Women’s/Gender Studies in Asia-Pacific

Regional Unit for Social and Human Sciences in Asia and the Pacific
Asia and Pacific Regional Bureau for Education
UNESCO Bangkok
## Table of Contents

**Women's/Gender Studies in Asia and the Pacific**

<table>
<thead>
<tr>
<th>Section</th>
<th>Author(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td></td>
<td>i</td>
</tr>
<tr>
<td>Summary Report</td>
<td>Bernadette Resurrecion</td>
<td>1</td>
</tr>
<tr>
<td>Country Papers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>India</td>
<td>Mary E. John</td>
<td>17</td>
</tr>
<tr>
<td>Rep. of Korea</td>
<td>Kim Eun-Shil</td>
<td>49</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Phyllis Herda</td>
<td>78</td>
</tr>
<tr>
<td>Philippines</td>
<td>Carolyn Israel-Sobritchea</td>
<td>100</td>
</tr>
<tr>
<td>Thailand</td>
<td>Virada Somswasdi</td>
<td>127</td>
</tr>
<tr>
<td>Country Institutional Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td>Elizabeth Reid Boyd</td>
<td>165</td>
</tr>
<tr>
<td>Australia</td>
<td>Jindy Pettman</td>
<td>179</td>
</tr>
<tr>
<td>Australia</td>
<td>Yvonne Corcoran-Nantes</td>
<td>195</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>Nasreen Khundker</td>
<td>200</td>
</tr>
<tr>
<td>China</td>
<td>Bu Wei</td>
<td>205</td>
</tr>
<tr>
<td>China</td>
<td>Shen Qiqi</td>
<td>229</td>
</tr>
<tr>
<td>China (Hong Kong SAR)</td>
<td>Siumi Maria Tam</td>
<td>244</td>
</tr>
<tr>
<td>India</td>
<td>Vasanthi Vijayakumar</td>
<td>267</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Nahiyah Haidi</td>
<td>273</td>
</tr>
<tr>
<td>Japan</td>
<td>Hiroko Hara</td>
<td>280</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Sharifah Zaleha binte Syed Hassan</td>
<td>294</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Shanthi Thambiah</td>
<td>302</td>
</tr>
<tr>
<td>Mongolia</td>
<td>Anaraa Nyamdorj</td>
<td>317</td>
</tr>
<tr>
<td>Nepal</td>
<td>Vijaya Shrestha</td>
<td>321</td>
</tr>
</tbody>
</table>
Although women have been trapped, it has to be unleashed. On women's issues and related issues. There is a rise in the number of activists and policy-makers, on the other. Researchers in Women's Studies and activists, on one hand, will increase the public's awareness of women and related issues. There is a rise in the number of researchers and activists in the field of women's studies.

The challenge is great, but if they had not had the support of the government, all the visible women would be trapped. It has to be unleashed. Growing studies for women in Indonesia through PSW are directly related to the perseverance of Indonesian women in the early 1970s. Activities at that time were encouraged by global trends toward elevating issues concerning women and development beginning with the World Women's Conference held in Mexico in 1975. Their lobbying efforts produced results, and in 1978 the Indonesian Government responded by including issues related to women and development in the Five-Year Development Plan III (Repelita III) of 1978-1983. In the same period of time, the government also appointed an official for the Young Minister of Woman Division.

The question is: Why did both the government and society immediately respond to the issue of women and development?

It is a fact that, similar to all women around the world, Indonesian women suffer the same misfortune, i.e., being left behind and isolated, in comparison to men. Culture in Indonesian families does not place priority on education for female children. And, early marriage is common in Indonesian culture. In general, many Indonesian families treat women as second after men in all ways. For these and many other reasons, women have been formally isolated in most families.

To date, what we have seen is Indonesian women, left behind and vulnerable, in all fields. In the field of education, for women the rate of illiteracy is twice as high as compared with men: 6.26% for males and 13.85% for females. The same is true for the rate of graduation. Most males are generally high school graduates while females are elementary graduates. The most telling statistics are for the number of diploma or scholars, where the percentages are 18.10% for men and 3.11% for women. Likewise, the number of women with a Sarjana degree of S1 is less than the number of men. This is also true in the case of degrees of Master, Doctor, and Professor. Such conditions for women influences their roles and positions in other areas, like employment, politics, health, and the other public fields.

Country Institutional Report: Indonesia

Nahiyah Haidi
Research Institute of Yogyakarta State University

Background

Almost all universities in Indonesia, both state and private, now have a Women's Study Centre (PSW/Pusat Studi Wanita) as one of the academic programme units established to identify, analyze, and look for solutions for every problem women face. Growing studies for women in Indonesia through PSW are directly related to the perseverance of Indonesian women in the early 1970s. Activities at that time were encouraged by global trends toward elevating issues concerning women and development beginning with the World Women's Conference held in Mexico in 1975. Their lobbying efforts produced results, and in 1978 the Indonesian Government responded by including issues related to women and development in the Five-Year Development Plan III (Repelita III) of 1978-1983. In the same period of time, the government also appointed an official for the Young Minister of Woman Division.

The question is: Why did both the government and society immediately respond to the issue of women and development?

It is a fact that, similar to all women around the world, Indonesian women suffer the same misfortune, i.e., being left behind and isolated, in comparison to men. Culture in Indonesian families does not place priority on education for female children. And, early marriage is common in Indonesian culture. In general, many Indonesian families treat women as second after men in all ways. For these and many other reasons, women have been formally isolated in most families.

To date, what we have seen is Indonesian women, left behind and vulnerable, in all fields. In the field of education, for women the rate of illiteracy is twice as high as compared with men: 6.26% for males and 13.85% for females. The same is true for the rate of graduation. Most males are generally high school graduates while females are elementary graduates. The most telling statistics are for the number of diploma or scholars, where the percentages are 18.10% for men and 3.11% for women. Likewise, the number of women with a Sarjana degree of S1 is less than the number of men. This is also true in the case of degrees of Master, Doctor, and Professor. Such conditions for women influences their roles and positions in other areas, like employment, politics, health, and the other public fields.
In almost all provinces in Indonesia, including the Special Administrative of Yogyakarta, women experience discrimination. We, from the State University of Yogyakarta, could not keep silent about this situation, so that we established the Women's Study Centre in 1991 with the hopes that we can help Indonesian women, especially those living in Yogyakarta.

Aims

The main aims of Women's Study Centre are to contribute to the thinking about information and scientific research which could help improve the management, execution, and monitoring of all activities related to women's roles in development.

Vision

The Women's Study Centre's role is as an institution which strives for social change towards gender equality by conducting research, education, and community services programmes. The research component is always oriented towards social-transformation, initiating a dialectic pattern among research, education and community services.

Missions

1. Research
   a. To develop research for women's problems in many aspects of life and from a woman's perspective;
   b. To develop studies by finding and understanding gender issues in order to promote gender equality and fairness; and
   c. To develop studies able to reveal problems related to children's protection and prosperity (KPA).

2. Education
   a. To help Yogyakarta State University graduates get a “plus point” in having a commitment to gender justice; and
   b. To commit particular activities for women students, especially relating to other strategic needs.

3. Community Services
   a. Share the findings/recommendations of research results;
   b. Request policy makers to consider a gender perspective; and

4. SCOPE

   a. Assist the needs of mass education and
   b. Besides being based on the missions stated, Women's Study Centre also refer to five national Resources. They are:
      1. Women's equality of life
      2. Gender equality/justice
      3. Respecting dignity and values, as well
      4. End violence towards women
      5. Institutional capability of women's org

5. 1998/1999

   1. Profile on Women's Position and Role
   2. Women’s Efforts as Head of Family in Province in Supporting National Develop
   3. Educational Pattern of Girl Workers Yogyakarta Province
   4. Back Burden Labours II: Useful Effor
   5. Gender Concept in Children Movies Br
   6. Gender Socialization in Moslem Famili Yogyakarta Provinces
   7. Study on Lower Measurement of Womn Women’s Participation in Cooperative re
   8. The Advantage of people's prosperity S
   9. Prosperous Family Stage of its Women
   10. The Impact of Under-Five-years-Old's of Kindergarten Children
   11. Position and Role Profile of Student Extr State University by Gender Approach
onesia, including the Special Administrative of discrimination. We, from the State University of about this situation, so that we established the h the hopes that we can help Indonesian women, rta.

Research Centre are to contribute to the thinking about which could help improve the management,ivities related to women’s roles in development.
s as an institution which strives for social change ducing research, education, and community arch component is always oriented towards dialectic pattern among research, education and

women’s problems in many aspects of life and from and understanding gender issues in order to al fairness; and reveal problems related to children’s protection

University graduates get a “plus point” in having ice; and

ies for women students, especially relating to

ations of research results; and

consider a gender perspective; and

c. Assist the needs of mass education and awareness towards gender equality

Besides being based on the missions stated above, the work programmes of the Women’s Study Centre also refer to five national agendas by the Minister of Women Resources. They are:

1. Women’s equality of life
2. Gender equality/justice
3. Respecting dignity and values, as well as women’s rights
4. End violence towards women
5. Institutional capability of women’s organizations (quality and independence)

SCOPE

1. Research

1998/1999

1. Profile on Women’s Position and Role in Kabupaten Sleman
2. Women’s Efforts as Head of Family in Rural Areas in Meeting their Needs
3. Educational Pattern of Girl Workers of Informal Sectors in Yogyakarta Province in Supporting National Development
4. Back Burden Labours II: Useful Efforts to Improve Quality of Life
5. Gender Concept in Children Movies Broadcast by Television Stations
6. Gender Socialization in Moslem Families in Mlangi, Nogotirto, Sleman and Yogyakarta Provinces
7. Study on Lower Measurement of Women’s Work Force Participation Level
8. Women’s Participation in Cooperative Activities in Yogyakarta Province
9. The Advantage of People’s Prosperity Savings Accounts on the Increasingly Prosperous Family Stage of its Women Participant’s Families
10. The Impact of Under-Five-Years-Old’s Family Guidance of the Intelligence of Kindergarten Children
11. Position and Role Profile of Student Extra Curricular Activities at Yogyakarta State University by Gender Approach
As an institution which strives for social change, the Women's Study Centre are to contribute to the thinking about activities related to women's roles in development, in which could help improve the management and understanding gender issues in order to respect dignity and values, as well as women's rights and problems in many aspects of life and from women students especially related to children's protection.

SCOPE

1. Profile on Women's Position and Role in Kabupaten Sleman
2. Women's Efforts as Head of Family in Rural Areas in Meeting their Needs
3. Educational Pattern of Girl Workers of Informal Sectors in Yogyakarta Province in Supporting National Development
4. Back Burden Labours II: Useful Efforts to Improve Quality of Life
5. Gender Concept in Children Movies Broadcast by Television Stations
6. Gender Socialization in Moslem Families in Mlangi, Nogotirto, Sleman and Yogyakarta Provinces
7. The Impact of Under-Five-Year-Old's Family Guidance of the Intelligence of Kindergarten Children
8. Position and Role Profile of Student Extra Curricular Activities at Yogyakarta State University by Gender Approach
10. The Advantage of People's Prosperity Savings Accounts on the Increasingly Prosperous Family Stage of its Women Participant's Families

Besides being based on the missions stated above, the work programmes of the Women Study Centre also refer to five national agendas by the Minister of Women's Studies: 

1. Women's equality of life
2. Gender equality/justice
3. Respecting dignity and values, as well as women's rights
4. Institutional capability of women's organizations (quality and independence)
5. Assisting the needs of mass education and awareness towards gender equality discrimination. We, from the State University of Yogyakarta, including the Special Administrative Centre, so that we established the hopes that we can help Indonesian women.
1999/2000

1. The Perception of SLTP IV Students (Junior High School IV) in Yogyakarta on their Mother's Role during the Learning Process
2. Strategies for Survival of Families Headed by Women in Time of Economic Crisis in Yogyakarta Province
3. Women's Political Participation in 1999 General Election of Kecamatan Gondokusuman
4. Husband's Role in Overcoming the Chronic Energy Deficiency of Pregnant Mothers
5. Behavioural Style of Headmistress's Transformational Leadership on Work Satisfaction
6. Rural Women's Parenting Patterns: Study on Educational Achievement in Low Economic Families
7. Profile of Women's Entrepreneurship in Yogyakarta Province
8. An Exploratory Study of Violence towards Women Traders Who Stay Overnight in the Market in Yogyakarta Province
9. The Potential and Useful Identifications of Human Resources in Tourism in Yogyakarta Province

2000/2001

1. Women's Rights in the Civil Law: The Islamic Legal Perspective
2. The Health Food Behaviour of Children, Under-Five-Years and Family Mothers in the Economic Crisis Era at Cangkringan Sub-District Sleman, Yogyakarta.
3. The Ulama Perceptions on the Role Difference by Gender at Bantul District, Yogyakarta Province.
4. The Study on Opportunities for School for Pregnant Students.

2001/2002

1. The Position and Role of Women in Political Parties in Yogyakarta Province
2. The Study of Gender Equality and Justice in Education in Junior High School (SLTP) Sleman District, Yogyakarta Province

2002/2003

1. A Profile of Welfare and Protection in Yogyakarta
2. A Model Development of Welfare and Region of Yogyakarta

II. Training

1. Research methodology with gender perspective
2. Gender analyzing techniques
3. Programme plan with gender perspective
4. Family management
5. Business

III. Seminars

3. Regional seminar about women's participation in leadership in the globalization era
5. One day seminar about the less developed region of Yogyakarta Province

IV. Others

2. Module for the management of family with gender perspective
3. Module for family education with gender perspective
4. The development of university as the advancement of women's education and prosperity (KPA) in the Special Administrative Region of Yogyakarta.
Students (Junior High School IV) in Yogyakarta during the Learning Process

families Headed by Women in Time of Economy

tation in 1999 General Election of Kecamatan

the Chronic Energy Deficiency of Pregnant

mistress's Transformational Leadership on Work

Patterns: Study on Educational Achievement in

neurship in Yogyakarta Province

Violence towards Women Traders Who Stay

ntifications of Human Resources in Tourism in

Law: The Islamic Legal Perspective

of Children, Under-Five-Years and Family by

risis Era at Cangkringan Sub-District Sleman,

 Role Difference by Gender at Bantul District

for School for Pregnant Students.

men in Political Parties in Yogyakarta Province

and Justice in Education in Junior High School

yakarta Province

ago Community: 'A Study of Labour in Kulon

pective

2002/2003

1. A Profile of Welfare and Protection for Children at Special Region of Yogyakarta

2. A Model Development of Welfare and Protection for Children at Special Region of Yogyakarta

II. Training

1. Research methodology with gender perspective

2. Gender analyzing techniques

3. Programme plan with gender perspective

4. Family management

5. Business

III. Seminars

1. National seminar for women's participation in regional autonomy (2001)

2. Dissemination of the research findings of the Women's Study Centre of UNY (1998-2003)

3. Regional seminar about women's problems and unfairness in gender treatment (2002)

4. National seminar about challenges of women's organization and their leadership in the globalization era

5. One day seminar about the less developed woman's development in politics in terms of sociology, politics, and education (1999)

IV. Others

1. Projects for developing businesses in traditional tonics to optimize women's resources, establish small industries with the base of IPTEK and the conservation of tonic plants in the Special Administrative Area of Yogyakarta (2000-2003), in corporation with the Indonesian Science Institution (LIPI).


4. The development of university as the advocating centre of child protection and prosperity (KPA) in the Special Administrative of Yogyakarta.
5. Making Video/CVD about the development of women’s resources, specifically, selling traditional tonics in the Province of Yogyakarta.

V. Excellent Programmes

1. Developing Traditional Herbs (Jamu) business in the framework of Optimizing Women’s Empowerment, Establishing Science-Based Home Industry and Conserving Herbs, in Yogyakarta Special Territory. As a result of cooperation with the Science Institution of Indonesia, it was chosen as an example of the best practice by UNESCO and UNDP in 2000.

2. Modules for family management with gender perspective has been chosen as a national programme as a result of cooperation with the Ministry of Women’s Resources of the Republic of Indonesia, 2002-2003.
   a. Management and Planning for family programmes
   b. Communication in the family
   c. Social education in the family
   d. The style of parents’ treatment in the family
   e. Reproduction health in the family
   f. Financial planning in the family

3. Module for family management with gender insight has been chosen as a national programme in cooperation with the Department of National Education for the Republic of Indonesia in 2003. The module consists of 7 titles:
   a. Gender conception and unfairness
   b. Democracy and human rights
   c. Nutrients and health
   d. Health and environmental conservation
   e. Psycho-social conditions in family life
   f. Skills of making tonics
   g. Skills of making bird cages

3. The development of universities as the centre of advocacy for child protection and prosperity (KPA) in the Province of Special Administrative District of Yogyakarta was chosen as a national programme in cooperation with the Ministry of Women’s Resource Development.

VI. Challenge and Hindrances

Despite the success of our performance, we have faced challenges. Due to financial constraints, there are few chances to participate in some other academic programmes. Support from the universities, in this case is Yogyakarta State University, is limited to a few cases and only ready to take part. For our existence as the Women’s Research Center, with many relevant institutions like Government, and other NGOs in Yogyakarta, the qualification requirement for entrance is limited to 50 graduates. This means that their resources need to be enhanced. To accomplish this, we have to find ways to increase our funding and support from other sources.

As costs for enrolling in universities have gone up, it has become increasingly difficult to find more highly qualified staff for our programmes. The demand for qualified staff is high, and the supply is limited. This is a significant challenge for our organization, as we need to ensure that we have the necessary skills and expertise to deliver our programmes effectively.

In addition to financial constraints, we also face challenges in terms of access to resources. For example, we need access to up-to-date information and research to keep our programmes relevant and effective. This can be difficult, especially in areas where access to technology and internet connectivity is limited.

Another challenge is the need to continually adapt our programmes to meet the changing needs of our clients. This requires a flexible and responsive approach, which can be difficult in an environment where resources are limited.

Despite these challenges, we remain committed to our mission of promoting women’s empowerment and well-being. We believe that by working together with our partners and stakeholders, we can overcome these challenges and continue to make a positive impact on the lives of women and their families.
VI. Challenge and Hindrances

Despite the success of our performance, we have many problems and challenges. Due to financial constraints, there are few chances for doing research, training, or some other academic programmes. Support from the main organization, which in this case is Yogyakarta State University, is limited, while there are many researchers ready to take part. For our existence as the Women’s Study Centre, we cooperate with many relevant institutions like Governmental Departments and LSMs from abroad. To date, the qualification requirement for researchers in our institution is limited to S2 graduates. This means that their research skills and professionalism need to be enhanced. To accomplish this, we have not found the best solution yet. Costs for enrolling in universities have gone up more than 300%, making it increasingly difficult to find more highly qualified researchers.