colour Preferences of 5th Grade Students in Relation to Gender, *Educational Research and Reviews*, v11 n8 p842-847
 - 社会は、社会的性別役割に関するメッセージを子供たちに伝える(Gökpe, 1996)。子供たちは、性別を自認する以前に、言葉では明示されない暗示を受け入れることになる。たとえば、玩具、本、テレビ番組で使用される色彩は、男性と女性の特性の違いを強調する視覚的記号である点で、子供たちに對する教育において重要な役割を果たしている(Goldstein, 2008)。
- Auster, C.J. & Mansbach, C.S., 2012, The Gender Marketing of Toys: An Analysis of Color and Type of Toy on the Disney Store Website, *Sex Roles* 67: 375. <https://doi.org/10.1007/s11199-012-0177-8>
 - ジェンダーと色使いには強い相関があり、鮮やかな色は男子向けの商品に、パステルカラーは女子向けの製品に使われる傾向が強い(Clarke 2007; Kahlenberg and Hein 2010; Nelson 2000; Pennell 1994)とわかれ、ある特定の色とジェンダーの関連性は強いことが明らかとなっている。例えば、ピンク(Bridges 1993; Fisher 2001; Karnell 2011; Nelson 2000; Rubie et al. 2007; Selter 1993; Turgeon 2008)、ラベンダーまたは紫色(Fisher 2001; Pennell 1994; Selter 1993; Turgeon 2008)、赤(Little and Hill 2007)、青(Bridges 1993)などが該当する。また、鮮やかな色と濃い色だが、特定のジェンダーと結びつかない傾向を示した先行研究もある(Clarke 2007; Fisher-Thompson et al. 1995; Kahlenberg and Hein 2010; Little and Hill 2007)。

Table 2 ディズニーストアにおける男子向け玩具・女子向け玩具・性別を問わない汎用玩具の色使い

玩具の種類 ^{a)}	色使い			
	鮮明色		パステル	
	%	n	%	n
男子向け玩具	91.2	291	8.8	28
性別を問わない汎用玩具	90.1	82	9.9	9.0
女子向け玩具	48.7	57	51.3	60

a) Based on Disney's categorizations. b) X² (2, n=527) = 108.2, p < .001

女子向けの日本製玩具: その広告とパッケージデザインの色使い

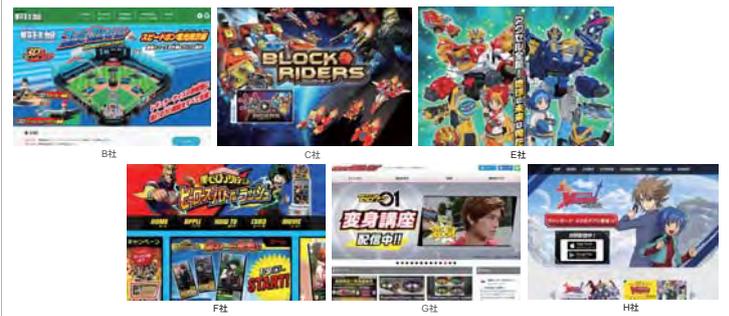
Toys for Girls, Made and Sold in Japan: Advertisement and Package Design



Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

男子向けの日本製玩具: その広告とパッケージデザインの色使い

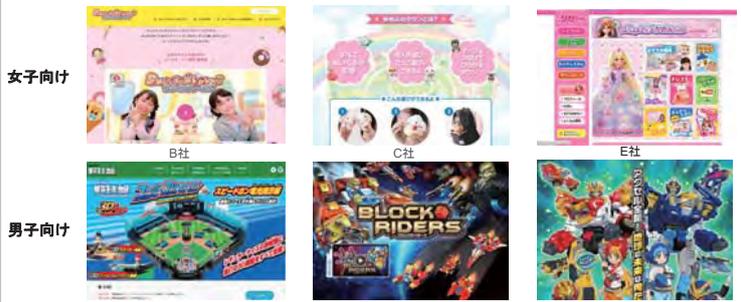
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広告とパッケージデザインにおけるジェンダー・マーケティング

Gender Marketing in Advertisement and Package Design for Toys in Japan



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最新の高校教科書における色使い: 家庭科

(出版社X: ウェブサイト掲載見本より)
A Textbook for Upper Secondary School Home Economics: from Digital Digest Sample: Publisher X



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寒色のパステルカラーが多く、鮮明色も混在

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

性別役割分業論と男女間格差に対する意図せぬ同意

Latent, Tacit Consent to Traditional Gender Roles and Disparity



Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

学校教育において看過されがちなジレンマ

— 日本文化が包摂する男女間格差 —

Dilemmas often Overlooked at Schools: Gender Disparity and Culturally Embedded Context

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

教育の目的規定に内在するジレンマの可能性

Potential Dilemma in Objectives of Education

- 教育基本法 (Basic Act on Education) 平成18(2006)年法律第120号 教育基本法(昭和22(1947)年法律第26号)の全部を改正する。
 - 第2条 教育は、その目的を実現するため、学問の自由を尊重しつつ、次に掲げる目標を達成するよう行われるものとする。
 - 3 正義と責任、**男女の平等**、自他の敬愛と協力を重んずるとともに、公共の精神に基づき、主体的に社会の形成に参画し、その発展に寄与する態度を養うこと。
 - 5 **伝統と文化を尊重し、それらをはぐくんできた我が国と郷土を愛する**とともに、他国を尊重し、国際社会の平和と発展に寄与する態度を養うこと。

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

初めて会った人との会話の中で ご自身の「配偶者」をどう表現していますか？

How we express "spouse" in polite colloquial Japanese

- 丁寧な口語で「配偶者」をジェンダー・フリーで表現することは難しい
 - ・外来語(「パートナー」「ワイフ」「ハズバンド」等々)は、たとえそれがジェンダー・フリーであっても使いにくい。
 - ・とはいえ、いきなり「連れ合い」を使うのは、くだけすぎ。
 - ・まして、「配偶者」は法律用語なので使わない。「妻」「夫」も書き言葉のように使いにくい。
- 多くの場合、女性は「主人」を、男性は「家内」を使う。
 - ・「主人」を「家長」の意味で使ったり、「家内」を「家の中で暮らす人」という意味では使ったりはせず、「配偶者」と同義語として使うことが一般的。
 - ・しかし、言語は私たちの考えや思考を規定する力を有し、同時に、語彙は文化に根ざした無意識の感情や理解を反映している。

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

日本文化が包摂する男女間格差の例

Other examples

- 夫婦茶碗
 - サイズの大小がある場合、小さい方は.....
- 「雌雄を決する」
 - 何を決めるのか。「負け」は「雌」か「雄」か。

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

女子生徒のリーダーシップを育成するための キャリア教育のイノベーション

Career Education Programs for Gender Equity in Leadership: Re-recognizing the True Value of the Conventional and Commonplace Practices at Schools

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

学校の外での新たなプロジェクトの創出

New Initiatives for Girls

女子高校生未来会議 (High School Girl Future Meeting) 2013年~
「女子力で日本を変える」をテーマに、全国の女子高校生と、ロールモデルとなる各界で活躍する女性たちがともに集い、日本の未来について話し合う。一般社団法人リビジョンが主催。

鯖江市役所 JK課 (JK Division in the Municipal Office) 2014年~
福井県鯖江市による実験的な市民協働推進プロジェクト。地元の女子高校生 (JK) たちが中心となって、自由にアイデアを出しあい、さまざまな市民・団体や地元企業、大学、地域メディアなどと連携・協力しながら、自分たちのまちを楽しむ企画や活動を実施。

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

世界に誇るべきイノベーションとしての特別活動

Re-recognizing the True Value of the Conventional and Commonplace Practices at Schools

- **特別活動**: 集団活動を通して、個性の伸長、自主的・実践的態度を育てる。特活。
- **学級活動・ホームルーム活動**: 特別活動を構成する主要な活動
 - ・ 児童生徒が話し合い活動の企画・実施の主軸となり、議長役も児童生徒が担当する。議長等の役割は輪番で担当する場合、立候補して選任される場合などがある。
- **学級活動の内容の例**:
 - (1) 学級や学校における生活づくりへの参画
 - ア 学級や学校における生活上の諸問題の解決学
 - イ 学級内の組織づくりや役割の自覚

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

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女子児童・生徒が議長を務めることは全く珍しくない。ごく一般的に見られる。

福島県 柳倉小学校における学級会の様子 5年生と2年生 (2019年12月撮影)

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

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 - ・ 学校生活の充実と向上を図るための諸問題の解決に向けて、計画を立て役割を分担し、協力して運営する
- **児童会・生徒会活動の例**(小学校における児童会活動の場合) :
 - (1) 児童会の組織づくりと児童会活動の計画や運営
 - (2) 異年齢集団による交流
 - (3) 学校行事への協力
- **児童会・生徒会活動においてもまた、女子児童・女子生徒が会長を務めることは全く珍しいことではない。**

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

2020年度、キャリア形成のための新教材が導入される

A New Tool will be Joining in from April 2020

- **文部科学省は、2020年度より、全ての小学校・中学校・高等学校に「キャリアパスポート」と呼ばれるキャリア・ポートフォリオを導入することを決定している(2019年3月に通知済み)。**
- **定義**
 - 「キャリアパスポート」とは、児童生徒が、小学校から高等学校までのキャリア教育に関わる諸活動について、特別活動の学級活動及びホームルーム活動を中心として、各教科等と往還し、自らの学習状況やキャリア形成を見通したり振り返ったりしながら、自身の変容や成長を自己評価できるよう工夫されたポートフォリオのことである。

Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

2020年度、キャリア形成のための新教材が導入される

A New Tool will be Joining in from April 2020

- **「キャリアパスポート」の意義**
 - 小学校から高等学校を通じて、児童生徒にとっては、自らの学習状況やキャリア形成を見通したり、振り返ったりして、自己評価を行うとともに、主体的に学びに向かう力を育み、自己実現につなぐことができる。



Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity

ありがとうございました。
Thank you very much.

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Career Education Programs for Girls in Japanese Schools: Challenges and Potentials in the Context of Culturally Embedded Latent Consent to Traditional Gender Roles and Disparity