

ラーニングクラスター2016-2017
ハイスクール平和提言

Gender Equality Through Education
教育によるジェンダー平等

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概要

2015年に国連が制定した持続可能な開発目標（SDGs）の一つにジェンダー平等の実現という目標があります。ジェンダー平等の実現とは、全ての人が自分の性別のために差別される事なく、どの分野においても平等に活躍できる社会の実現を指します。私たちは、日本が教育面でのジェンダー平等は達成できているのに、政治や経済の世界では大きなジェンダー不平等が厳然と存在することや、ジェンダー平等の達成に近づいている国が“教育”に力を入れている事から、ジェンダー平等の実現の為には、教育が大きな役割を果たすと考えました。そこで私達は、関西創価高校のジェンダー平等についての現状を調べ、その現状を改善する提案をするために、二つのリサーチクエスチョンを考えました。

- 関西創価高校の男子生徒と女子生徒は、ジェンダー平等についてどのように考えているのか。
- 関西創価高校の先生はジェンダー平等についてどのように思っているのか。

このリサーチクエスチョンを元に、学校内でアンケート調査とインタビューを行いました。この校内での調査の結果、男子生徒と女子生徒の間に大きな意見の違いがある事がわかりました。女子生徒はジェンダー問題を自分自身の問題として捉えている人が多い一方で、男子生徒はジェンダー問題を女性だけの問題と考えている人が多いことがわかりました。この結果を受けて私達は、もっと多くの生徒にジェンダー平等について関心を持ってもらう事と、男女間のジェンダー問題に対する認識の違いを克服する必要があると考えました。そこで私達は、まず関西創価高校のGRITの活動の一環として、ジェンダー平等についての対話・ディベートの促進、ジェンダー問題をリサーチするクラブ、そして生徒一人ひとりが個性を尊重し合う日、個性デーの設置を提案します。

Gender Equality Through Education

Gender Equality is one of the fundamental human rights and is connected to all types of people in all countries and during all periods of time. Although human beings have a long history concerning this issue, a lot of gender inequality still remains. Currently, almost every child in Japan can receive education. However, in general, since people's ideologies and perspectives generate gender inequality, not only access to education, but also quality of education is one of the keys to transform their thinking in a positive way. Thus, this proposal will show the research entitled "Gender Equality through Education."

Literature Review

Of the 17 Sustainable Development Goals (SDGs) adopted by United Nations, this proposal addresses the goal number five, "Achieve gender equality and empower all women and girls," including several comprehensive targets that were established to end all discrimination against women (United Nation, Sustainable Development goals 5 Gender Equality and Women's Empowerment, 2015). Gender Equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys (UN Women, OSAGI Gender Mainstreaming, Concept and definitions). While "sex" generally means a biological difference, "gender" points out classification based on the social roles and the individual's personal awareness or identity (Professor of Soka university of America, Sarah England, 2017). Gender equality does not indicate that women and men are the same but that they have equal value and deserve to have equal treatment (International Planned Parenthood Federation).

Education and Gender Equality

World Economic Forum, an international organization for public-private cooperation, reported Gender Gap Report, showing in the 2016 Report the rank of over 140 economies according to how well they are giving consideration to their female resources, based on economic, educational, health-based and political indicators. It reveals that extra efforts towards gender equality have been made through education in top ranked nations: Nordic countries (World Economic Forum/ Gender Gap Report, 2016). For instance, official Nordic co-operation emphasizes, “school is an important arena for work to break down gender stereotypes and promote alternative forms of masculinity, education and career choices,”(Norden.org, 2014). Interventions in the education sector cannot solve the problems of gender inequality in society, yet education can have a major impact on the lives of girls and boys (Swedish Agency for Development Evaluation, Gender equality in and through Education, 2011).

Also, Philippines, ranked 7th which is highest rank in Asia, has been trying to avoid curricular contents which might create gender bias such as sexist terms, expressions based on fixed view toward women’s roles in textbooks or teaching materials (Public education in the Philippines on Gender and policies for women, Yukiko Oda, 2000).

Gender Equality in Japan

One possible reason of low rank of Japan is cultural aspects in history. From 8th to 12th century, Japan used to have women emperors, and women used to be able to inherit their property in their own names and managed the property by their own decision (Mikado Shimbun). Since the late Edo period, however, the status of women worsened because of the Tokugawa law which alienated women from politics and education. As a matter of fact, most

girls were not educated at that time. Their teachers taught them only their household duties and simpler written Japanese characters, allowing them to learn only basic literature. Since that time, women have been classified under men. For example, women had no entitlement and were given no choice in which man to marry. Even in the Meiji period, many women did not work voluntarily but were constantly manipulated and completely denied freedom.

In 1872, 20,000 schools were newly established and the enrollment of females was 23% since Fundamental Code of Education was enacted. However, from ages 8-to-15-years female students were taught only English, sewing, and craft with the mantra of “good wife and wise mother,” indicating that girls needed to think of their family first. In modern Japanese society, women's high school enrollment is high while the level of gender equality remains low (Life for Japanese Women).

Gender Equality in Japan and Education

According to TALIS (Teaching and Learning International Survey, 2013), the number of female teachers in Japan is 39% which is below global average (68.1%) and was the lowest in the participating countries and regions. Japanese female teachers tend to evade the managerial post because keeping balance of its task and housework is difficult. Although the government set a goal of increasing the proportion of female principals and vice principals to 30%, it was revealed that promotion of women was not advanced in the school-education field compared to other countries (Nikkei Shimbun 2014). In education, the proportion of female students who are in faculty of science or engineering at universities in Japan is only 14.7% of the whole. So-called STEM of Science, Technology, Engineering, Mathematics fields is employed not only in Japan but around the world, but the percentage of women in these fields is small. Both girls and boys have indicated an interest in science in elementary

school student survey, to the tune of 66% of girls, 68% respectively. In fact, however, to draw a picture of scientists, most of the children draw a man wearing a white coat. Through such stereotypes, by the time they become a second-year junior high school, boys are interested in the occupation of STEM two times higher than girls (Ministry of Education, Culture, Sports, and Science (Ministry of FY 2013 School Basic Survey)).

Findings from Tokyo Fieldwork

Learning Cluster students participated in the Fieldwork which was conducted from July 21st to 23 in Tokyo. Kayoko Fukushima, one representative officer of UN women in Japan, emphasized: Gender Equality will not be achieved if only women works for women, so raising awareness of the men is important. Also, Tatsuro Sakamoto, a male professor in Gender studies at Soka University, appealed to two different kinds of Education toward Gender Equality: Realistic Education and Humanistic Education. While the realistic education aims for students to acquire certain widely-used knowledge, the humanistic education, which calls up an original nature of a person unrelated to gender differences, intends to teach students how to apply general knowledge they gained into daily life. In particular, the two professors both emphasized about the importance of men's revolution of consciousness toward gender issues.

Research Question

After researching about gender equality, we found that education is a key to promote gender equality. Understanding the importance of education, we made two research questions. Based on the questions, we conducted further research. These are the research questions:

1. How do the male and female students think about Gender Equality in Kansai Soka High

School?

2. What is the teacher's attitude toward Gender Equality in Kansai Soka High School?

Methodology

Understanding the value of each student's quality regardless of gender, our group first conducted these following methods to gain facts of students' recognition.

Questionnaire to students: The questionnaire survey (Appendix A and B) was conducted in Kansai Soka High School on November 5, 2016. Survey was conducted in 3 classes from 11 and 12 graders (6 classes/ 257 students in total) in order to know current Kansai Soka High School students' attitudes as a whole, considering different maturity level.

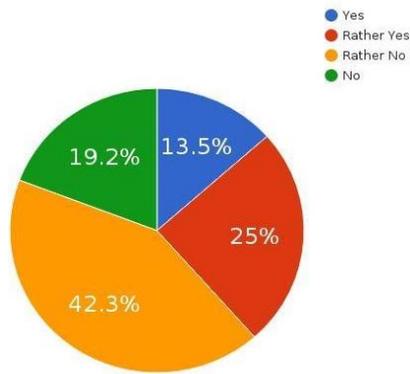
Questionnaire to teachers: In order to understand the perceptions of teachers, 9 teachers were given the questionnaire (Appendix C and D). Though the sample size is small due to the limitation of time, the questionnaire could gather the in-depth view of teachers.

Interview with students: Interviews with 15 students regardless grades (Appendix E and F) were conducted to find more specific ideas which might not be gained by questionnaire.

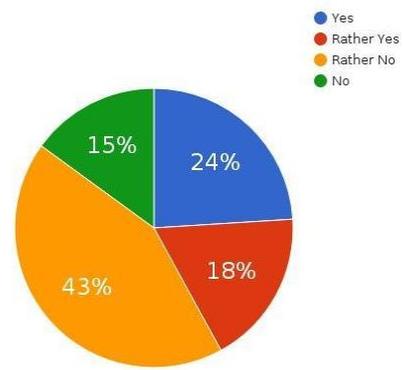
Results

Questionnaire to students: To know how the students think about Gender Equality, surveys (Appendix and B) were conducted for 156 students from the 11th grade (74 boys and 82 girls) and 101 students from the 12th grade (36 boys, 39 girls, and 26 unknown) from November 7th to 10th. These are the results:

- 1) Do you think there is gender inequality in this school?



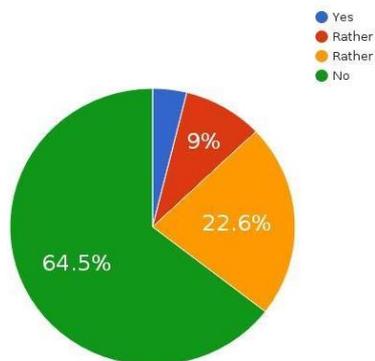
11th graders



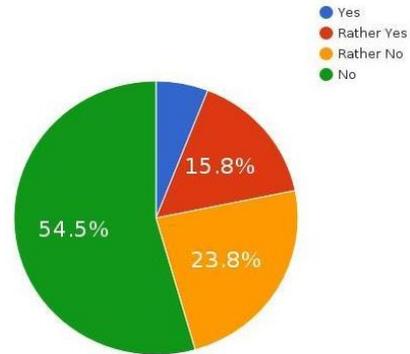
12th graders

From this question, 61.5% of the 11th graders chose either “No,” or “Rather No,” and 38.5% of the students chose either “Yes,” or “Rather Yes.” Also, 58% of the 12th graders chose “No,” or “Rather No,” and 42% of the students chose “Yes,” or “Rather Yes,” in 12th graders below.

2) Do you mind talking about gender issues (ex: income gaps and education differences) with opposite sex?



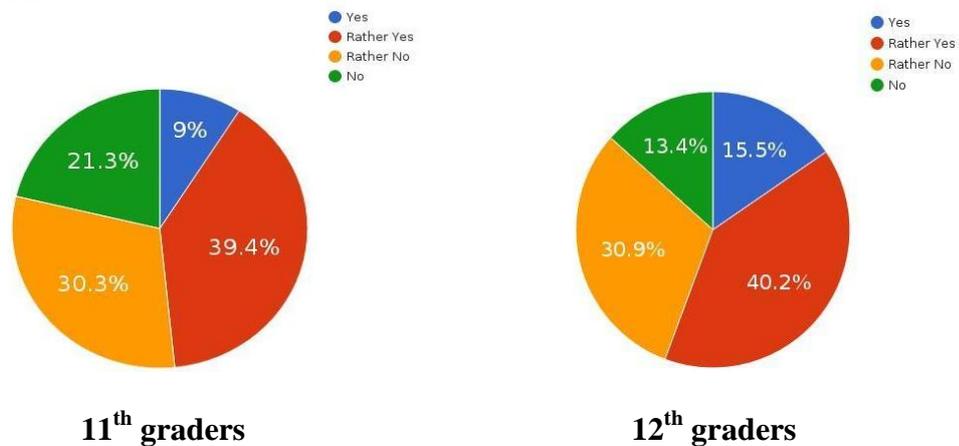
11th graders



12th graders

From this question, 87.1% of the 11th graders chose either “No,” or “Rather No,” and 12.9% of the students chose either “Yes,” or “Rather Yes”. In 12th graders, 78.3% of the students chose either “No” or “Rather No,” and 21.7% of the students chose “Yes,” or “Rather Yes,”.

3) Do you deliberately care about gender issues? (Do you recognize gender equality?)
such as income gap, education differences.



From this question, 51.6% of the 11th graders chose either “No,” or “Rather No,” and 48.4% of the 11th graders chose either “Yes,” or “Rather Yes”. Also, 44.3% of the students chose “No,” or “Rather No,” and 55.7% of the students chose “Yes,” or “Rather Yes,” in 12th graders. In addition, in both 11th and 12th graders, most students who chose “No,” or “Rather No,” said that they do not face any gender issues. Meanwhile, many students who chose “Yes,” or “Rather Yes,” said that they recognize gender inequalities in daily life.

Questionnaire to teachers: With regard to the first question (Appendix C and D), all teachers answered they tried to care about the attitude toward students in some way. For example, 78 % of the teachers answered that they care about the gender difference, and 22 % of the teachers said that they put more emphasis on equality of both gender. Regarding the second question, although teachers admitted this school education did not target for gender equality, the education valuing the individuality simultaneously contributed to the gender equality. Also, some teachers suggested that we should value the privilege of each gender.

Interview with students: To know students’ recognition more closely, mainly three

questions (Appendix E and F) were asked to 15 students (8 girls and 7 boys). Some of the responses are as follows: On being asked what gender equality meant, most students said, “the world that respects each other” and “a society seeing a person as one human being.” When students were asked if they felt gender inequality, few of the students answered, “I don't feel gender inequality.” To the question, “how they think school can contribute for achieving gender equality in school?” most of the students mentioned about teachers’ way of educating students. Moreover, some proposed making an opportunity to discuss about Gender Equality.

Discussion

Regarding the question whether students are interested in gender issues, we found that, in general, while girls regard gender issues as the problems related to them, boys see gender issues as just messy affairs. One of the reasons is that boys consider the gender issues as the women's issues, and they do not think that they can benefit from promoting gender equality.

Although we had originally predicted that most of the students think that gender inequality is unlikely to happen in Kansai Soka High School, there were students who think that gender inequality exists in this school at a higher rate (40 %) than we expected. Nevertheless, slightly more than half of the students (60 %) still did not think that gender inequality exists in this school. This little difference may show that each individual has different criteria of gender equality, and this different recognition can generally create gender inequality.

Proposal

Based on this research this proposal suggests two important concepts, 1: respecting differences of gender, 2: respecting individual’s unique quality that all people have regardless

gender which lead to following solutions which could be helpful for gender equality as part of Kansai Soka high school's super global high school (SGH) programs, GRIT. First concept is for first two proposals, and second concept is for last proposal.

First suggestion is that having a discussion and debate regarding only gender equality along with a first concept. As the survey shows, there are differences of consciousness toward gender issues between boys and girls. Students will be required to take photos of something which possibly creates the feeling of gender inequality and bring it to school to share. After girls and boys separately discuss the matters, they will do the same thing with opposite sex. They can feel the different recognition depends on gender by sharing their thoughts face to face. As for the debate, students will be randomly divided into pros and cons group of a certain matter such as women-only train and different title of someone. Through the debate, we expect that the students can know about various opinions about gender equality and develop their capacity to empathize with others.

Second, gender research club should be set so that more both male and female students can be easily involved in this topic. By cultivating a better understanding between each other, we hope that this group can collaborate with the girls meeting, which has been traditionally held to educate girls in our school where began as a girl's school. We believe that boys also have a responsibility as much as girls to know what our founder, Dr. Ikeda wishes for girl education.

Along with the second concept, third proposal, which is creating a "Kosei-Day" (Personality day) is introduced. From the findings of Tokyo Fieldwork, it can be possible to set unique way of education, humanistic education, which emphasizes individual's quality regardless gender. This idea would not only develop students' relationship each other simply,

but also, in this process, eliminate the feeling of inequality. Students can feel they are valued as one distinctive individual. In a broader meaning, this will reduce students' pain of inequality deriving from various differences, not only gender but also race, religion, and nationality. On this day, students will be expected to discuss their unique good points each other, present their good points in front of classmates, and/or create cards or posters of classmates to exhibit this work.

Finally, this proposal would be spread outcomes of research through Kansai Soka Website.

Limitation

There are some limitations of our research. Firstly, our survey result was basically obtained only from Kansai Soka High school. It may not reflect all high school students' opinions in Japan. Also, regarding questionnaire, since some students did not specify their gender, the number was not matched properly. As for interview for teachers, we could not report their gender due to personal information protection.

Conclusion

Gender equality is a primary issue which every person has a connection with. From those research findings, inequality may derive from different recognition of people. However, difference cannot be disregard. Rather than reducing or correct differences, it should be respected and appreciated through sharing in positive way. While respecting differences of gender, not just absence of inequality or beyond inequality, individual's unique quality should be ultimately respected. People should deliberately care about value of one person regardless of which gender. Finally, it would be a less critical issue whether both gender is equal or not in the process of awakenings of individual's qualities in each other.

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Appendix A

<2016年度 ラーニングクラスター アンケート>

この度、私たちラーニングクラスターの Gender Equality (男女平等)グループは、リサーチの一環として皆さんにアンケート協力をしていただきたく思っております。全ての質問への回答をご協力お願いします。

※選択肢は最も当てはまるもの1つに丸をつけて下さい。

4	はい
3	どちらかといえば、はい
2	どちらかといえば、いいえ
1	いいえ

性別：（男・女）

Q1: 学園にはジェンダー不平等（男女格差）が存在すると感じますか。

4・3・2・1

*Q1 で4または3を選んだ方のみ Q2 の質問に答えてください

Q2: 学園で男女平等な環境をつくるにはどのような活動を行うべきだと考えますか。できるだけ具体的にお書きください。

Q3: 異性とジェンダー（男女格差）問題（例:男女の賃金格差や教育格差など）について話すことに抵抗を感じますか。

4・3・2・1

Q4: ジェンダー（男女差）問題（例:男女の賃金格差や教育格差など）について興味を持っていますか。

4・3・2・1

Q5:それはなぜですか。簡潔に理由をお書きください。

何か感想やコメント等がありましたらご自由にお書きください。

アンケートは以上です。ご協力本当にありがとうございました。なお、本アンケートでご記入いただいた情報は、本アンケートに関わる目的にのみ使用し、他の目的には使用いたしません。

Gender Equality Group

3-5 好井 杏梨、3-3 大塚 将弘、2-5 依田 晴美、2-3 川合 勇一

Appendix B
< Learning Cluster Questionnaire 2016 >

In this time, our group (Gender Equality Group) would like you to answer the questionnaire as a part of our research. Please answer all of the questions.

*Put a circle to one “most” applying thing.

4	Yes
3	Rather Yes
2	Rather No
1	No

Gender: (Male/ Female)

Q1: Do you think there is gender inequality in this school?

4 • 3 • 2 • 1

*Answer the Q2 only if you chose 3 or 4 as the option in Q1.

Q2: What do you think school should do to have an equal society in school? Please suggest one or two methods if you could.

Q3: Do you mind talking about gender issues (e.g.: gender wage gap, educational inequality) with the opposite sex?

4 • 3 • 2 • 1

Q4: Do you deliberately care about gender issues (e.g.: gender wage gap, educational inequality)?

4 • 3 • 2 • 1

Q5: If so, why do you do so?

Please write any comments if you have.

Thank you for your cooperation.

Also, we do not use the information of the questionnaire outside our research

Gender Equality Group

3-5 Anri Yoshii, 3-3 Masahiro Otsuka, 2-5 Harumi Yoda, 2-3 Yuichi Kawai

Appendix C

LC アンケート

ジェンダーグループ 3-5 好井杏梨、3-3 大塚将弘、2-5 依田晴美、2-3 川合勇一

私たちはラーニングクラスターでジェンダーについて学んでいます。そこで、先生方に関する実態を調査したく以下の質問を考えました。お忙しいところ恐縮ですが、ご協力いただければ幸いです。

1. 男女の性別の違いによって態度や接し方に何か気をつけようと心がけていることはありますか？

2. 一般的に、この学校の教育がどのように男女平等に貢献すると思いますか？（どのような学校教育が学校の男女平等に貢献すると思いますか？）

ご協力ありがとうございました。

Appendix E

生徒へのインタビューの質問

- 男女平等とはどういう意味だと思いますか？
- 学園には男女不平等があると思いますか？(学園で男女不平等を感じたことはありますか？)
- 学校は学校の中での男女平等に貢献できると思いますか？

Appendix F

Questions for Interview with students

- What do you think "Gender Equality" is?
- Do you think there is gender inequality in this school? (Have you ever sensed gender inequality in Kansai Soka High School?)
- How do you think school can contribute for achieving gender equality in school?