

教材

2014年4月21(月)~5月18日(日)開催!

世界一大きな授業 2014

すべての子どもに教育を。みんなが動けば世界は変わる。



「世界一大きな授業」には世界中の子どもたちが参加しています（左：東京・武蔵野東小学校 右：ナイジェリアの子ども ©JNNE）

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世界一大きな授業 2014

主催：教育協力 NGO ネットワーク（JNNE）〈途上国で教育協力を行う NGO 23 団体のネットワーク〉

共催：プラン・ジャパン

特別協賛：KUMON English Immersion Camp

協力：地球対話ラボ

後援：文部科学省、外務省、全国連合小学校長会、全日本中学校長会、全国高等学校長協会、
日本ユネスコ国内委員会、ユネスコ・アジア文化センター、動く→動かす、国際協力機構、国際連合広報センター、
国際ボランティア学生協会、ガールスカウト日本連盟、「持続可能な開発のための教育の10年」推進会議、
児童労働ネットワーク、なんとかしなきゃ！プロジェクト、ボーイスカウト日本連盟

実施団体：「世界一大きな授業」は教育協力 NGO ネットワーク（JNNE）に参加する次の団体が実施しています

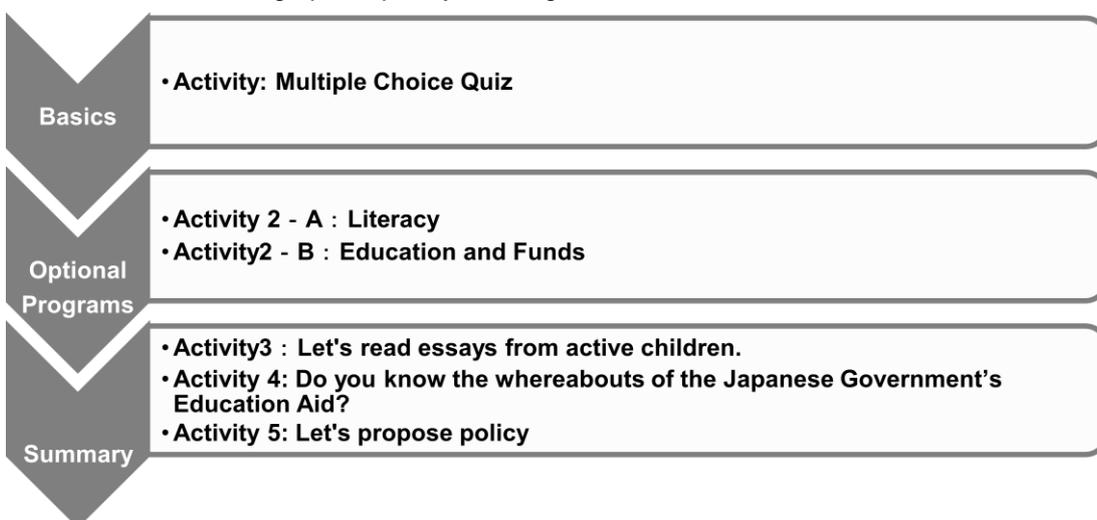
開発教育協会、シャンティ国際ボランティア会、セーブ・ザ・チルドレン・ジャパン、日本 YMCA 同盟、
プラン・ジャパン、フリー・ザ・チルドレン・ジャパン、ラオスのこども

■Purpose of this teaching material

1. To learn about the educational situation in the world and consider the importance of education.
2. To be aware that there are children who are working for a better world and to think about what we can do ourselves.
3. To learn about current Japanese educational assistance.

■Activities

- Activity 1 contains basic and general information. Make sure that all the participants join this activity.
- Activity 2 is an optional program. Pick one out of the two, following target group or theme.
- Target Group: Students older than 4th grade of primary school
- Time: More than 45 minutes (It will take about 3 hours if you carry out all the activities) Required number: 20-40 participants
- Method: Encourage participatory learning



■About Participatory Learning

What is most important in practicing participatory learning is the inclusive environment in which everybody can feel comfortable speaking out. It is strongly recommended to make rules at the beginning and to make sure that everybody understands them, such as 'there is no pressure to speak' and 'do not reject ideas'.

How to utilize “The World’s biggest lesson” material

“The World’s biggest lesson” has been held every year since 2003.

We understand that those who join this lesson each year or usually work on development education hope to get materials that talk about much “deeper” aspects.

On the other hand, for those who join for the first time or work with students of primary and junior high schools, we would like to provide materials that are enjoyable and make it easy to understand the basics.

We are trying to improve our materials every year, little by little, to satisfy various needs.

We encourage you to use these materials freely, according to your own needs.

You don’t need to cover all the activities. Choose the ones that fit your class time or targets.

■For those who join for the first time (Primary+／90 minutes)

- ① Activity 1 “Multiple Quiz”: Learn about current situations of education in the world
- ② Either Activity 2-A “Literacy” or 2-B “Education and Funds”, Activity 5 “Let’s propose a policy!”

■For those who have joined for more than once (Junior High+／75minutes)

- ① Activity 3 “Let’s read essays on active children”: Choose one of the two essays. (If you have extra time, watch the video of Malala’s speech)
- ② Activity 5 “Let’s propose policy!”

■For those who have joined for more than once or those who practice development education on a daily basis (High School+／90 minutes)

- ① Activity 4 “Do you know the whereabouts of the Japanese Government’s Educational Aid?”
- ② Activity 5 “Let’s propose policy!”

■See how these materials are used in class on YouTube !

You can see how Junior High students have carried out activities 1(multiple choice quiz), 2-A (Literacy), 2-B (Education and Funds) and 5 (Let’s propose policy!) in a 5 minute video.

 <http://youtu.be/yTOTD7hQgbc>



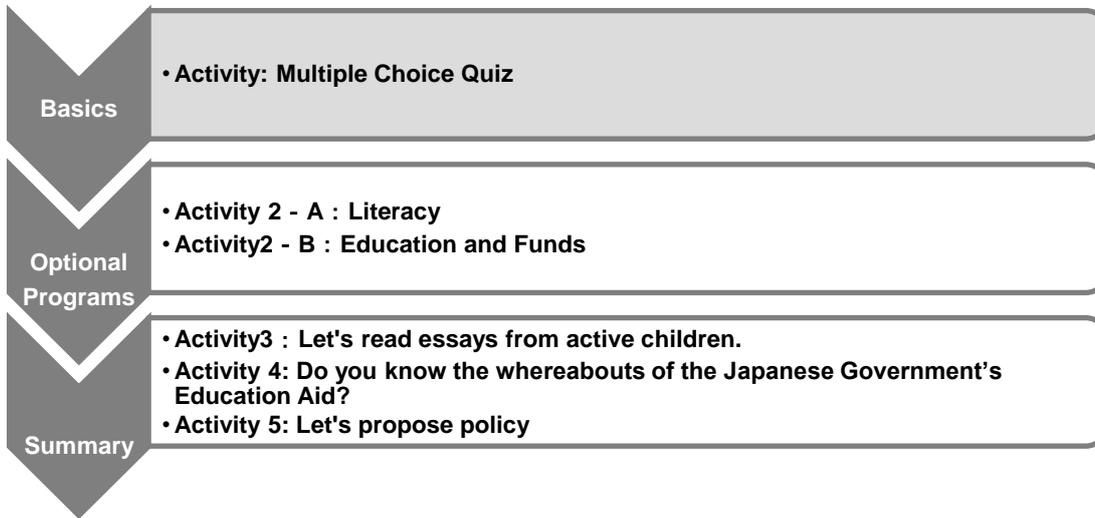
■For further resources

You can find various English resources on the global website of “the World’s Biggest Lesson” (Global Campaign for Education).

 <http://www.campaignforeducation.org/en/>

1. Basic Materials & Worksheet

Activity 1: Multiple Quiz



■Purpose

To know about the educational situation in the world.

■Material

- Worksheet (p5)
- A world map (if available)

■Time

15 minutes

■How to lead the activity

1. Explain what “The World Biggest Lesson” is.
2. Give the whole class the quiz, using the method of participatory learning such as “the four corners of the room” and encouraging students to raise hands. You may also distribute the quiz sheet on page 5 to small groups so that they can think as a group.
3. Check the answers with “answers and comments on the quiz” on page 5. The world map is helpful for the participants to know the exact positions of countries mentioned.

■Tips for Participatory Learning: “The four corners of the room”

For “The four corners of the room” method, you put answers and letters, such as “A” “B” “C” “D”, on each wall before the quiz starts. It is an easy activity that simply requires participants to move to each corner which holds the correct answer. After everyone moves for the first question, ask why they chose that corner. Then you move on to the next question, again people choose an answer and move to the appropriate corner. After several questions, ask the whole class what they thought of the quiz. This activity is helpful to visualize various opinions. In addition, participants can relax by moving their bodies, which creates a more comfortable atmosphere to speak out.

Cited from: <http://www.dear.or.jp/activity/menu01.html>



Let's try! "The World's Biggest Lesson" Quiz!

Q1 How many children in the world do not attend primary school?

- A. One out of five
- B. One out of twelve
- C. One out of twenty five
- D. One out of a hundred



Q2 What are possible reasons why children cannot attend primary school?

- A. Because there are not enough schools and teachers
- B. Because they have to work as their family is poor
- C. Because parents or neighbors told them they do not need to go.
- D. Because there are few schools for children with disabilities or they are rejected by schools.

Q3 How many children in the world drop out of primary school?

- A. One out of five
- B. One out of ten
- C. One out of twenty
- D. One out of hundred



Q4 In Sub-Saharan Africa how many girls drop out of primary school?

- A. One out of two
- B. One out of three
- C. One out of five
- D. One out of ten

Q5 Approximately how many adults in the world cannot read or write?

- A. One out of two
- B. One out of six
- C. One out of eighteen
- D. One out of fifty



■ Quiz Answers and Comments

Q1 How many children in the world do not attend primary school?

Answer: B. One out of twelve

The number of children who cannot go to school has decreased by 50 million since 1999, as a result of all developing nations, governments and international society's efforts to increase educational funds, the abolishment of tuition fees and the rising quality of teachers. However, three quarters of this decrease was achieved from 1999 to 2004 and no progress has been seen between the years 2008 to 2010. There is no prospect of enrolling in school for the forty-seven out of a hundred students who cannot go to school today.

Q2 What are possible reasons why children cannot go to primary school?

Answer: All are correct

All of the answers are correct. Various problems have caused this situation, such as war, poverty, lack of understanding for education and social discrimination against the weak such as girls or those with disabilities. For girls, they are often attacked on the way to school, and need to do housework such as getting water. They are also discouraged from going to school because there are no 'girls only' toilets. They also may not be able to drink clean water and there are often very few female teachers at school. In developing countries, those with disabilities are the ones who are most deprived of the opportunities to go to school. For example, in Malawi and Tanzania, a child with a disability is twice as likely to have never attended school than a child without a disability. In Burkina Faso, enrolment rates at primary school level reached 78% in 2012. However, it is estimated that only 16% of physically disabled children have access to primary education. In Nepal, 85% of all children who do not attend school are disabled. Girls with disabilities fare even worse than boys.

Q3 How many children in the world drop out of primary school?

Answer: A. One out of five

The enrollment rate has increased significantly as a consequence of the efforts of people in developing countries, governments and international society. However, there is a large number of children who quite primary or junior high school due to poverty, household chores and lack of understanding from family or neighbours after they get in.

Q4 In Sub-Saharan Africa, how many girls drop out of primary school?

Answer: A. One out of two

The drop-out rate for girls is remarkably higher than boys. Especially in Sub-Saharan Africa, the situation is too serious that one in two girls quit primary school before finishing. In the world, 65 million girls cannot complete primary and junior high education. One out of five drop out of junior high school.

Q4 Approximately how many adults in the world cannot read or write?

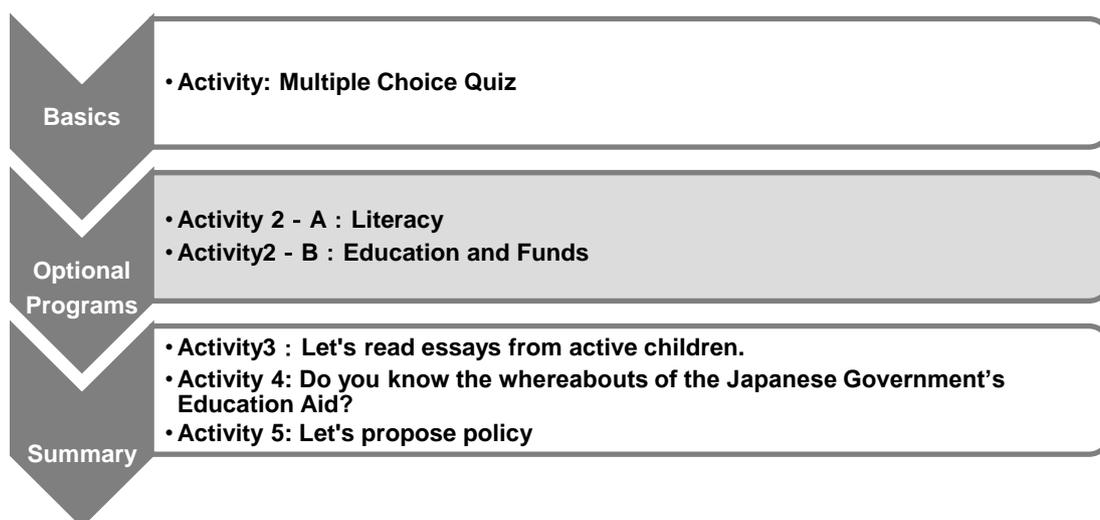
Answer: B. One out of six

774million adults, which equals to one out of six adults, are illiterate. Two thirds of them are women. When people cannot read or write, they are disadvantaged in that they lack the access to essential information. On top of that, their social rights would be limited immensely because they cannot express their intention or demands on documents.

Resource: EFA Global Monitoring Report 2013-2014

Watch the video on how to proceed with this activity:  <http://youtu.be/yTOTD7hQgbc>

Activity 2-A: Literacy Rate



■Purpose

1. To learn about illiteracy in the world.
2. To experience what it is like to be incapable of reading (There are two types – one for primary/ junior high school students and another for high school/university students)
3. Consider causes which make children illiterate and problems caused by illiteracy.

■Materials

<Materials – for both types>

- A world map

<For primary / junior high school students – How to lead the activity 1 >

- Printing labels (p8)
- Three plastic cups or bottles
- A small amount of water, salt and sugar

<For high school /university students - How to lead the activity 2>

- Worksheet/help-wanted ads (p9 Print out enough copies for all participants)
Put labels on the cups which contain water, salted and sugared water



■Time

30 minutes

■Introduction

Start with introductory phrases, such as “Through the previous quiz, we learned that one out of every six adults is illiterate. What do you think could happen if you cannot read or write?”

Watch the video on how to proceed with this activity.  <http://youtu.be/yTOTD7hQgbc>

■How to lead activity 1

<For primary/junior high school students, - Choosing a medicine bottle>

Preparation : Put salt water, sugar water and just water in individual bottles. Cut off the labels below and attach label A “poison”, to the salt water, label B “antifebrile”, to the sugar water and label C “nutrition”, to the water.

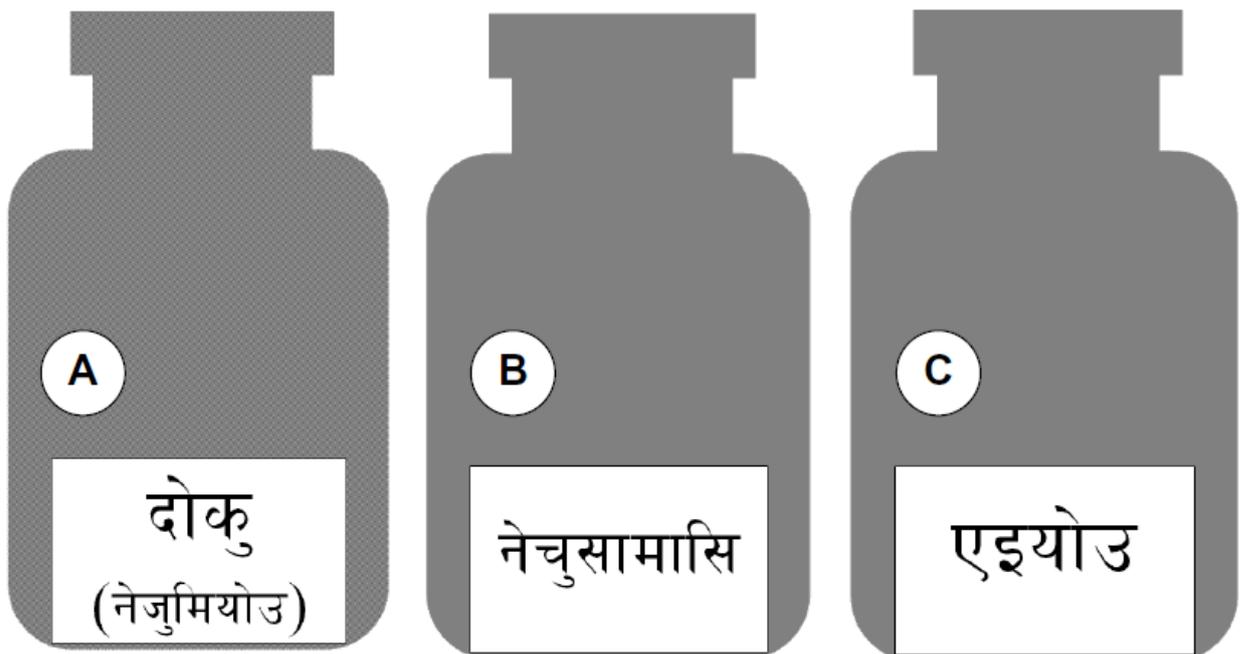
1. Read the story: Facilitator to read out the story below to the whole class.
2. Pick up a bottle: Either a group or an individual chooses which bottle to drink. Share which bottle they chose and why they chose the bottle with the whole class. After one representative of each group drinks from his/her bottle, the facilitator is to tell them the meaning of each label.
3. Reflection: Discuss how they felt when they chose the bottle and knew the meaning of the label with the whole class.

Story

Your mother is suffering from a high fever. However, there is no doctor in the village. To get to a doctor, you have to walk through mountain roads for a whole day and take a bus for seven hours. In the village, a teacher keeps a little bit of medicine at her house and she shares them in emergency situations. You visit the teacher's place but she is out to town. You see some medicine bottles on the shelf but no one except the teacher can read what is written on the bottles. Though there are three familiar bottles which the teacher gave to you when you had a fever before, you cannot tell the difference. What do you do? What would happen if your mother drank from the bottle you picked ?

■Printing Labels

The labels on the bottles, written in the characters used in Nepal and India, each means “A: Poison(for mouse), “B: Antifebrile” and “C: Nutrition”.



■How to lead the activity 2

<For high school/university students – Finding a job>

1. Preparation: Print out the three advertisements A to C for all participants. Cut them into two pieces, tracing the perforated line (Thai / Japanese).
2. Read the ads: Pass out the Thai parts on the left to the groups and ask them to try to read them.
3. As a group, they decide which job they would apply for.
4. Share which adverts they chose and why they chose it as a group with the whole class.
5. The facilitator should explain the meaning of the advertisements A to C.
6. Reflection: Discuss with the whole class how they felt when they chose the adverts and found out the meaning of it.
7. Ask the question below and discuss with the whole class.

■Ask questions

“What do you think you cannot do if you cannot read or write?”

Cannot read books/ cannot write your own names/ cannot calculate/ cannot read maps/ cannot behave confidently etc.

“What can you do when you can read or write?”

Can study, read books, use the internet, write letters, write emails, write novels, express yourself, get access to new information

■Worksheet/Help-wanted Ads

In the Thai job descriptions below, A says “Good pay”, B says “Fair condition” and C does not provide enough information.

✂ キリトリ

A	ลักษณะงาน: งานในสำนักงาน ระยะเวลาทำงาน: 6 ชั่วโมงต่อวัน ค่าจ้าง: 550 บาท	Job Offer A ▪ Job content: Desk work ▪ Working hours: 6 hours/day ▪ Salary: 550 Bhat
B	ลักษณะงาน: งานในสำนักงาน ระยะเวลาทำงาน: 10 ชั่วโมงต่อวัน ค่าจ้าง: 250 บาท	Job Offer B ▪ Job Content: Desk Work ▪ Working hours: 10 hours/day ▪ Salary: 250 Bhat
C	ลักษณะงาน: พนักงานเสิร์ฟ ระยะเวลาทำงาน: 8 ชั่วโมงต่อวัน ระยะทาง: 500 เมตรจากสถานี	Job Offer C ▪ Job Content: Waiter/Waitress ▪ Working hours: 8 hours/day ▪ Distance: 500 meters from the station

■ Commentary: What is literacy?

What is literacy?

Literacy is the ability to read, write and calculate which are all essential in daily life. Currently, 774 million adults, which equates to one in every six, are illiterate. Half of them (400 million) are in South and West Asia. One quarter of them (182 million) live in Sub-Saharan Africa. Two thirds of them (64%) are women.

In 81 out of 146 countries, more women are illiterate than men. Among those, in 21 countries less than seven women are illiterate when ten men can read and write.

When you are illiterate, you are not only disadvantaged as you cannot get access to essential information but you also cannot convey our own opinion on documents, which restricts our social rights. As this has negative effects not only to individuals, but also to the development of the country and the region, literacy rate is used as a measurement to see how much basic education is spread in the country.

The Youth and Literacy Rate

Around the world, one out of every five children cannot complete primary school and one out of ten young adults from 15 to 24 years old are illiterate today. Also, one out of eight young adults (61%) is currently unemployed.

The World Literacy Rate

<Countries with low literacy rate>

※The lower percentages show that the number of people who can read and write is low.

Africa				Asia			
Niger	29%	Ethiopia	39%	Afghanistan	39%	Timor-Leste	58%
Burkina Faso	29%	Guinea	41%	Bhutan	53%	Nepal	60%
Mali	31%	Sierra Leone	29%	Pakistan	55%	India	63%
Chad	34%	Benin	29%	Bangladesh	57%	Laos	73%

Resource : EFA Global Monitoring Report 2012、Afghanistan Millennium Development Goals Report 2010
<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2012-skills>
<http://www.undp.org/content/dam/undp/library/MDG/english/MDG%20Country%20Reports/Afghanistan/MDG-2010-Report-Final-Draft-25Nov2010.pdf>

■ Further Resource: Map

You can download a world map that shows literacy rate in the world from The links below.

• [UNICEF \(Japanese\)](#):

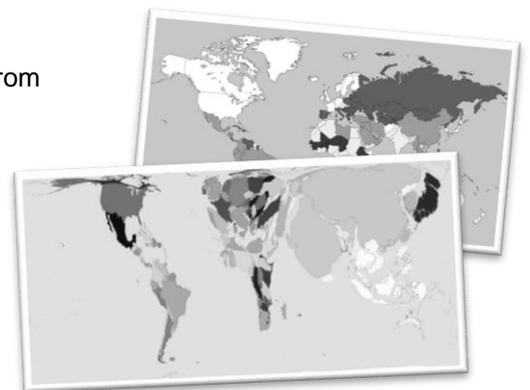
ユニセフ：「子どもと先生の広場」世界の子どもデータ「識字」

http://www.unicef.or.jp/kodomo/data/bod5_6.htm

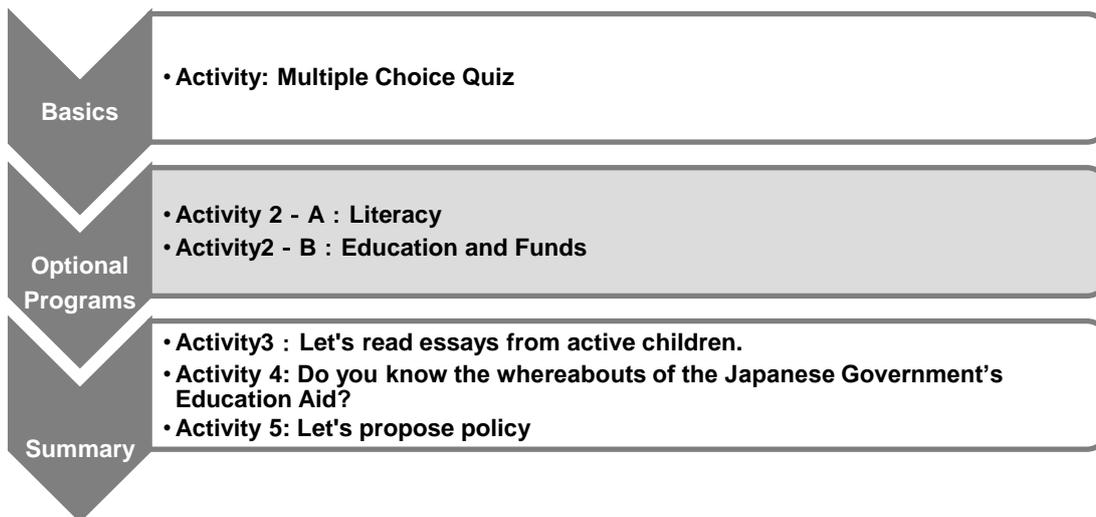
• [Worldmapper\(English\)](#)

World map that shows the literacy in adults by area size

<http://www.worldmapper.org/display.php?selected=196>



Activity 2-B: Education and Funds



■Purpose

1. To learn about the insufficiency of educational funds
2. To know that the entire world needs to cooperate to spread education

■Materials

- 19 meters of ribbon or rope
- Cut into three pieces of 29cm, 55cm and 17m 50cm
- Printing labels (p12)
- Resource (p13)
-

■Time

30 minutes



Students surprised at the outcome of the ribbon activity

■Introduction

Start with introductory phrases, such as “Through the previous quiz, we learned why children cannot go to school. One of the reasons was that the number of teachers and schools are insufficient. There are some problems which can be solved by increasing budgets and funds.”

■How to lead the activity

1. Quiz: “How much do you think we need a year for all the children in the world to go to school and for all the adults to learn and how to read and write?
※Hint: Of the 92.5trillion yen of the whole Japanese budget, about 5.3 trillion yen was used for education and science.
A. 10 trillion yen B. 8 trillion yen C. 5 trillion yen D. 1 trillion yen (Answer : C. 5 trillion yen)
2. Tell them.
“For all the children in the world to go to school and for all the adults to learn how to read and write, we need 5.4 trillion yen. Of this, 2.5 trillion yen can be expected from the government budget for education in developing countries but the remaining of 2.9 trillion yen must be funded by wealthier countries.
3. Compare the length of the ribbons: “How much is 2.9 trillion yen? Let’s compare it with the size of the video game market and military funds all over the world. Ask 3 pairs of students (six students in total) to come to

the front of the class and pass the rolled ribbon to each pair. Ask one student to hold one end, have the ribbons stretched out in order and finally compare the lengths.

※It is effective to make the long ribbons straight so that everyone in the room can see the whole length of them.

Also, before this activity begins, you should hide our actual size of each ribbons by putting them in a box or an envelope, so that everyone can enjoy the surprise.

※The necessary amount for children all over the world to go to school for a year with the military funds of just three and a half days: 2.9 trillion yen →29cm

② Global video game market: 5.5 trillion yen (Famitsu, 2013) →55 cm

③ Global military funds: 175 trillion yen (Stockholm International Peace Research Institute, 2012)→17m50cm

4 Tell the participants that children all over the world can go to school for a year with the military funds of just 6 days.

5. Reflection: Ask the whole class what they thought of the activity.

6. Exchange opinions: Discuss what might be possible if the educational funds increased.

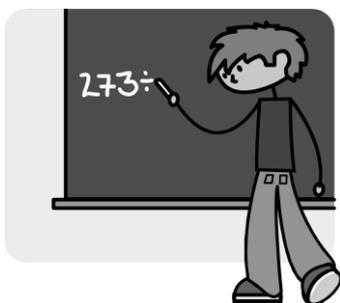
■Commentary: Funds for education

For all children in the world to go to school and for all the adults to learn how to read and write, 5.4 trillion yen per year is necessary. Of this, the governments in developing nations can spend 2.5 trillion yen by increasing their educational budgets but as for the remaining 2.9 trillion yen, the developed nations need to assist.

Of the necessary amount, however, only 0.3 trillion yen has been spent in reality. The developed nations need to spend another 2.6 trillion yen. If the developed nations shared the amount of money following the richness of each country, Japan would need to provide 254.2 billion yen. However, the Japanese government currently supplies only 7.1 billion yen (2011). Japan needs to provide 35 times more than this.

The percentage of ODA for basic education is only 1.2%, which is less than half of 2.3% of other developed nations. On the other hand, a public opinion poll (Association of International Cooperation, 2009) shows that 39% of Japanese people think that the ODA needs to be used for educational support. Japanese people do think the ODA should be spent on helping poverty, public health, refugees, education, and those who are suffering from natural disasters. (Resource : OECD/DAC Data Base2012)

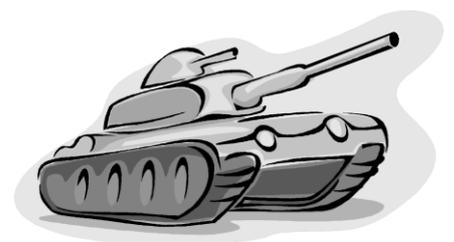
■Printing Labels (You can print out to ex. Attach at the end of each ribbon)



Education



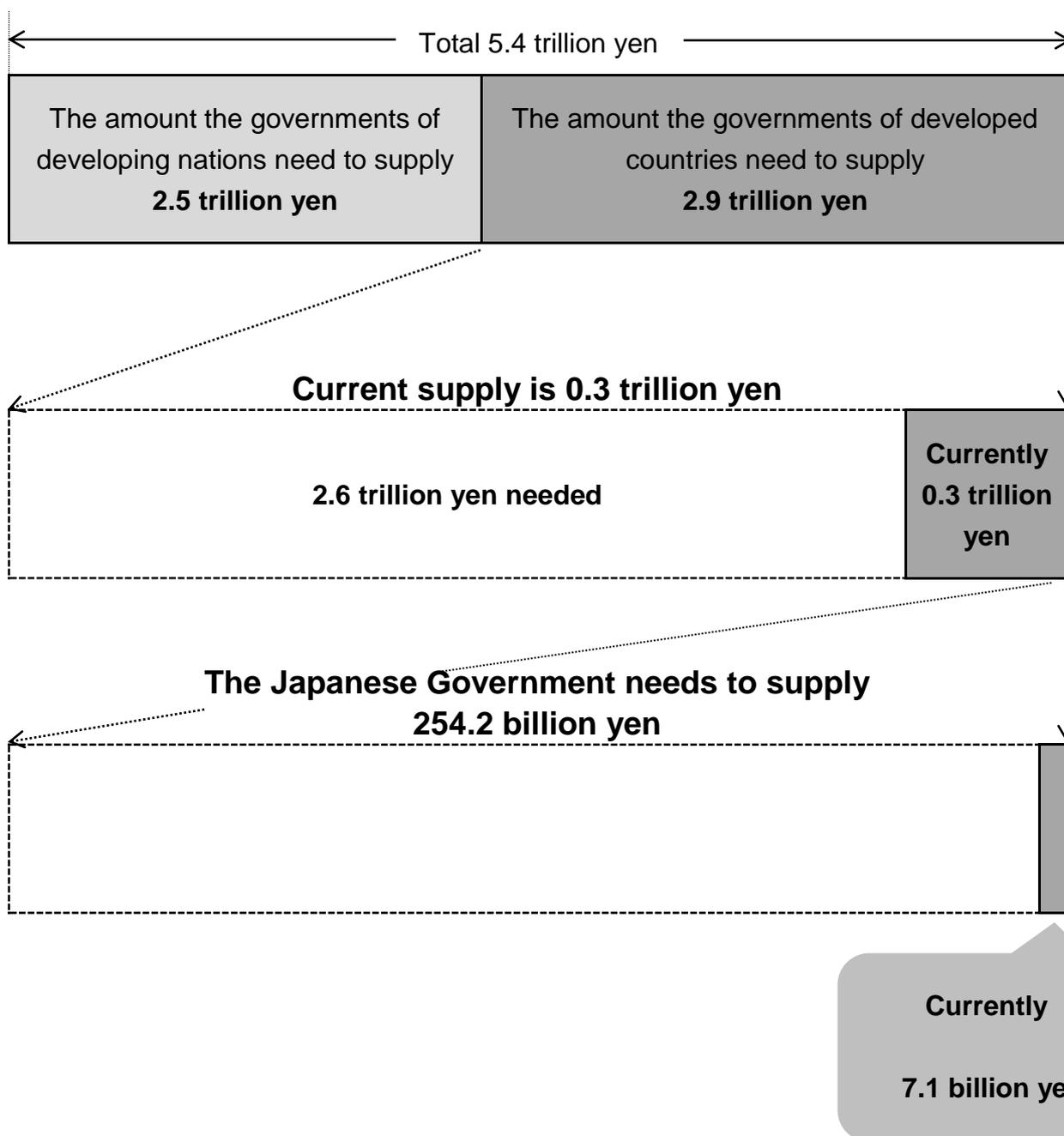
Video Games



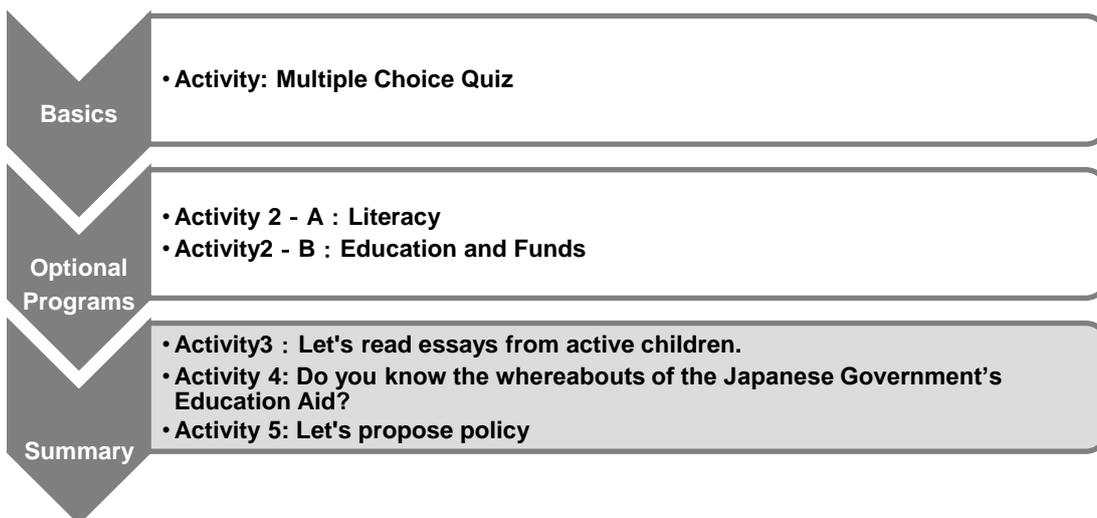
Military Funds

Watch the video on how to proceed with this activity.  <http://youtu.be/yTOD7hQgbc>

The amount of funds essential for basic education



Activity 3: Let's read essays from active children



■ Purpose

1. To know that some children are actually doing something to change the current situation.
2. To be aware that children themselves have power and can act for social change.

■ Materials

- Essays (2kinds/ Provide 1 for each participant)
 - 1) Story on Malala Yousafzai from Pakistan (p.15)
 - 2) Story on Japanese students (p.16)
- Malala Yousafzai's speech at the United Nations Headquarters (p.17)
- Worksheet – “How I am feeling now...” (p.18/ 1 for each participant)

■ Time

30 minutes

■ How to lead the activity

1. Hand out one of the two essays to each student. Tell them to read in silence.
2. Ask the students if there are some difficult words which they do not know or understand. Share those questions with the whole class.
3. Hand out the worksheet “How I am feeling now...”
4. As a small group of 4-6 participants, share what you wrote.
5. Share with the whole class.

■ Application

If you use Essay 1 about Malala, you may also read “Malala Yousafuzai's speech at the Headquarters of the United Nations” or watch the video of the speech.

■ You can also refer to...

“I am Malala: The Girl who Stood Up for Education and Was Shot by the Taliban”(Little, Brown and Company, 2013)

“Malala, the Story” by Viviana Mazza (2013)

A 16-year-old girl in Pakistan

The story of Malala Yousafzai



©Veronique de Viguerie/Getty Images

Malala was raised in the Swat Valley, which was under the Taliban insurgency. In 2009, when she was 11, in effort to let the world know about the situation that girls are banned from attending school in her hometown, she wrote an anonymous blog for the BBC about the Taliban repeatedly destroying girls' schools and the chaos at the time. Soon she became famous among western media as human right activist, defending peace and the rights of girls/women to get education.

In the same year, the Taliban was swept out of the Swat by a large military operation conducted by the Pakistan army. Malala's real name was disclosed by the Pakistan government and the prime minister awarded her the National Award for Excellence. Malala's story became world known about the situation that girls are banned from attending school. The New York Times, the whole world came to know of her.

On 9 October 2012, Malala was shot in the head by Taliban terrorists in an assassination attempt while returning home on a school bus. She was seriously injured and was in a critical condition but miraculously recovered now. As she may get attacked again if she goes back to Pakistan, she now lives in England with her family and goes to school.

Former Prime Minister and current United Nations Special Envoy for Global Education Gordon Brown met Asif Ali Zardari, president of Pakistan and handed the petition with more than a million signatures demanding all children worldwide to go to school. In Pakistan, a civil organization collected more than 1.2 million people signing to support Malala Day campaign for girls' education. On top of that, the United Nations set October 11th as International Day of the Girl Child, by which they try to enlighten the international society on girls' rights. She was seriously injured

Reflecting the voices from all over the world as well as inside Pakistan, United Nations and Pakistan launched Malala Funds and voices from all over the world as well as inside Pakistan, United Nations. The Pakistan government agreed to send 10 million dollars to the Malala Funds and promised that the money would be used for all the girls to get access to education. On July 12 2013, Malala did a speech at the Headquarters of the United Nations. "One child, one teacher, one pen and one book can change the world" said she. The United Nations set July 12, Malala's birthday as Malala Day.

People all over the world have been stimulated by Malala's brave actions. The world leaders and so many people have started to act and big changes in education are about to happen in and out of Pakistan. Never surrendering to the attack with so much support from all over the world, Malala continues her campaign for girls' education. ❖

Free The Children - working on children issue by the children

The story of the Japanese children

Do you know there are teenagers who are playing on an active role, wishing to do something they can do to make the world better?

There is an organization called “Free The Children” which is organized for and by the children to do global cooperation. The organization was established to release children from poverty and child labor. Surprisingly this organization was established by a boy who was only 12 years old.



19 years ago, 1995 in Canada, one morning a boy named Craig Kielburger happened to see an article on a newspaper. It tells that a Pakistani boy who was the same age as Craig who was demanded hard labor broke away the factory and urge opposition of child labor. But one day he was shot dead by someone. That was really a shocking news for Craig.

He therefore stood up to work on the child problem as a same child position and found “Free The Children”. As he called for his friends that there are more than a hundred million children demanded hard labor, many people responded as they didn’t know and they wish to do something for them. This was the start of Free The Children.

The action started by a boy spread out as a global network and play on an active role not only in Canada but also in 45 countries including America, Europe and Japan. More than a million children are doing various actions. The motto of the action is to start from what you like and what you are good at. Also Japanese children are looking for what is possible only for them and working on it.

For example, children who are good at speech tried out “The World’s Biggest Lesson for the member of the National Diet”. In the lesson, junior and high school students played the role as a teacher and the members of the National Diet were a student which made the lesson as a unique one.

The children gather and talk over many times to make the original lesson.



In 2013, 5 children playing the role as a teacher strongly informed the importance of education and educational assistance by carrying out the lesson confidently in front of 25 members of the national diet and a number of media. After the lesson there were feedbacks from the member of the national diet. One said “Because there are many children that cannot stand a chance to have education, Japan’s government and NGOs have to cooperate to provide education for the children all over the world.” Another said “the lesson reminded me the importance of basic education.” There were also a feedback that said “I want to try not wait till the problem occur but to notice before it. “

The junior high and high school students talked vividly.” Being a child doesn’t mean we cannot do anything, there are something we can tell others” “I wish our voice would reach the member of the national diet, effect the policy, develop the educational assistance and let children all over the world go to school.

An activity circle started from one child wishing to do something they can do to make the world better continues to spread from japan and the world. ❖

Malala Yousafzai' s speech at the headquarters of the United Nations
Malala Day, July 12, 2013

Dear sisters and brothers, now it's time to speak up. So today, we call upon the world leaders to change their strategic policies in favour of peace and prosperity.

We call upon the world leaders that all the peace deals must protect women and children's rights. A deal that goes against the dignity of women and their right is unacceptable.



We call upon all governments to ensure free compulsory education for every child all over the world. We call upon all governments to fight against terrorism and violence, to protect children from brutality and harm. We call upon the developed nations to support the expansion of educational opportunities for girls in developing world.

We call upon all communities to be tolerant – to reject prejudice based on caste, creed, sect, religion and gender. To ensure freedom and equality for women so that they can flourish. We cannot succeed when half of us are held back.

We call upon our sisters around the world to be brave – to embrace the strength within themselves and realise their full potential.

Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education for everyone. No one can stop us. We will speak for our rights and we will bring change through our voice. We must believe in the power and the strength of our words. Our words can change the world because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

Dear brothers and sisters, we must not forget that millions of people are suffering from poverty, injustice and ignorance. We must not forget that millions of children are out of schools. We must not forget that our sisters and brothers are waiting for a bright peaceful future.

So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful weapons.

One child, one teacher, one pen and one book can change the world.

Education is the only solution, Education First. ❖

出典：国際連合広報センター

http://www.unic.or.jp/news_press/features_backgrounders/4790/

日本語字幕付きのスピーチ動画（約18分）

http://www.unic.or.jp/texts_audiovisual/audio_visual/videos/women/

How I am feeling now...

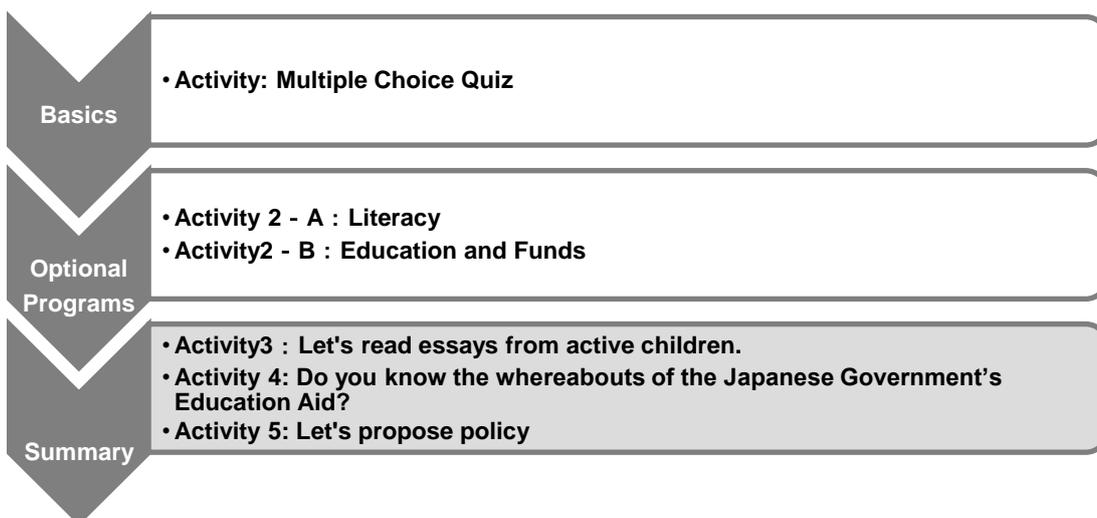
After reading the essays, circle the three that most fit what you are feeling now.

You can also write down any other feelings you have on the empty spaces.

Surprised.	Amazed!	How sad...
Angry.	Lost.	Worried.
Not my concern.	Unconvinced.	Excited.

Why did you choose those three?

Activity 4 : Do you know the whereabouts of the Japanese Government's Aid to education?



■ Purpose

1. To learn about the quality and the quantity of “Educational Aid” by the Japanese Government
2. To compare “Educational Aid” by the Japanese Government with other countries
3. To consider how “Educational Aid” should be spent in order for children all over the world to go to school
4. To learn about what the JNNE (Japan NGO Network for Education) advocates for the Japanese Government about Educational Aid.

■ Material

- Worksheet A to C (Refer to p.20 – 22, one for each group)
- Resource 1: The quality and quantity of “Educational Aid” by the Japanese Government (p.23)
- Resource 2: What Japanese education NGO's advocate (p.24)

■ Time

45 minutes

■ How to lead the activity

1. Distribute worksheet A for each group and check the number of students who cannot go to school and where they are from.
2. Distribute worksheet B for each group. Guess how much of the Japanese “Educational aid” is spent in each region and write this down on the worksheet. After filling out the worksheet, each group presents their answers and reasons.
3. Distribute worksheet C for each group and share the correct answers. Make the students discuss the questions on the worksheet. After finishing the discussion, each group shares their opinions with the whole class.
4. Distribute “Resource 1” for each group. The students learn about the quality and the quantity of “Educational Aid” by the Japanese Government.
5. Let the students share how they feel, what they think, and what they want to know more about.

- Distribute Resource 2 for each group. The students learn about what Japanese education NGOs advocate for the Japanese Government. → Go to Activity 5 , Let's propose policy

■ **For more information on the Japanese Aid to education: Go to our website.**

<http://www.jnne.org/gce2014/current.html>

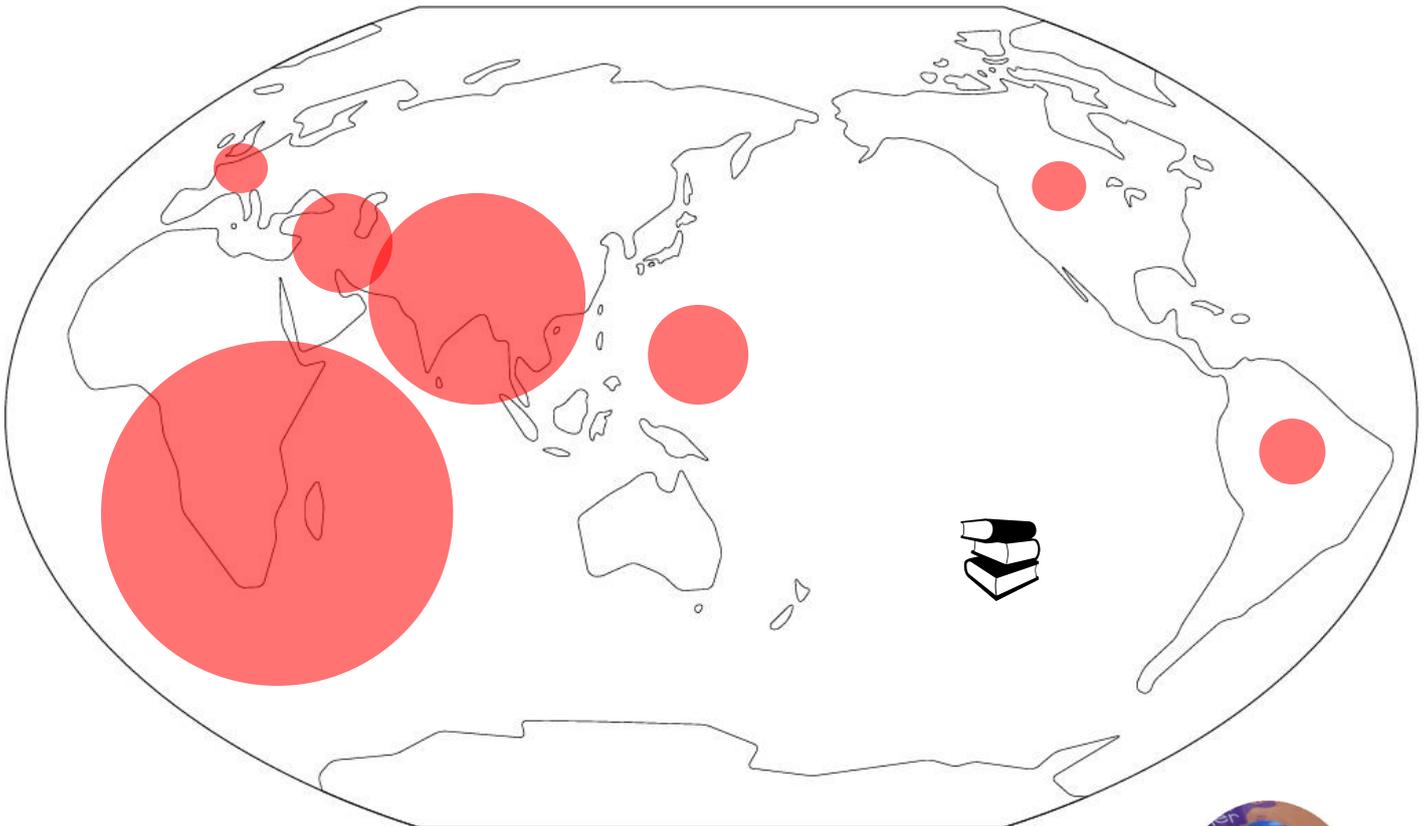
「もっと知りたい！世界の教育の現状」(Only Japanese available)

57 million children in the world cannot go to school.

One out of every 12 students cannot go to primary school.

Where are they from?

Imagine if 57 million children were just 100 people...



52 people are in Sub-Sahara Africa

22 people are in South and West Asia

9 people are in East Asia and the islands on the Pacific Ocean

8 people are in the Middle East

5 people are in Mid and South America

4 people are in Europe and North America

There are various reasons why they cannot go to school. Some of them need more schools and teachers. Some of them need to work because they are very poor. Some of them are told not to go to school because they are girls or have disabilities.



"We need more teachers!"
says a Nigerian girl.

The Japanese Government spends 92 billion yen of Official Development Assistance (ODA) for “education for the world”.

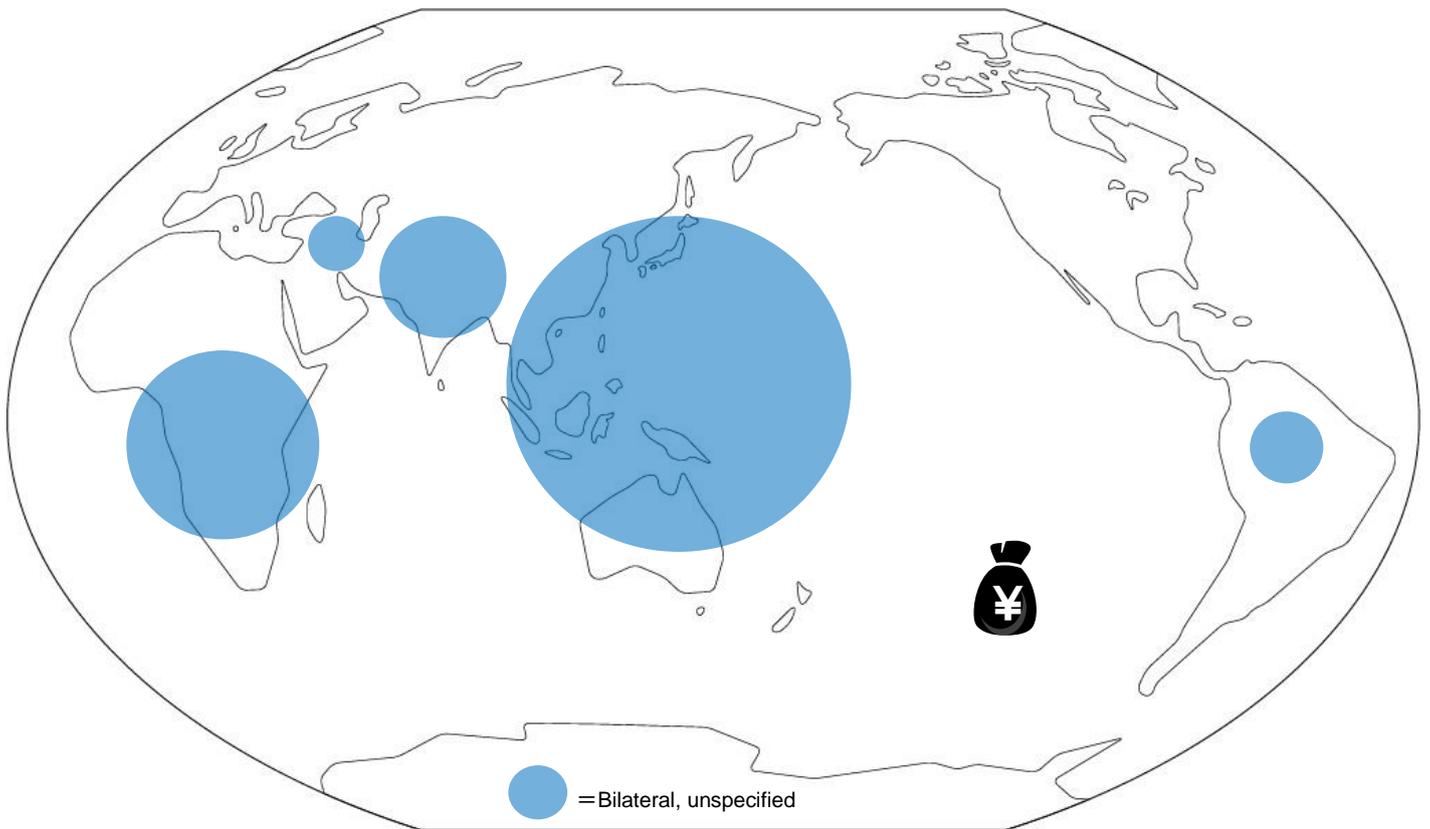
Where and for what do you think the money is spent?

Imagine 92 billion were a million and guess where and how the money is spent.

Region	If 100 people could not go to school in the world...	If the Japanese Government spent a million yen as educational assistance...
Sub-Sahara Africa	52 people	() yen
South & West Asia	22 people	() yen
East Asia & The Pacific Ocean	9 people	() yen
Middle East	8 people	() yen
Mid & South America	5 people	() yen
Europe and North America	4 people	() yen
Total	100 people	1 million yen

Why do you think so?

Imagine the Japanese government spent a million yen as “Aid to education”...



0.22 million yen goes to Sub-Sahara Africa

0.11 million yen goes to South and West Asia

0.55 million yen goes to East Asia and the islands on the Pacific Ocean

0.03 million yen goes to the Middle East.

0.05 million yen goes to Mid and South America.

Little goes to Europe and North America.

0.04 million yen is spent in unspecified region.

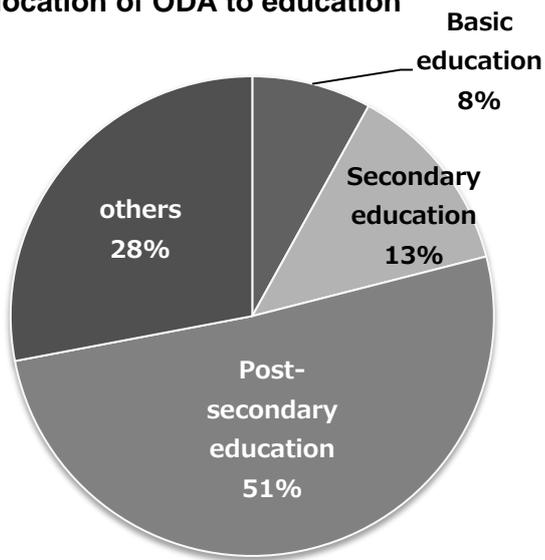
Were you correct?
How did it differ from your expectations?

For what do you think the Japanese Government spends ODA as “aid to education” ?

The Quality and Quantity of “Educational Aid” by the Japanese Government

Area Number of out of school children (Unit: millions)	Japanese Oversea Development Assistance (ODA) in 2011 (Unit: billions yen)				
	Total	Analysed by sector			
		Basic education	Secondary education	Post-Secondary Education	Education level unspecified
Sub-Saharan Africa 29.9	20.1 (22%)	2.5	3.1	0.7	13.7
South & West Asia 12.5	10.1 (11%)	1.8	4.7	2.2	1.5
East Asia and the Pacific Ocean 5.6	50.2 (55%)	1.6	1.5	41.4	5.7
The Middle East 4.9	3.0 (3%)	0.4	1.0	0.7	1.0
Mid & South America 2.85	4.5 (5%)	0.7	0.5	0.4	2.9
Europe and North America 1.25	0.3 (- %)	0.0	0.0	0.1	0.3
Bilateral, unspecified	3.8 (4%)	0.0	0.7	1.8	1.2
Total 57.0	92.0 (100%)	7.1 (8%)	11.6 (13%)	47.3 (28%)	26.1 (28%)

Allocation of ODA to education



- ✓ Basic education includes pre-school, primary schools, adult literacy and so on
 - ✓ Secondary education includes junior high schools, high schools, vocational training and so on
 - ✓ Post-secondary education includes university, graduate schools, scholarships for those who study in Japan
- ✕ In general, basic education refers to pre-school, primary and junior high school and adult literacy.

How the Japanese Government spends "Educational Aid"

1. **The amount for basic education is much smaller than for higher education. Moreover, the amount for those who study in JAPAN is quite large and the amount spent in developing nations is small.**
2. **The amount for middle income countries (Asia etc) is larger than low income countries (African countries etc).**

Ideally, how should the aid be allocated in order for all the children in the world to go to school?

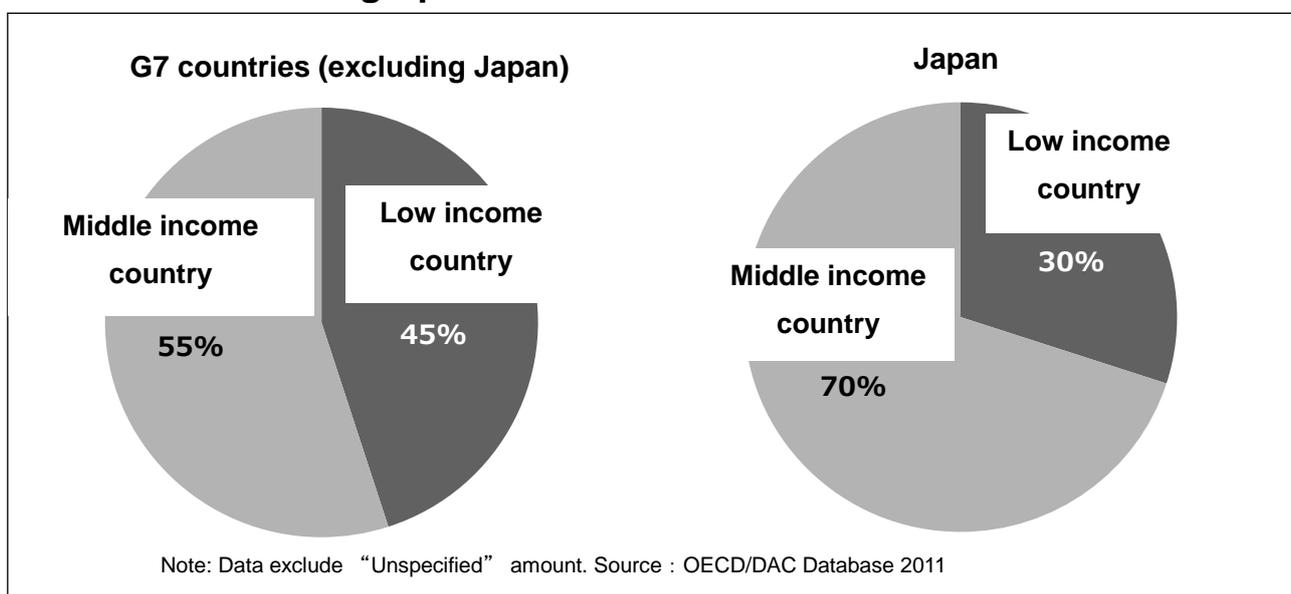
Four recommendations on Japan's aid to basic education by NGOs

JNNE, Japanese NGO Network working for education strongly urges the Japanese government to:

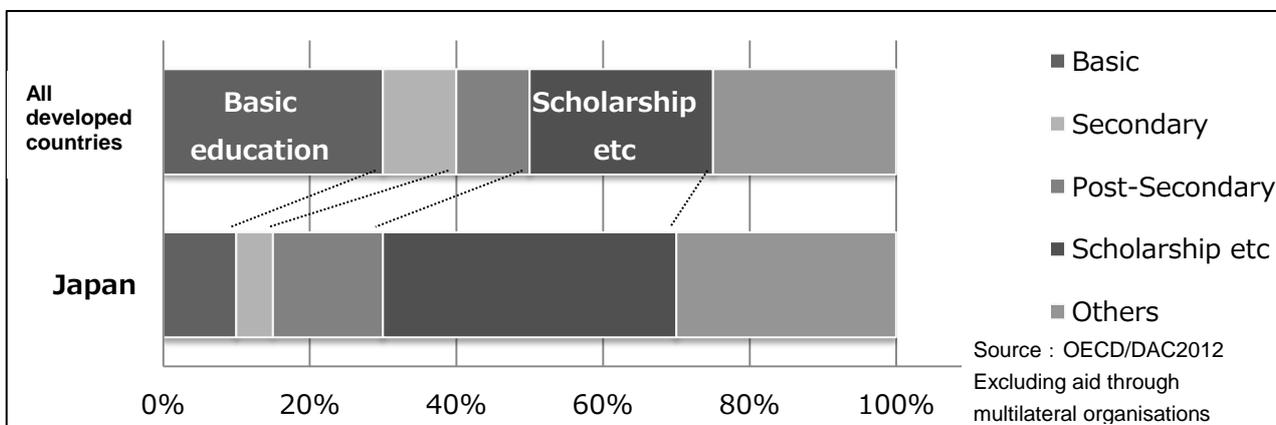
- 1 : Increase allocation of ODA to basic education
- 2 : Prioritize low income countries and fragile states.
- 3 : Expand financial support.
- 4 : More contribution to Global Partnership for Education Fund (GPE Fund).

※GPE Fund : The multilateral partnership devoted to getting all children in the poorest countries into school for a

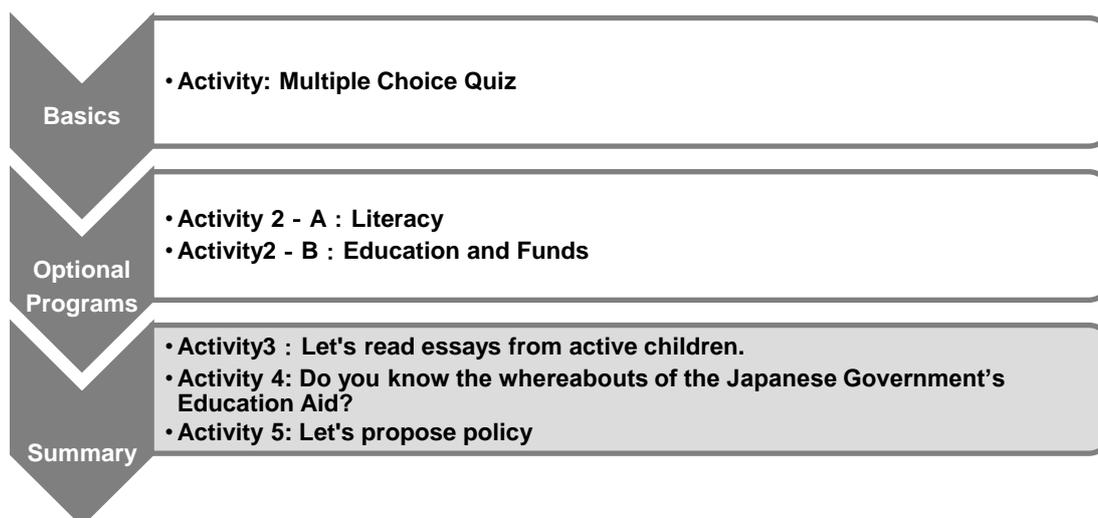
Geographical allocation of education aid



Sub-sector allocation of aid to education



Activity 5: Let's propose a policy!



■ Purpose

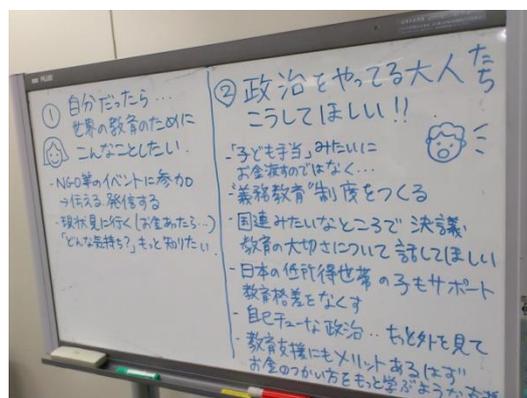
- To practice “children participation” by children expressing their opinions and suggestions.
- To experience “policy suggestion” by actually writing messages for the Japanese government, which will be sent to them in real.
- To know that people all over the world, including children, need to address the problem to achieve worldwide education for children.

■ Materials

- “Diamond Ranking” worksheet (p.26, one for each participant)
- Policy suggesting worksheet (p. 22 one for each small group)

■ Time

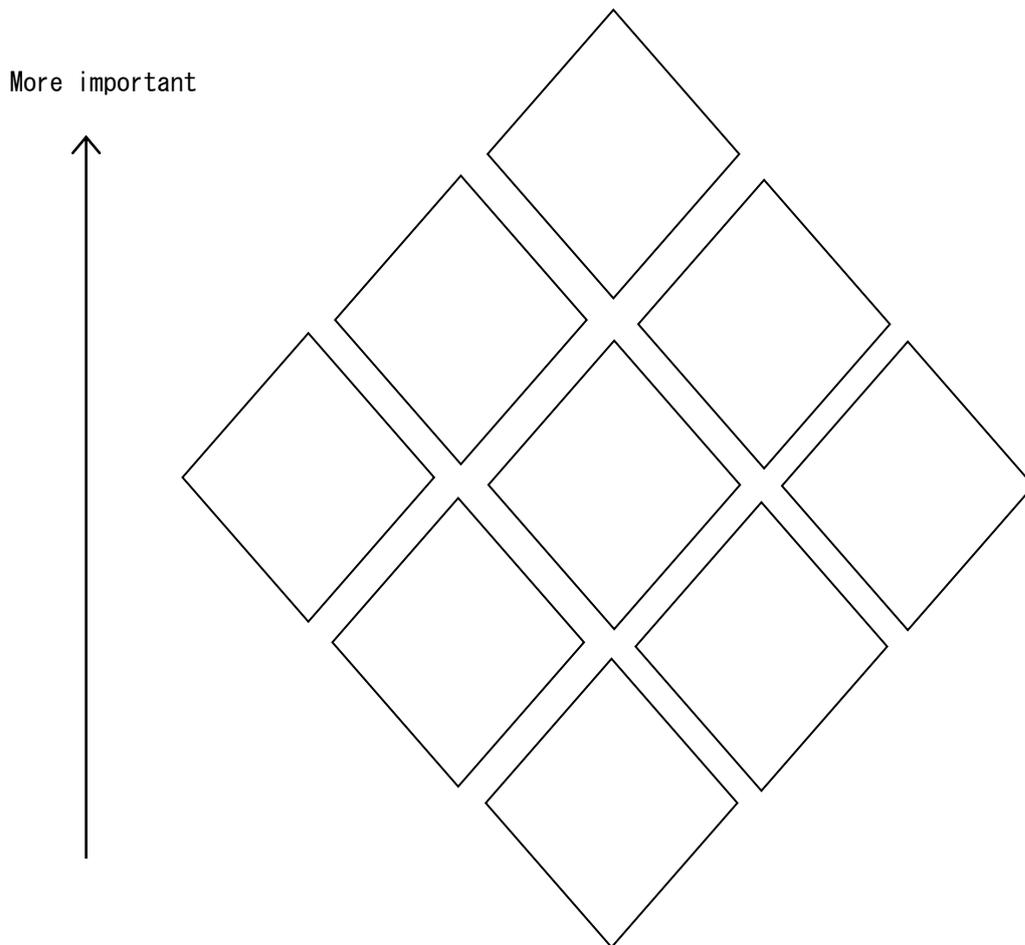
45 minutes



■ How to lead this activity

- The facilitator asks the question below, “Looking at the world, more than 57 million children cannot attend school. What can we do for all the children in the world to be able to go to school?”
- Diamond Ranking:** Hand out the diamond ranking worksheet to each participant. Participants are to work on their own. Then, participants should make some small groups of four to six participants, share what they wrote on the sheet within a group. They can ask each other questions if needed. Make sure to tell the participants to really listen to each other as there is no correct answer for the sheet.
- Policy suggestion :** As a group, fill out “policy suggesting worksheet”, based on the previous discussion on the “diamond ranking”
- Share with the whole class.

For all the children to be in school...
Choose from A to I, what you think is important and put them into each diamond,
with the most important at the very top.



- A. Appeal to Japanese politicians so that all children in the world can go to school.
- B. Donate money and goods to some education related NGOs.
- C. Go ahead and build schools in developing countries.
- D. Do more research on the importance of education and lives in developing countries.
- E. Share importance of education with many people, at school festival.
- F. Do nothing in particular.
- G. Promote activities of international cultural exchange and make friends with people from other countries.
- H. Share my thoughts with your family and friends.
- I. Post my opinion on newspapers.

If there are any other ideas, you can write them down in the empty spaces!

2. 終了後の手引き & 報告フォーム

- ・政策提言ワークシート（27頁）および以下の実施フォームをお送りください。事務局で取りまとめ、日本政府へ届けます。授業の様子を撮影した写真などもあれば、ぜひお送りください。
- ・ファックス、郵送、E-mailに添付のいずれかでお送りください。【締切日：2014年5月31日（土）】
- ・写真や感想文は、ホームページや報告書などでご紹介させていただくことがあります。
- ・事務局より、2014年7月中旬に報告書、参加証は1申込につき1枚お送りします。

FAX: 020-4662-2085 E-mail: advocacy@plan-japan.org

〒154-8545 東京都世田谷区三軒茶屋 2-11-22-11F プラン・ジャパン内

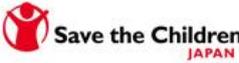
「世界一大きな授業」事務局宛

世界一大きな授業2014 報告フォーム

■参加人数	人
■実施日	2014年 月 日（ ）
■学校・グループ名	
■学校・グループの連絡先	〒 TEL: FAX: E-mail:
■ご担当者名	
■写真や感想シートを報告書などに使用させていただいても良いですか？ （ ）はい （ ）いいえ ※参加者のお名前は、イニシャルのみを使用します。	
■このキャンペーンに関するご意見・感想をご自由にご記入ください。	

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団体	主な活動	学校向けプログラム
(特活) 開発教育協会/DEAR TEL: 03-5844-3630 URL: http://www.dear.or.jp		
 開発教育協会	全国の教員や NGO とともに開発教育を推進する教育 NGO です。教育現場で使える国際理解や ESD 教材の作成、ワークショップや教員研修、政策提言に取り組んでいます。	「ワークショップ版・世界がもし 100 人の村だったら」「写真で学ぼう！地球の食卓」「貿易ゲーム」など教材を多数出版しています。先生向けのワークショップや研修会も随時開催。
(公社) シャンティ国際ボランティア会 TEL: 03-5360-1233 URL: http://www.sva.or.jp		
	カンボジア、ラオス、ミャンマー（ビルマ）難民キャンプ、アフガニスタン、タイ、日本国内で、おはなし、絵本出版などの図書館活動と学校建設を中心とした教育・文化支援活動を行っています。	<ul style="list-style-type: none"> ・「絵本を届ける運動」日本の絵本に翻訳文を印刷したシールを貼り付ける活動 ・「リサイクル・ブック・エイド」読まなくなった本の寄付
(公社) セーブ・ザ・チルドレン・ジャパン TEL: 03-6859-6869 URL: http://www.savechildren.or.jp		
	国連公認の国際 NGO。子どもの権利の実現を目指し、日本を含む世界約 120 か国以上で、教育や保健・栄養など、子どものための支援活動を展開しています。	<ul style="list-style-type: none"> ・世界の子ども の状況や国際協力活動、子どもの権利を知るための教材販売 ・参加型学習プログラムの実施（事務局訪問・講師派遣）
(公財) 日本 YMCA 同盟 TEL: 03-5367-6640 URL: http://www.ymcajapan.org		
	世界 119 の国と地域にひろがる国際団体で、平和、子どもの権利、青少年教育などの分野で、地域のニーズに即したプログラムを提供しています。	国内では 35 の都市に YMCA があり、YMCA による国際協力活動についての学びやボランティア活動の機会を地域に提供しています。
(公財) プラン・ジャパン TEL: 03-5481-0030 URL: http://www.plan-japan.org		
	途上国 50 か国で、子どもとともに地域開発を進める NGO。途上国の子どもと手紙などで交流するプラン・スポンサーシップが特徴。クラス単位での交流もできます。	<ul style="list-style-type: none"> ・開発教育教材『女の子にはチカラがある～未来を創るジェンダー教育』の配布 ・参加型学習プログラムの実施（事務局訪問・講師派遣）
(特活) フリー・ザ・チルドレン・ジャパン TEL: 03-6321-8948 URL: http://www.ftcj.com		
	1995 年、カナダにて当時 12 歳のクレイグ・キールパーガー少年によって設立された国際協力団体です。子どもが主体的に活動することを大切にしています。つまり、「子どもが子どもを支援する」国際協力を合言葉に活動しています。	<ul style="list-style-type: none"> ・リーダシップトレーニング講座 ・子ども活動応援ウェブサイト ・「はたらく子どもシミュレーション・カードゲームセット」（貸出） ・子ども向け書籍 ・「働く子ども紹介パネルセット」貸出
(特活) ラオスのこども TEL: 03-3755-1603 URL: http://deknoylao.org/		
	ラオスの人々の絵本、紙芝居などの作品づくりを応援し、小学校などに届けています。日本では、日本の絵本にラオス語を張り、ラオスに送るボランティア活動に多くの人が参加しています。	日本の絵本にラオス語の翻訳を貼ってラオスに送りませんか。貼った人のサイン入り絵本が子どもたち楽しく読まれます。

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