Careers Education for Young People to Solve the Workforce Gender Gap Problem in Provincial Cities in Japan and the UK (I)

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Introduction

Two problems for Japan’s future:

1. Ageing population;
2. Shift of the young people to large population centres;

Women can fill the growing gap in the workforce
⇒ Careers education is needed to make this possible
Comparisons with the situation in the UK

Provide background on three areas:
  1 Population shifts
      birthrates and demographics
  2 Women in education and work employment rates
  3 Careers education
      primary and secondary careers education
      careers education in HE

• Sources
  ONS reports
  Government working group reports
1.1 UK population growth rate, 1981-2011

12.29% increase in population in 30 years.

Most of this growth in London and surrounding areas.

After peak of 1.96 in 2008, birthrate in 2014 was 1.85
1.2 Projected increase in the UK population 2008-2033

In 2008, 16% of the population or 10 million people, past retirement age

This will increase by a further 5 million over the next 20 years, and may reach 19 million by 2050

In 2008, 50% of the social welfare budget was already being spent on providing services to those beyond the retirement age.

While the demographic shifts are not as pronounced as in Japan, encouraging more women into work is important and necessary.
2.1 Shift in employment rates for men and women

While the rate for men has gone down...

...the rate for women has gone up.

Source: ONS, 2013
2.1 Employment rate by age

In 2013 the employment rates for women levelled off at a later age than in 1993. This coincides with an increase in the average age a woman has her first child, from 26 to 28.

In 2013 the fall in employment rates started at a later age than in 1993. This coincides with an ongoing increase in the state pension age for women.

Source: ONS, 2013
2.3 Changes in the gender pay gap

The gender pay gap – full time only

The gender pay gap in median hourly pay*

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>16.4%</td>
<td>16.4%</td>
</tr>
<tr>
<td>2000</td>
<td>16.3%</td>
<td>16.4%</td>
</tr>
<tr>
<td>2001</td>
<td>16.4%</td>
<td>15.5%</td>
</tr>
<tr>
<td>2002</td>
<td>14.6%</td>
<td>14.5%</td>
</tr>
<tr>
<td>2003</td>
<td>14.6%</td>
<td>13.0%</td>
</tr>
<tr>
<td>2004</td>
<td>12.6%</td>
<td>12.4%</td>
</tr>
<tr>
<td>2005</td>
<td>12.6%</td>
<td>12.2%</td>
</tr>
<tr>
<td>2006</td>
<td>10.2%</td>
<td>10.5%</td>
</tr>
<tr>
<td>2007</td>
<td>10.2%</td>
<td>9.6%</td>
</tr>
<tr>
<td>2008</td>
<td>10.2%</td>
<td>9.6%</td>
</tr>
<tr>
<td>2009</td>
<td>10.2%</td>
<td>9.6%</td>
</tr>
<tr>
<td>2010</td>
<td>10.2%</td>
<td>9.6%</td>
</tr>
<tr>
<td>2011</td>
<td>10.2%</td>
<td>9.6%</td>
</tr>
<tr>
<td>2012</td>
<td>10.2%</td>
<td>9.6%</td>
</tr>
</tbody>
</table>

Source: Annual Survey of Hours and Earnings (2012), ONS *Excluding overtime

Working part-time

For their main job, women are over three times more likely to be working part-time than men.

Full-time
- Men: 88.4% (11,402,000)
- Women: 58.4% (7,281,000)

Part-time
- Men: 11.6% (1,500,000)
- Women: 41.6% (5,182,000)

Why it matters: median hourly earnings (excluding overtime).

Full-time workers: £12.56 per hour
Part-time workers: £8.01 per hour

Source: Labour Force Survey (October 2013), ONS

Source: Annual Survey of Hours and Earnings (2012), ONS.
2.4 Women’s occupations

Women most employed in clerical, retail and other service industries.

Number of women employed in managerial and senior managerial roles only 33%
3 Careers education to bridge the gender gap

3.1 Female students’ educational achievement

- At all levels of education, female students outperform their male counterparts academically.
- At both GCSE and A level examinations, female students attain both higher pass rates and higher grades.
- 57% of university graduates are female.
- As we have seen, women’s income are still significantly lower than men’s due to the lower salaries of the occupations they pursue.

Central to putting this academic achievement to better use is careers education from an early age.
### 2.5 Field of study chosen by female university students

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Median gross weekly earnings of graduates</th>
<th>Gender percentage</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine and dentistry</td>
<td>£865</td>
<td>52%</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>Engineering and technologies</td>
<td>£769</td>
<td>14%</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Architecture, building and planning</td>
<td>£712</td>
<td>26%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>Maths and computer science</td>
<td>£673</td>
<td>29%</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>Physical sciences</td>
<td>£646</td>
<td>30%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>£635</td>
<td>51%</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>Business and administrative</td>
<td>£615</td>
<td>44%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Social sciences</td>
<td>£577</td>
<td>55%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Linguistics and classics</td>
<td>£577</td>
<td>72%</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>£577</td>
<td>72%</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>Biological sciences, veterinary and agriculture</td>
<td>£538</td>
<td>51%</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>Historical and philosophical</td>
<td>£481</td>
<td>59%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Subjects aligned to medicine</td>
<td>£462</td>
<td>86%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Creative arts and design</td>
<td>£462</td>
<td>61%</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>Mass communications and documentation</td>
<td>£423</td>
<td>57%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>Languages and literature</td>
<td>£418</td>
<td>62%</td>
<td>38%</td>
<td></td>
</tr>
</tbody>
</table>

Female students are studying in disciplines that lead to lower-paid jobs.
3.2 Careers education to breakdown stereotypes

• Principles underlying careers education in schools
• There are no subjects that are appropriate only for girls or boys
• There are no occupations that are appropriate only for women or men
• The foundation of careers education from an early age is ensuring that these kind of stereotypes do not become ingrained.
3.4 Careers education in primary schools

Children are grouped and asked to think of suitable future jobs for the 16 year olds. Sharing the answers with the class, the teacher can help them to explore stereotypes.
3.3 Careers education at primary and secondary schools: CEIAG framework

**Careers Education**

① A carefully planned curriculum for careers education
② Classes and workshops devoted to careers education
③ Opportunities for self-analysis and self-development
④ Working with businesses in the community for internship programmes
⑤ Outside speakers to talk about different jobs

**Information**

① Information about related careers within normal classes
② Written and electronic information with schools about various careers

**Advice**

① Advice in regular classes
② Individual career counseling

**Guidance**

① Guidance from external specialist careers counselors
② These provide up-to-date information about local businesses and job market that teachers may not be aware of
③ Give more appropriate information and guidance to students
3.5 Problems with implementation of the CEIAG guidelines

• Teachers do not have the training and knowledge to give appropriate advice and guidance

• Teachers’ ever-increasing workloads mean that they do not have sufficient time to make contacts in the community to arrange internship programmes

• There are often insufficient funds available to pay for external career counselors
3.6 Careers education in higher education

Department

Career Centre

Generic programme to develop job-hunting skills

Programme modified to meet the specific needs of the department

credits

student

request

evaluation
### 3.7 Career support programme tailored to individual department

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Questionnaire for self-analysis and attitudes to work</td>
</tr>
<tr>
<td>2.</td>
<td>Five 2-hour careers development workshops</td>
</tr>
<tr>
<td>3.</td>
<td>Students write an analysis of one company and make a presentation about it</td>
</tr>
<tr>
<td>4.</td>
<td>Students produce a CV and covering letter for an application to that company</td>
</tr>
<tr>
<td>5.</td>
<td>Job interview for the job they ‘applied’ for</td>
</tr>
</tbody>
</table>

*Company chosen by the department*
3.8 Advantages of the programme

- A programme adapted to each department’s needs is useful to the students’ job-hunting
- Concrete guidance appropriate to the students’ career path can be given
- Credits for taking the course raise student motivation levels
- Improved employment success rates as a result of the programme
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Background 1
As low birthrate and aging goes ahead, Japan faces a big change in the social structure.
一人の高齢者を何人の労働者が支えるか

昭和30年代
おみこし
11人で1人支える

現代
騎馬戦
2～3人で1人支える 1人が1人支える

40年後
肩車
The promotion of work for women is a key to the solution for deficiency of workforce from low birthrate and aging.

The GDP of Japan will rise nearly 13% if we reduce the employment difference between men and women!!
Gender gap still hasn’t diminished

Japan could not rank in the top hundred!
How is the women working population ratio according to age-grade?
Japan and the UK

Gender free careers education in the UK seems to be having an effect, as the valley is not as big as 20 years ago.
What are the barriers to the social advance of women?

• Role allotment in the home
• Customs of work and the workplace
• Attitudes of women themselves
• The law and system

There are various factors...

Compared to other countries, it is remarkable how low the women's working population is between 25 and 44 years old.
Background 2
The attitudes of the women students at a local junior college: The case of Saga Women's Junior College.

I want to get work to obtain a high position and salary

- Strongly agree: 19%
- Agree: 21%
- Neither: 40%
- Disagree: 16%
- Strongly disagree: 4%

If an average life is possible, it is enough?

- Strongly agree: 38%
- Agree: 40%
- Neither: 21%
- Disagree: 0%
- Strongly disagree: 0%
The case of Saga Women's Junior College.

Do you want to make a contribution to your home town?

- Strongly agree: 21%
- Agree: 24%
- Neither: 52%
- Disagree: 1%
- Strongly disagree: 2%

Do you want to live in or near your home town with your family in the future?

- Strongly agree: 21%
- Agree: 26%
- Neither: 41%
- Disagree: 8%
- Strongly disagree: 4%
<Characteristics of the student>

- The local intention and love for home community are relatively strong
- Aspiration in society is low

→ The students have unclear attitudes about continuation and development of their career after graduation.

→ It is important to nurture the students who have power to continue and develop their career with the image of working life after graduation.
Purpose:

1. To investigate attitudes to women’s leadership and career development.

2. To find new directions in careers education from the results.

What is your image of woman leaders?

What should we do in career education class?
Method:

- **Participants**: Saga women's junior college career design subject students, 1st grade (N=39, Mean age=19.0, SD=0.69), 2nd grade (N=44, Mean age=20.2, SD=1.29)

- **Intervention**: The intervention in class to think about woman leaders was conducted. ( 2014.January)

- **Analysis**: We compared the score:(Negative1-4 Positive) about attitudes (Do you want to become a woman leader?) before and after the class by Wilcoxon signed-rank test.

※There is no difference of the consciousness(before class) between 2 grades. (p=0.163)
Result 1
What is your image of women leaders?

- Leading from the front
- Leadership ability
- Having power to act
- Having responsibility
- Assertive
- Reliable
- Strong-willed
- Heavy burden
- Having difficulty

Are these abilities that you already possessed?

Do most students have the negative image for being a leader?
Don’t you already have these abilities?

- Understanding other's mind
- Understanding needs of others
- Sensibility
- Sympathy
- Self-management ability
- Team management ability

The abilities that women are good at are expected.
Result 2
Changes of attitudes about becoming a woman leader before and after the class.

p value=Wilcoxon signed-rank test
Conclusion and limitations

• It is difficult for the students to change their attitudes just by lectures.

• It will be effective for student to work by themselves or discuss with each other.

Do practice, Active learning!!
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