



PRAGUE POST  
ENDOWMENT FUND

# NEWSPAPERS IN EDUCATION

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## THE PRAGUE POST

*The Prague Post*, May 7, 2003  
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### Warmth, relaxation – and a whipping

#### BEFORE READING

Have you ever been to a sauna? Describe to your class-mates what it looked like. What is the procedure in sauna like? Why do people go to saunas? What effect does it have on your health?

#### AFTER READING

##### Answer the following questions:

1. What is *banya*?
2. What did the Apostle Andrew write about *banya*? What did he think about it?
3. What is the most famous Russian bathhouse?
4. What is the history of this bathhouse?

5. What traditions were connected with this place?
6. How is Sanduny *banya* used in these days?
7. How many sections does it have and how are they divided?
8. What are the prices like?
9. What is the proper method of taking in the *banya*? (use information from the whole article)
10. What is *predbanik*? What does it look like in Sanduny?
11. What is *moechnaya*?
12. What is the difference between typical sauna and Russian sauna?
13. What effect does sauna have on one's health?
14. What should people that attend the sauna for the first time do?
15. What is *veniki*? What are they used for?
16. Who is *Bannik*? What do people do to make him happy?

#### Vocabulary:

*anointing* – pomazání  
*tallow* – lůj  
*to drench* – promočit, (z)máčet  
*torment* – muka, trápení  
*tycoon* – magnát  
*to don* – vzít na sebe, obléci  
*to squirm* – vrtět se  
*bundle* – svazek  
*cantankerous* – hádav, popudliv  
*furnace* – vysoká pec  
*to placate* – (u)smířit



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### TIME names local scientist a 'hero'

#### BEFORE READING

Think about a hero in your neighborhood, your town or in your region. Get more information about his/her heroic deed and write an essay about him/her. What makes a person a hero? Have you ever done anything "heroic"?



#### AFTER READING

##### Answer the following questions:

1. Who is Josef Křeček?
2. How was his work appraised by the *TIME Europe* magazine?
3. How many people were named to the magazine's inaugural list?
4. What kinds of people were listed there? What did they do?
5. What did Mr. Křeček do? What did he discover? What conditions did he live in during the communist regime?
6. What does the editor of *TIME Europe* say about the heroes?
7. What other awards did Mr. Křeček and his colleague receive?
8. Who is a hero according to Mr. Křeček?

#### Research:

You've read what the situation in Jizerské hory was like some years ago. Do research and find out what the situation is there like now. Work in groups. Getting information from newspapers, magazines, the Internet, or contact environmental NGOs or meet people involved in revitalization of Jizerské hory.

#### Vocabulary:

*dogged* – tvrdošijn, houževnat  
*to halt* – zastavit  
*to bar* – zakázat  
*to vindicate* – obhájit, ospravedlnit  
*to topple* – svalit, svrhnout

### WORKSHOP

More information on the Prague Post Endowment Fund's workshop can be found on the last page of Newspapers in Education.

# WOMEN'S RIGHTS

**Do you believe that all people are equal?**

Do you think that some people are "more equal than the others"? Why do/don't you think so? If there is such a thing, can you give examples of this type of "equality" from today's world?

**We know (and you have probably already said that) that ALL PEOPLE ARE EQUAL, but do all people behave according to this principle?**



When all people are equal, it means that men and women are equal as well. Do you think that people agree with this? Do you think that they live according to this? **Give examples of violations of women's rights.** In groups make a deeper investigation of these cases of discrimination. Present your results to your class.

**Could we say that there are men's daily tasks and women's daily tasks? Could you list them?** Decide what men do and what women do in different societies. Make lists of men's responsibilities and tasks and women's responsibilities and tasks in different parts of the world: in Europe, in Africa, in North America, in Middle East. When you look at all your lists, do you think that men and women have an equal load of duties, responsibilities and daily tasks?

A committee of the U.N. – UNIFEM (United Nations Development Fund for Women) along with other NGOs organized a project in countries of the Third World in order to raise awareness of equality of both sexes. This is part of the report:

*"One of the very simple diagnostic tools that was useful in helping these communities to analyze themselves was to ask that they list all of the daily tasks of the average woman in the area," said Dr. Richard Grieser, who was one of the initial trainers in Cameroon. "Then we asked them to list the daily tasks of the average man," Dr. Grieser said. "And the difference in the work load was always so striking. In fact, the men often got very embarrassed, because the list was never even half as long as that of the women."*

This was an example from Africa. What was on your list of duties and

daily tasks of men and women in Europe like?

**Where can we find the roots of the idea that women are not equal to men? Think about history of humankind.** For each period of time find information about how women were treated and what their position in society was like.

**What about famous philosophers? What did Plato and his student Aristotle think about women?**

Plato, said in a simple way, believed that women have the same capacity for reason as men and that they can show this intellect when educated and freed from home duties. Plato was for the idea of having women in governments.

We would expect his student, Aristotle, to further develop this thought. But Aristotle said that women "miss something" and that they are "incomplete men". He also said that children inherit only their father's character and nature.

In Middle Ages the ideas of Aristotle (and not Plato) were adopted and it affected the whole society and religion of that time.

**Think about religions. What do they say about the women's role and how are women treated there?**



**Do research concerning how women were seen in different times of history.**

**And what about now?**

In 1995 (September 4-15) **The Fourth World Conference on Women** was held by the U.N. in Beijing. Representatives from more than 180 countries met there to discuss the issues of equality.

The conference presented a new study on the status of women worldwide, and it showed that in no country are women offered the same education and health opportunities as men, women seriously lag behind men in economic and political status, and violence against women is rampant. It found that:

- more than 900 million women are living in poverty;
- an estimated 1 million children, mostly girls, are forced into prostitution annually;
- an estimated 1 in 6 women in sever-

al major Western countries is raped during her lifetime;

- and women occupy only 14 percent of top managerial jobs in the world, 10 percent of national legislative seats, and 6 percent of cabinet level positions.

The report estimated the annual value of the unpaid and underpaid work done by women to be \$11 trillion.

By the end of the conference it was determined that much remains to be done, and the government representatives adopted a Declaration and Platform for Action aimed at launching a global campaign to bring women into full and equal participation in all spheres of public and private life worldwide. The Platform addresses twelve critical areas of concern: poverty, education, health, violence, armed conflict, economic structures, power sharing and decision-making, mechanisms to promote the advancement of women, human rights, the media, the environment, and female children.

## Inequities

Either by law or by custom, women in many countries still lack rights to:

- Own land and to inherit property
- Obtain access to credit
- Attend and stay in school
- Earn income and move up in their work, free from discrimination
- Have access to services that meet their sexual and reproductive health needs

## Illiteracy

Many women worldwide do not have access to education. They cannot write and read.

Education offers the best chance for a better life, yet two thirds of the 960 million illiterate adults in the world are female! (It means that almost every 6th woman in the world is illiterate.) Of the 130 million children not enrolled in primary school, two thirds are girls.



Courtesy of UNIFEM

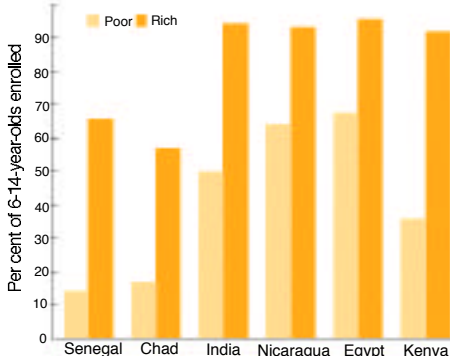
When a family can cover school tuition, then usually a boy is sent to school and girls stay at home and work and help the family. Sometimes schools are free but parents have to buy school uniforms and school supplies for their children. Very often they cannot pay that much money. Poor communities, where women's roles are limited, they often do not believe that a girl needs formal education to be a wife and mother. Schooling is seen as attracting better-educated and financially successful husbands, but parents expect the benefits of education will go to the husband's family, not their own.

**Should all people have access to education? Can you imagine your life without being able to read what is written in a letter you received or without an opportunity to respond to that letter?**

**What kind of education should all people have?**

The gender gap is typically wider at higher levels of schooling. Women in South Asia have only half as many years of education as men, and female enrolment rates at the secondary level are only two thirds of male rates. In sub-Saharan Africa, girls' school attendance at age 12-13 is 80 per cent that of boys but by age 18-19, only half as many girls as boys are attending school.

**Graph:** Wealth disparities in school environment  
Per cent of children aged 6-14 enrolled in school in poorest and richest 20 per cent of households, selected countries



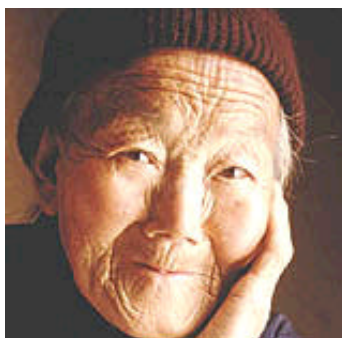
Source: www.unfpa.org

Some experts believe it is wiser to invest in expanding and improving education for all children than to target resources towards girls, which they argue may reduce those available for boys. Another view is that programs designed for girls' needs are required to get them into the classroom and stay there.

**What do you think about this? If you had two children – one boy and one girl – and you had money for**

**only one child of yours to attend school – would you send the boy or the girl to school? Why?**

These organizations are not also sure if they should concentrate on educating girls or to include reducing illiteracy among adult women. What do you think?



Courtesy of UNIFEM

### Family funds

Do you remember the project in Cameroon we mentioned earlier? Here is what one of the organizers says about money in families. *“The people themselves are realizing not only that women have rights in society, but that they have important things to offer,” said Mr. Tiati of Cameroon. “For example, many men now recognize that the woman has the ability to manage money, much better than men, who frequently spend too much on alcohol. And so one of the results of the project is that in most of the families that are involved, the woman is now taking custody of the money or at least they are consulting about how the money is spent.”*

Do you agree that when women are given money, they manage it better? Why is it so?

Remember: there are several areas in the world where people live in poverty – for less than a dollar (30 Kč!) a day. See the table on page 4.

For more information about projects on family funds see *Stone Circle/Kamenn kruh* Vol.3, No.5 and Vol.4, No.10.

### Wars and security

In armed conflicts and natural disasters, women and children account for the vast majority of those at risk – often more than 70 per cent and up to as much as 90 per cent.

Women and girls are among those most affected by the violence and economic instability associated with armed conflict. Whether at home, in flight or in camps for displaced people, women are threatened by rape,

domestic violence, sexual exploitation, trafficking, sexual humiliation and mutilation.

Yet, when it comes to negotiating peace and facilitating the reconstruction of societies after war, women are grossly underrepresented. For example, no Bosnian women were present at the Dayton Peace negotiations in 1995. And though the war in Tajikistan has left a population of 25,000 widows to head their families and lead the reconstruction of their communities, only one woman sits on the 26-person National Reconciliation Commission. It is crucial that women be active and respected participants in peace-building and reconstruction.

### Gender-based violence

Violence against girls and women throughout the world causes more death and disability among women in the 15 to 44 age group than cancer, malaria, traffic accidents and even war, according to the World Bank.

In the United States, a woman is assaulted – usually by her husband – every 15 seconds. In India, one study suggested that between 18 per cent and 45 per cent of married men acknowledge abusing their wives.

Violence and discrimination increase women's risk of HIV infection. Last year, 2.2 million women were newly infected with HIV.

Cross-cultural studies of wife abuse have found that nearly a fifth of peasant and small-scale societies are essentially free of family violence. This suggests that societies can learn to eliminate gender-based violence.



Courtesy of UNIFEM

### Human Trafficking

At a global level, rough estimates suggest that between 700,000 to 2 million women are trafficked across international borders annually. Adding domestic trafficking would bring the total much higher, to perhaps 4 million persons per year.

## Health

In any country, poor women are far more likely than rich women to die in childbirth. Women who become pregnant in developing countries face a risk of maternal death more than women in developed countries.

A woman's lifetime risk of dying due to maternal causes (pregnancy, delivery and related complication) is:

- in Africa, one in 19;
- in Asia, one in 132;
- in Latin America, one in 188;
- in more-developed countries, only one in 2,976.

We have already mentioned the danger of HIV infection.

## Strengthening women's leadership

Worldwide, women remain underrepresented in political and decision-making positions which results in the perpetuation of policies and practices that do not serve the needs of women and men equally.

Why do you think it is important to have women in governments, courts, etc.?

How many women are in the Parliament of the Czech Republic? How many women (approximately) are on decision-making positions in your town?

## Job discrimination

**Do you think that women in our country have the same rights as men in employment?**

Are they discriminated in their jobs?

What about sexual harassment? What about ads looking for new employees and saying they are looking for men only? What are women's salaries like? (According to one survey they are paid 25% less than men's salaries for the same position)

Do you know that when you are being discriminated at your work (either gender or age discrimination, harassment, bullied, etc.) you can (and should) inform the Úřad práce and even sue your employer?

harassment - obtěžování

## Equality and peace

In the statement of the Fourth Women's Conference, we can read: *"Equality is one of the most important though less acknowledged prerequisites to peace. Therefore, women must participate fully in all stages of peace processes and negotiations. From peace education, preventive diplomacy, non-violent peace building and peacekeeping to post-conflict peace building, women's skills and experience as mediators and*

*conciliators in all spheres of society will make a qualitative difference in the effectiveness of these activities."*

**Do you agree that women can contribute more to building non-violent society and peace when having equal rights as men?**

**What do you think about the following statement?**

*"When all mankind shall receive the same opportunity of education and the equality of men and women be realized, the foundations of war will be utterly destroyed."*

We said that equality of sexes is significant. There needs to be a balance. Imagine having men and women on a scale. Men would be in one bowl and women in the other. What is happening to the world when the bowl with men is heavier? **How can people achieve balance?**

Sources:

[www.unifem.org](http://www.unifem.org)

[www.unfpa.org](http://www.unfpa.org)

[www.bahai.org](http://www.bahai.org)

Table: Population living on less than a dollar a day

	1987		1998	
	%	millions	%	millions
East Asia	26.6	417.5	14.7	267.1
East Europe/Central Asia	0.2	1.1	3.7	17.6
Latin America/Caribbean	15.3	63.7	12.1	60.7
Middle East/North Afrika	4.3	9.3	2.1	6.0
South Asia	44.9	474.4	40.0	521.8
Sub-Saharan Africa	46.6	217.2	48.1	301.6

Source: World Bank



Courtesy of UNFPA

**The Prague Post Endowment Fund would like to invite you to a workshop on EUROPEAN INTEGRATION**

**Date:** May 31, 2003 (Saturday)

**Time:** 10.30 a.m. - 14.30 p.m.

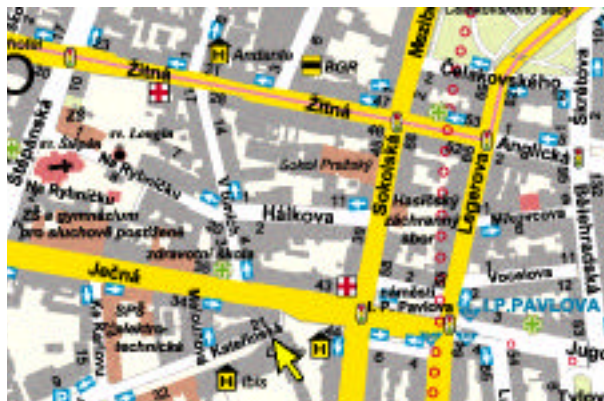
**Venue:** PricewaterhouseCoopers, Kateřinská 40/466, Praha 2

Lecturer: Ms. Hana Kořálová (Critical Thinking and Writing)

**Please register by Friday, May 23, 2003**

Nadační fond  
Prague Post:  
Irena Zemanová  
296 334 465,  
[nadace@praguepost.cz](mailto:nadace@praguepost.cz)

**We are looking forward to seeing you!**



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