

Unit 1

Education and Gender *Creating Opportunities for Learning in Afghanistan and India*

教育とジェンダー



教育を受けるということは、私たちにとって、身近で当然のことと思うかもしれませんが。しかし、世界では、いまだに、学校に行けない児童・生徒がいることも事実です。更には、それが、女性であるからという理由である場合もあります。ここでは、世界における「教育とジェンダー」の問題について学びます。

DVD Activities

* Before You Watch: Vocabulary Check

Match each word with its meaning.

- | | | | | | |
|------------------------|-----|-------------------|-----|------------------|-----|
| 1. ban | () | 2. confine | () | 3. prejudice | () |
| 4. humanitarian agency | () | 5. undaunted | () | 6. hollow | () |
| 7. sentiment | () | 8. gas leak | () | 9. suspect | () |
| 10. deliberate attack | () | 11. defy the odds | () | 12. pave the way | () |

- | | | | |
|------------|---------------|----------|-----------|
| a. ガス漏れ | b. 不利な状況を取り除く | c. 人道的組織 | d. 偏見 |
| e. 制限する | f. 意図的な犯行 | g. 感情 | h. 物ともしない |
| i. 真実味にかける | j. 禁止する | k. 道を開く | l. 疑う |

* First Viewing: True or False Questions

Watch the DVD clip and write T if the statement is true or F if it is false.

1. People in rural areas have the idea that girls should stay at home. ()
2. The targets of attacks were mainly boy's schools. ()
3. Many people suspect that the gas leak was a deliberate attack on the school. ()
4. Fewer than two thousand Afghan girls are going to school. ()

* Second Viewing: Dictation 

Watch the DVD clip and fill in the blanks.

Narrator: The luckiest girls in Afghanistan. At least, that's what the students at Kabul's Totia High School believe. They're amongst the rare few who go to school. Women's education was banned under the Taliban, who confined girls to their homes. But almost a decade on, prejudices and fear are still ① _____



Zarmina Ismal Samadi, Principal, Totia Girls' High School: In rural areas these problems still exist. They only let girls go to school till the sixth grade. They still have this fixed idea in their mind that girls should stay at home.

Narrator: It's not just attitudes that are preventing girls from learning. In 2008 alone, the humanitarian agency CARE reported 670 attacks against education centers and students. The targets were mostly girls' schools. Still these young women remain undaunted.

Nazira Azimi, school student: We will always continue our education because we have Afghan courage. Whatever they do, ② _____ . We will never be afraid.

Narrator: In Afghanistan these are not hollow sentiments. Fourteen-year-old Nazira and almost 60 of her classmates and teachers ③ _____ in August after their school was hit by a severe gas leak. ④ _____ , but many, including Nazira's father, suspect it was a deliberate attack.

Lal Mohammad Azimi, father of student: Why didn't this happen to boys' schools? Why were only girls' schools affected? It's because they don't want girls ⑤ _____ .

Narrator: Progress is being made slowly despite the dangers. More than two million Afghan girls are defying the odds and going to school, quietly paving the way for the students who will come after them.



*** Third Viewing: Multiple-Choice Questions** 

Watch the DVD and choose the correct answer.

1. Why do so few girls go to school in Afghanistan?
 - a. Because of prejudice and fear
 - b. Because they don't have enough money.
 - c. Because the schools are so far from their homes.

2. Until what grade can girls go to school in rural areas?
 - a. The sixth grade
 - b. The first grade
 - c. The third grade

3. How many attacks were made against education centers and students in 2008?
 - a. 607
 - b. 617
 - c. 670

4. How fast is progress being made in girl's education?
 - a. There is rapid progress.
 - b. There is slow progress.
 - c. There is no progress.

**参考資料**

日本における中等教育の就学率が男子 98%、女子 99%とほぼ 100%に近いのに対し、アフガニスタンでは、38%、15%と総じて低く、特に女子の就学率が低いことが分かります。

(世界子供白書 2012 に基づく)

Reading Activities

Read the following passage.

Dr. Madhav Chavan won the World Innovation Summit for Education (WISE) Prize in 2012, which is known as the “Nobel prize for Education”. He is the co-founder and CEO of one



of the largest education NGOs in the world. Dr. Chavan was awarded the prize not only for his innovative work in bringing basic literacy and numeracy skills to India’s children, but also for his education support to millions of poor families in India.

Dr. Chavan started helping uneducated slum dwellers in Mumbai in the late 1980s after studying in the United States. He was a chemistry lecturer at university. He said, “I had friends working for women’s liberation. I had friends working for the popularization of science. I said to them – none of these things you want to do are possible if people cannot read and write.” He just wants every Indian to be literate.

After working with UNICEF and the city authorities, he devised a method for providing an education to a huge number of people in India at minimum cost. Dr. Chavan’s charity, Pratham, organized lessons and recruited volunteers from the local community. It brought business, government, and civil society together to solve the problems of education in Mumbai. Under the Pratham model, literate local people in slums and villages teach illiterate children within their own communities. Through this approach, he tackles a fundamental problem of access to educational opportunity among India’s poor by providing basic teaching salaries. The classrooms can be anywhere: under shady trees, on stones next to a pavement, or just in front of a blackboard in the narrow alleys of slums.

“Just like you need air, just like you need water,
just like you need food, you need education.”

Dr. Madhav Chavan

NOTES

innovative : 革新的な

literacy : 識字能力

numeracy : 計算能力

dwellers : 住人たち

women’s liberation :
女性解放運動

popularization : 普及

literate : 学問のある

city authorities : 市当局

devise a method :

方法を考案する

charity : 慈善団体

tackle a fundamental
problem :

根本的な問題に取り組む

pavement : 歩道

alley : 路地

❖ Reading Comprehension

Answer the following questions.

1. Why did Dr. Chavan win the WISE prize?

2. What was Dr. Chavan's job when he returned to India from the U.S.A.?

3. What does Pratham do to provide education to people?

❖ Summary Completion

Read the summary of the reading passage and fill in the blanks with appropriate words. Each blank begins with the given letter.

Dr Madhav Chavan won the WISE Prize in 2012. He was (1. a) the prize not only for his (2. i) work but also for the his education (3. s) in India. Dr. Chavan started his (4. c) organization, Pratham in the late 1980s. His mission was simple: He just wanted every Indian to learn to read. Pratham tackles a (5. f) problem of access to educational opportunity among India's poor by providing basic (6. s). They recruit (7. l) local volunteers in slums to teach (8. i) children within their own (9. c).



参考資料

国際教育改革サミット WISE アワード (World Innovation Summit for Education)

「WISE アワード」は、世界中の革新的な教育プロジェクトを発掘、周知し、支援することを目的に2009年に創設されました。現在までに18のプロジェクトが受賞しています。

Further Activities

◆ Conversation

Translate the Japanese parts into English. Then practice the conversation with your partner.

A: UNESCO promotes the development of education, science and culture by improving literacy rates, spreading compulsory education and building libraries.

B: ①リテラシーってどういう意味? _____

A: It means ②ある特定の年齢における読み書きの能力。_____

_____ It's great that the literacy level is so high in Japan.

B: How do you think such a high rate of literacy is achieved?

A: Well, a lot of kindergarten kids learn hiragana and katakana. Then they begin learning kanji at elementary school. Also, ③親たちが子供たちの読み書きをよく手助けするんだ。_____

So I guess it's a mixture of schooling and parenting.

B: Yeah, I think you're right. I'm certainly very grateful for all the help my parents and teachers gave me.

◆ Related Data and Discussion

	Adult	Youth
World	84	90
Arab States	75	89
Central and Eastern Europe	98	99
Central Asia	99	100
East Asia and the Pacific	94	99
Latin America and the Caribbean	91	97
South and West Asia	63	81
Sub-Saharan Africa	63	72

Literacy rate by region, 2010
(UNESCO, UIS FACT SHEET に基づく)

Answer the following questions.

1. According to the table, which areas of the world have the highest / lowest literacy rates?
2. What do you think are the reasons for these differences?
3. How can we contribute to improving global literacy?