Education For All
Twinning Tools for Schools

Victoria International Development Education Association
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Education for All: Twinning Tools for Schools

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Why Learn About Access to Education?

Education is the foundation that enables us to fulfill our potential as human beings and to contribute to our societies' sustainable development. Access to education is a human right that many of us take for granted, but that millions of people all over the world are routinely denied. It is our responsibility as global citizens to be aware of the challenges in accessing education that people face, and to do what we can to contribute to solutions. Each of us can make a difference in small ways, and educators have the unique opportunity to empower students to seek solutions to an issue that they can not only relate to, but that can change our world for the better.

Goals for This Resource Guide

This resource guide is intended for secondary school students and aims to:

- Provide students with knowledge of the realities and challenges in achieving universal access to education
- Stimulate dialogue on issues relating to access to education by drawing on the students’ own experiences and realities
- Instill a sense of global citizenship in students
- Empower students by showing them how they can actively contribute to positive change by helping to widen access to education around the world

What’s In This Resource Guide?

This resource guide is divided into four chapters. The first chapter provides an overview of the challenges and rewards related to the achievement of universal access to education, while the following chapters examine each major challenge in greater detail. A twinning activity for students is suggested at the end of each chapter which refers to the twinning reference pages at the back of the resource for more information.

Twinning Activity Resource Guide

At the back of the guide you’ll find the Twinning Activity Reference section. The end of each chapter section makes reference to twinning activities that students can choose to participate in, about which more information can be found in the reference section. Twinning activities in this guide refer to activities that, in one way or another, link students/classrooms/schools with educational initiatives elsewhere in the world—this might be in the form of joining a campaign to abolish school fees; carrying out fundraising activities for school supplies for a community school in Zambia; or helping to send an orphan to school in South Africa. In fact, our definition of student twinning can include anything that helps contribute to positive change in the world—we’ve provided some guidance, but feel free to be creative in brainstorming ideas with your students!

Chapter Organization

Each chapter is divided into two sections, each with two components: a teacher information page and student handout pages that can be easily photocopied.

The teacher information page includes:
- Key concepts
- Materials required
- Preparation
- Lesson plan
- Resources

The student handout pages includes:
- Background information
- Case studies
- Quick facts
- Relevant websites
- Activities
- Twinning activity teaser
How To Use This Guide

The chapters in this guide can be used as a series of lessons over an extended period, or each chapter can be used as a stand-alone lesson. It is recommended that Chapter 01 is first introduced to the class as it provides an overview of access to education and its challenges. The remaining chapters can be used in any order, or more than one chapter can be incorporated into a lesson. Activities can also be skipped to save time.

It is assumed that teachers will select from and adapt the material from the resource to suit the needs of their classes. The learning outcomes achieved in each class will depend on the activities selected and the nature of the adaptations made. Please see Appendix C for an extensive list of curricular connections based on the British Columbia Prescribed Learning Outcomes.

The teacher’s pages provide a lesson overview, and instruct the teacher on how they might prepare for the lesson. The student handout pages are designed to be photocopied double-sided, and can be reused in future classes if students are instructed not to write on them. Teachers can decide which of the activities on the student pages to assign to the class, depending on class interest and time restrictions. Teachers may also assign individual activities for homework if desired. Activity answer keys can be found in Appendix A.

The teasers at the end of each section are meant to familiarize students with twinning concepts related to education and to arouse their interest in potential twinning projects. Depending on class time available or whether enough interest is generated to motivate students and/or teachers to create an after-school twinning activity group, teachers and students can together identify one or more twinning activities in which they would like to engage over one or more years.

This guide is available in print and in pdf form on the VIDEA website (www.videa.ca). While this material is intended primarily for use by high school teachers and students in North America, it can also be used by youth groups or clubs with an interest in international development.

Feedback

Please find a Teacher Feedback form in the Appendix. We would very much appreciate any feedback that you are able to provide that will help us to improve this resource.
# 1.1 EDUCATION FOR ALL? GLOBAL REALITIES OF ACCESS TO EDUCATION

## Key Concepts
- Access to education in developed countries versus developing countries
- Millennium Development Goals
- Education for All goals

## Materials
- Photocopies of the student handout and case study
- Whiteboards/blackboards or flipchart for presentations to class
- Internet access (optional)

## Time
- 1-2 periods

## The Lesson Plan

### Preparation
1. Read the student handout 1.1 and the case study, and select activities to use with the class.
2. Photocopy the Case Study and the student handout 1.1.
3. Write a thought provoking quote on the board such as the one on the student handout: “Education is [also] a fundamental human right and offers the hope that we can fulfil our potential as human beings.” 01

### Lesson
1. Ask students to brainstorm a list of jobs/professions that are needed in society and write them on the board.
   - Ask students what levels of education they think are needed for each one (none, primary, secondary, university).
   - Cross off the jobs that need higher education. Look at what is left; ask students: Can a society run on those jobs alone? Then introduce the unit.
2. Pass out student handout 1.1., have students read it, and guide them through activities.
3. Discuss the thought provoker on the board as a way of reviewing the lesson.
4. Give students a preview of what they will be doing in the next section.

## Recommended Websites
  This United Nations website breaks down the 8 Millennium Development Goals (MDGs).
- [http://www.unesco.org/education/](http://www.unesco.org/education/)  
  The UNESCO website has extensive information on the Education for All (EFA) goals and other education in development issues.
  This UNICEF Canada website has a section on "Education: The Big Picture” and relevant links.
  This UNICEF Voices of Youth website has stories on education from youth and facts on access to education.
  Free the Children is the world’s largest network of children helping children through education.
  Education For All Global Monitoring Report.
- [http://www.rightsofchildren.ca/sir/index.htm](http://www.rightsofchildren.ca/sir/index.htm)  
  From the Canadian Coalition for the Rights of Children, “Say it Right” is a Youth Edition of the UN Convention on the Rights of the Child.
Case Study: Awatif’s story – Making Dreams Come True

Awatif Morsy will never forget the day she heard that a new school would be opened in her village. “Someone came to the house asking for the names of the children who were not attending class,” she recalls. “My mother gave them my name. I was so thrilled.”

Like most eight-year-olds in Beni Shara’an village in Egypt, Awatif’s life until that day was divided between back-breaking work in the nearby wheat fields and confinement at home. To girls like her, the new school – a single classroom on the ground floor of a converted house – was a dream come true.

“We would go and watch the facilitators decorating the room. Everything was bright and colourful. There were games and pictures, things I had never seen before.” Not everyone in the village was so enthusiastic, at least initially. Some farmers complained that the school would deprive them of the cheap labour the children provided. Even Awatif’s own stepfather was unconvinced. “What does a girl need to study for?” he would ask.

Happily, that was not the view of Farouk Abdel Naim, the elderly merchant who was persuaded to donate the premises for the school to use. “I have come to believe that a girl’s education is more important even than a boy’s,” says Mr. Abdel Naim. “A man can always make something out of his circumstances but a girl cannot. She needs to be educated in order to get on in life.”

Eight years on, it’s hard to find anyone in Beni Shara’an who does not share that opinion. The school – now expanded into three classrooms – is today seen as a wise investment from which the community is reaping tangible rewards. (Excerpted from UNICEF’s Voices of Youth, Real Life Stories. Retrieved from http://www.unicef.org/voy/takeaction/takeaction_3799.html March 19, 2008)

“Education is also a fundamental human right and offers the hope that we can fulfil our potential as human beings.”
1.1 EDUCATION FOR ALL? GLOBAL REALITIES OF ACCESS TO EDUCATION

In the western world, most of us take access to education for granted. We know that it’s our right to have an education, and on some level understand that getting a good education will give us choices and help to equip us with the tools to do well and to participate actively in our society. In fact, we probably take our education so much for granted that it’s unthinkable that not everyone enjoys this same opportunity.

But it’s true. While all children have the right to an education under the United Nations Convention on the Rights of the Child (UNCRC), there are millions of young people around the world who don’t have the opportunity to attend school to receive even a basic education. This leaves them with few choices, and often means that they will be unable to lift themselves or their families out of poverty, combat disease, have an active voice in society, or achieve their potential as human beings. For their societies, widespread lack of education means an unskilled workforce and an inability to compete internationally, reducing the potential for social and economic prosperity.

In six of the ten regions of the world, primary school enrollment is above 90%. For others, however, the numbers are far lower: Oceania and Southern Asia have 86 and 87% primary-school enrollment respectively, while Western Asia has only 83% enrollment. Lagging far behind is sub-Saharan Africa which has a net primary school enrollment rate of only 67%. Seven countries in Africa or the Middle East have fewer than half of their school-aged children in primary school. Compare this with Canada’s net primary school enrollment rate of 97%.

Secondary school access is even more limited, with only 30% of high-school aged youth attending secondary school in sub-Saharan Africa. Imagine if only 3 of the 10 students seated around you were able to attend secondary school; this gives you an idea of how limited access to education is in some areas of the world. And what those statistics don’t tell you is that a significant percentage of children enrolled in school fail to attend regularly, and never complete primary school. In sub-Saharan Africa, for example, only one in three children who attend school complete their primary education. Also, significantly more boys are enrolled in school than girls – 55% of out-of-school children globally are girls.

Educating children is investing in the future. Children all over the world should be able to exercise their right to an education; education is not only their right, but also the key to the sustainable development of their communities, their nations, and their world.

Millennium Development Goals (MDGs)

All of the world’s countries have agreed to achieve the eight goals below by 2015 in an effort to meet the needs of the poorest:

→ Goal 1: Eradicate extreme poverty and hunger
→ Goal 2: Achieve universal primary education
→ Goal 3: Promote gender equality and empowerment of women
→ Goal 4: Reduce child mortality
→ Goal 5: Improve maternal health
→ Goal 6: Combat HIV/AIDS, malaria and other diseases
→ Goal 7: Ensure environmental sustainability
→ Goal 8: Develop a global partnership for development
What in the World Are We Doing About It?

At the World Conference on Education for All in 1990, the international community pledged to achieve universal primary education by the year 2000. By 2000, however, 104 million school-aged children were still out of school, mostly in developing countries, and a disproportionately high percentage of them were girls. A new, more realistic goal was then set to achieve universal primary education by 2015, as part of the Millennium Development Goals (MDGs) agreed to by the world’s countries (see MDGs).

While goals two (achieve universal primary education) and three (promote gender equality and empower women, with a specific target to eliminate gender disparity in primary and secondary education) directly relate to access to education, education also has a deep connection to the other MDGs. In fact, rising education levels will contribute significantly to the achievement of all of the MDGs, showcasing the central role of education in development. Likewise, the achievement of MDGs one (eradicate extreme poverty and hunger), three (promote gender equality and empower women), and six (combat HIV/AIDS, malaria and other diseases) will contribute directly to the achievement of universal primary education. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) leads and coordinates the Education for All (EFA) global movement committed to the provision of quality education for children, youth and adults by 2015. The six EFA goals are:

- Goal 1: Expand early childhood care and education
- Goal 2: Provide free and compulsory primary education for all
- Goal 3: Promote learning and life skills for young people and adults
- Goal 4: Increase adult literacy by 50%
- Goal 5: Achieve gender parity by 2005, gender equality by 2015
- Goal 6: Improve the quality of education

EFA is a global effort on the part of governments, non-governmental organizations (NGOs), development agencies, civil society actors, and other partners to reach the education goals that have been set. But while the EFA goals have been set, many challenges must be overcome before they are achieved. Stay tuned as the following lessons explore these challenges.

Activities

1. In small groups, brainstorm and discuss the various ways in which education helps you in your life. What are the ways it improves your life now? How do you anticipate that your education will improve your life in the future?
2. Brainstorm and discuss in small groups how education contributes to the achievement of the other MDGs. How do they relate to access to education? Present your findings to the class.
3. In partners, draw on the case study provided to generate a list of all the positive effects attending school may have on Awatif, her family, and her community.

Take Action! What You Can Do to Make a Difference

Support an orphan, build a school… See VIDEA’s Twinning Reference section on pg. 31 for how you and your class can help to improve access to education for youth around the world!

Did you know?

In 2004, 77 million primary school-age children were not enrolled in school. More than three quarters of these children lived in Sub-Saharan Africa and South and West Africa. (EFA Global Monitoring Report 2007)
# 1.2 Challenges and Rewards of Inclusive Education

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## The Lesson Plan

### Preparation
1. Read student handout 1.2 and decide which activities to do with the class.
2. Write a thought provoker on the board for discussion at the end of class, such as: “Education is the premise of progress, in every society, in every family.” UN Secretary-General Kofi Annan.
3. Photocopy student handout 1.2 and the case study.

### Lesson
1. Briefly review the material covered in the previous lesson with the class.
2. Ask students the following questions to encourage them to think critically from their own experience:
   a) What obstacles do people they know in Canada face in access to education?
   b) What support do Canadian youth receive to attend school?
3. Pass out student handout 1.2 and have students read it to themselves.
4. Guide students through selected activities.
5. Referencing the twinning activity suggestion at the end of the lesson, discuss ways in which the class can become actively involved in improving access to education. Encourage students to select a twinning activity to carry out with the class.

## Recommended Websites

  Free the Children's Get Educated webpages are a primer for those interested in learning more about children's rights, basic education, child labour, war-affected children, child poverty, and sexual exploitation.

- [http://www.cgdev.org/content/publications/detail/2844](http://www.cgdev.org/content/publications/detail/2844)

- [http://www.campaignforeducation.org/](http://www.campaignforeducation.org/)
  The Global Campaign for Education promotes education as a basic human right, and mobilizes public pressure on governments and the international community.

- [http://www.cfr.org/publication/9739/case_for_universal_basic_education_for_the_worlds_poorest_boys_and_girls.html](http://www.cfr.org/publication/9739/case_for_universal_basic_education_for_the_worlds_poorest_boys_and_girls.html)
  Council on Foreign Relations Center for Universal Education. article: The Case for Universal Basic Education for the World’s Poorest Boys and Girls.

- [http://www.basiced.org/](http://www.basiced.org/)
  The Basic Education Coalition raises public and private support for quality basic education as a key element in economic development and human well-being... Education For All.
Case Study: School in a Refugee Camp

From the dusty track, coming by car, the white surfaces of the school stands out brilliantly in the midst of the yellow-brown color of the refugee camp of Kounoungo, on the border between Chad and Sudan. More than 8,200 Sudanese refugees live here in the middle of a semi-desert landscape - a barren land with sand, rocks, a few prickly bushes. Temporary classrooms are made of simple wooden frame structures with plastic sheeting serving as wall and roof surfaces. Classes started only 4 weeks ago, but are already crowded with children sitting on the bare floor, holding notebooks, pencils, and rulers, provided by UNICEF. The temperature must be above 43 degrees Celsius (109.4 degrees Fahrenheit) as it is the hottest time of the dry season. Yet no one complains.

After many months spent away from their home, with no learning opportunities, only small work to get a bit of money, Sudanese refugee children are happy to go back to school. In eastern Chad, over 110,000 refugees from Sudan have fled the crisis in the Darfur region. Two-thirds are children and women.

For Makka Adoum Daoud, an 11 year-old girl, school is very important. “My mother did not go to school”, she says. “She was going after the cattle. Now with these terrible events, she has lost her cattle and she has nothing left. If she had been to school, she would not have lost her knowledge. That’s why I want to go to school and learn how to read and write.” Makka wants to be a teacher. In her village in Sudan, she was attending school in grade 3. But as she returns to school in the refugee camp, Maaka still feels sad. Her three brothers stayed behind in Sudan. She thinks of them often. “Before we use to go to school together, but today, I am not sure they have the chance to go to school.” [[Excerpted from UNICEF's Voices of Youth, Makka & Checkhadine's Story. Retrieved from www.unicef.org/voylexplore/education/explore_1546.html Oct. 17, 2007.]]
1.2 CHALLENGES AND REWARDS OF INCLUSIVE EDUCATION

As you saw in the previous section, education for all is far from being a reality. Most developing countries have challenges which must be overcome before education is truly for all. The list of challenges is daunting:

→ the cost of schooling (tuition, uniforms, books) that poor families can’t afford;
→ extreme hunger and poverty resulting in a need for child labour in poor households, which takes the child out of school in order to help to shelter and feed the family;
→ the disruption of education and demand for child soldiers in conflict zones;
→ rising numbers of orphans and children affected or infected by HIV/AIDS, unable to attend school due to illness or responsibilities towards parents or younger siblings;
→ teacher shortages made worse by AIDS, particularly of female teachers and in rural areas;
→ gender imbalance in schools to the detriment of girls, particularly at higher levels of education;
→ lack of non-formal educational opportunities for adults and youth who miss out on formal schooling for any of the above reasons;
→ and a lack of educational opportunities for the disabled and minority groups.

These are only the most recognized challenges; countless other challenges inhibit individuals’ and communities’ access to education. Ensuring the quality of education is also of key importance. These challenges can be overcome with coordinated effort and dedication on the part of individuals and groups like you and your class, communities, governments, civil society organizations, businesses, donor countries such as Canada, multilateral organizations like the UN, World Bank and IMF, development and aid agencies. The MDGs and EFA goals seen in the last section are examples of coordinated efforts. The rewards for overcoming these challenges are worth fighting for, as education plays a key role in encouraging:

→ respect for human rights as students learn what their rights are, along with the knowledge and skills to exercise them;
→ good governance and political stability, as education forms the basis for informed and responsible government, civil society, and the private sector, and produces informed public officials with a sense of responsibility and a respect for human dignity;
→ democratization processes, as education instills in the population an understanding of the issues affecting their society and their right to participate actively in it;
→ environmental sustainability, as an understanding of sustainability concepts and practices can be imparted and exemplified in the classroom;
→ economic development, as education creates skills which serve as a foundation for economic prosperity, innovation and business development, which contribute to stability and more jobs;
→ women’s equality, by imparting an understanding and respect in the classroom for women’s and girls’ rights, and by providing female role models (teachers) to girls;
→ improved health, through classroom instruction on proper hygiene, basic nutrition and prevention and treatment of HIV/AIDS, malaria, and other diseases.

Education is development. It creates choices and opportunities for people, reduces the twin burdens of poverty and diseases, and gives a stronger voice in society. \(^{12}\)
What In The World Are We Doing About It?

There is some good news: the UNESCO-led Education for All (EFA) reported in March 2007 that 20 million new students had entered primary school in sub-Saharan Africa and South and West Asia since 2000. Additionally, 47 countries had achieved universal primary education; the number of girls enrolled in primary schools had increased; and the number of secondary students had risen by more than four times the increase in primary student numbers. Furthermore, public spending on education had increased as a share of national income in 70 of 110 countries surveyed.

Improvements in educational programming, however, are still not reaching the most vulnerable children. Youth living in rural communities and coming from the poorest households are still the most likely to not be enrolled in school or to drop out; access to education for youth living in conflict zones is often unmeasured but likely to be poor; and one in five adults globally lacks basic literacy skills. Educational policies and programs need to target those most excluded from education.

ACTIVITIES

1. Can you think of challenges to people accessing education not listed above? Do any of these challenges apply in your community? How about in Canada as a whole? Can you think of some positive outcomes from accessing education that are not listed?
2. Look at the challenges listed above. In small groups, brainstorm ways in which the challenges relate to one another. Present and explain your findings to the class using a flow chart.
3. The case study is just one example of how education can improve lives. In small groups, discuss and record the ways in which Makka’s education might improve her life, her family’s life, and contribute to her community. Present your findings to the class.
4. Check out these websites to learn more about these issues:

     Youth Voices in Development: Hear directly from Canadian youth interns how they are making a contribution to international development in Southern Africa.

   - http://www.unicef.org/voy/
     Learn about youth issues around the world through the Voices of Youth.

     This website breaks down the 8 Millennium Development Goals.

   - http://www.freethem children.org/
     The world’s largest network of children helping children through education

GET INVOLVED! CONTRIBUTE TO POSITIVE CHANGE

Small actions can make a big difference in the lives of individuals. VIDEA’s Twinning Reference section at the end of this guide will show you where to find out about how you and your class can help to improve access to education for youth around the world.

Quick Quotes

“Research has shown that for every year of schooling, wages for women as well as men increase by a worldwide average of about 10 per cent.” UNICEF. Education: The Big Picture [http://www.unicef.ca/portal/smartdefault.asp]
2.1 – CHALLENGE: COST OF SCHOOLING

Key Concepts

→ School fees
→ School Fee Abolition Initiative

Materials

→ Photocopies of the student handout and case study
→ Whiteboards/blackboards or flipchart for presentations to class

Time

→ 1-2 periods

The Lesson Plan

Preparation

1. Read the student handout 2.1 and select activities to use with the class.
2. Photocopy the student handout 2.1 and the accompanying case study.
3. Write a thought provoking quote on the board such as “Free schooling may be the single most important policy measure that has had a dramatic, transforming impact on school enrolment so far. It unleashes latent demand for education and encourages children from disadvantaged backgrounds to participate.”

Lesson

1. Ask students what they think of having to pay a fee to attend school at the primary/secondary level. Who do they think would be most affected by such a policy? How could this affect who has access to education?
2. Pass out student handout 2.1, have students read it, and guide them through activities.
3. Discuss the thought provoker on the board as a way of reviewing the lesson.
4. Give students a preview of what they will be doing in the next section.

Recommended Websites

http://results.techriver.net/website/article.asp?id=2017
This RESULTS website contains detailed information on how individuals can exercise their personal and political power to support the Education For All Campaign.

http://siteresources.worldbank.org/EDUCATION/Resources/Education
World Bank School Fees: A Roadblock to Education for All (pdf)

http://www.unicef.org/media/media_33184.html
From the UNICEF Press Center, “School Fees for Africa: Coming to Grips with an Elusive Promise. This article addresses the financial barriers to education, and provides information on what governments are doing about it.

From the Integrated Regional Information Networks, “Zimbabwe: School fee hike could impact on education delivery.”

http://www.unicef.org/sowc04/sowc04_goodbye_to_fees.html
Unicef: Stat of the World’s Children 2004. “Goodbye to school fees.” This article takes a look at the positive impact the abolishment of school fees has had.
Case Study: The Case of Kenya—The Successful Abolition of School Fees

In 2003, Kenya’s new government abolished school fees. In a matter of weeks, 1.3 million new pupils poured into the country’s schools, overwhelming school infrastructure and surprising ill-prepared teachers. At Ayany Primary School, the student population soared from 1,200 to 2,000. “We had only 27 teachers in the whole school,” says School Head Ensheba Khareri. “Teachers were managing a class of 90 children instead of 50.”

Kenyan educators improvised. Textbooks were shared and desks, pencils and paper, already in short supply, were stretched still further. “With time, our shock gave way to optimism,” says one Kenyan educator. “We began to see ourselves as part of history in the making. We were giving children, many of them poor and marginalized, a priceless chance. They had a hunger to learn, you could see it in their eyes, and we were not about to let them down.”

The international community generously provided resources to assist the Kenyan government in managing the influx of students. Through the School Fee Abolition Initiative, Kenya was able to share its lessons learned with other countries considering eliminating school fees. (Adapted with permission from www.unicef.org/infobycountry/kenya_33391.html “UNICEF - Kenya - Kenya’s abolition of school fees offers lessons for rest of Africa.”)

Did you know?

Many poor countries were forced to implement school fees in the 1980s and 90s as part of economic policy reforms required to ensure debt repayment under the World Bank and International Monetary Fund’s Structural Adjustment Programs (SAPs). In 2001, in the wake of declining primary school attendance, the World Bank reversed its stance on school fees, and now calls for their elimination. [http://results/techriver.net/website/article.asp?id=2017]
2.1 – CHALLENGE: THE COST OF SCHOOLING

In many poor countries, families have to pay school fees to send their children to school to get even a basic education. The costs can include tuition fees, money to pay for mandatory school uniforms and textbooks, and parent-teacher association contributions. For many families, the cost associated with education makes it impossible for them to send their children to school and to still keep food on the table. In Thailand, for example, school fees account for up to 47% of the income of poor families.¹⁶

Paying school fees is particularly difficult for the growing numbers of orphans and vulnerable children, such as those living in poverty or with little family support. Poor, rural families are particularly impacted, as are girls and disabled children when families are forced to make difficult choices about which children to send to school.

Even though the implementation of school fees has been widely associated with a decline in rates of primary school enrollment, many countries have come to rely on school fees to cover education expenses. Out of 94 poor countries, 77 countries mostly in Africa—still charge school fees of some kind.¹⁷ Of the 34 countries that are not on track to reach the Millennium Development Goal for gender equity in primary education, 26 of these charge school fees.¹⁸ The type of fee (i.e. tuition, uniforms) varies between countries and regions, but all types have the end result of keeping children out of school.

School fees are having the most detrimental effects in Africa and on the transitional economies of Europe and Central Asia. This is largely because these areas have experienced general economic stagnation over the past few decades, creating a vicious cycle where governments cannot afford educational expenses, so instead pass the expense on to families. The lack of education of children of poor families then contributes to the country’s general economic stagnation, and the cycle continues.

A fee-based school system keeps children out of the classroom and prevents them from completing school. By excluding the poor from education, their future income earning power is reduced and the cycle of poverty is perpetuated from generation to generation. School fees of all kinds need to be abolished, so that all children have access to free education.

**Our collective experiences are living proof that abolishing school fees may be the single most important policy measure to dramatically transform school enrolment.**¹⁹

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**Did you know?**

Many poor countries were forced to implement school fees in the 1980s and 90s as part of economic policy reforms required to ensure debt repayment under the World Bank and International Monetary Fund’s Structural Adjustment Programs (SAPs). In 2001, in the wake of declining primary school attendance, the World Bank reversed its stance on school fees, and now calls for their elimination. [http://results/techriver.net/website/article.asp?id=2017]
What in the World Are We Doing About It?
Countries that have abolished school fees have witnessed dramatic increases in school enrollment. In 2001, Tanzania eliminated school fees; between 2002 and 2003, primary school enrollment rose by 50%, from 4.4 million to 6.6 million. Upon the abolition of school fees in Uganda, primary school enrollment rose from 2.5 to 6.5 million between 1997 and 2000.

Launched by UNICEF and the World Bank in 2006, the School Fee Abolition Initiative is a program designed to allow countries that are considering abolishing school fees to receive guidance and to learn from those that have already done so successfully—countries such as Ethiopia, Ghana, Kenya, Malawi, and Mozambique.

With the elimination of school fees, it is important that governments set up an alternate source of income to support education. Governments may choose to do this by allocating additional money to the education sector from domestic or international sources, or by applying money saved from debt relief given by the international community. It is also important that governments focus on the quality of education by recruiting qualified teachers, particularly female teachers who are under-represented, by providing professional development opportunities and learning materials, and by restricting class size.

Activities
1. In Canada, the government spends approximately $7,950 a year per primary and secondary student on public education. In Iran the figure is $156 per student per year, in India $64, in Laos $30, and in Rwanda $19. What specific school services do you think are sacrificed when governments spend little on education? What part of the population do you think is most affected by low levels of government spending on education?
2. Working in partners, draw on the case study and your own classroom experiences to identify challenges that might accompany the elimination of school fees. How might governments deal with these challenges? In your opinion, are these challenges preferable to those present when school fees are in place? Why or why not? Present your findings to the class.

Get Active! Make A Difference in the World!
Help to ensure that education is indeed for all, by joining the RESULTS global campaign to abolish school fees. See the Twinning Reference section to learn how!
### 2.2 – CHALLENGE: CHILD LABOUR IN THE GLOBAL SOUTH

#### Key Concepts
- The relationship between child labour and extreme poverty and education
- Cash incentives and other programs

#### Materials
- Photocopies of the student handout and case study.
- Whiteboards/blackboards or flipchart for presentations to class

#### Time
- 1-2 periods

#### The Lesson Plan

**Preparation**
1. Read the student handout 2.2 and select activities to use with the class.
2. Photocopy the student handout 2.2 and the case study.
3. Write a thought provoking quote on the board such as the one on the student handout: “… child labour means work that is done by children under the age of 15… which restricts or damages a child’s physical, emotional, intellectual, social and/or spiritual growth.”

**The Lesson Plan**
1. Ask students to raise their hand if they have a job. Then ask them to keep their hand raised if they have a part-time job; then a full-time job. Ask them what they think the benefits are of having a job. Would these still be benefits if they had to leave school to work?
2. Pass out student handout 2.2., have students read it, and guide them through activities.
3. Discuss the thought provoker on the board as a way of reviewing the lesson.
4. Give students a preview of what they will be doing in the next section.

#### Recommended Websites
  International Labour Organization report: The End of Child Labour: Within Reach.
  Free the Children: Child Labour page.
  Child Labour section of Education International website.
- [http://www.unicef.org/protection/index_childlabour.html](http://www.unicef.org/protection/index_childlabour.html)
  Child Labour section of the UNICEF site.
- [http://www.hrw.org/children/labor.htm](http://www.hrw.org/children/labor.htm)
  Child Labour section of the Human Rights Watch site.
- [http://www.globalmarch.org](http://www.globalmarch.org)
  The Global March Against Child Labour website.
- [http://www.childlaborphotoproject.org/childlabor.html](http://www.childlaborphotoproject.org/childlabor.html)
Case Study: Bihar, India

With the mercury touching 120 degrees in the shade, and all life seemingly immobile, Asha, a nine-year-old perky girl with neat pig-tails, prefers herding her goats than attending school. “Why would I want to walk three miles in this heat to go to a school with no teachers?” she asks disdainfully. Asha wants to grow up and be a film star.

Today Bihar has over 2.7 million children who do not go to school. Part of the reason is because 60,000 odd schools here need teachers. In 2002, Bihar had more than 190,000 vacancies for school teachers. The state has, on an average, 1 teacher per 84 pupils. The national average is 1 teacher per 40 pupils. Getting children into schools in Bihar has been a top priority for UNICEF. However, the scene is changing fast as 80,000 locally recruited teachers (Panchayat Shiksha Mitras) trained by UNICEF in association with the Government of Bihar, have appeared on the scene. As a result, the situation is all set to change. UNICEF State Representative Bijaya Rajbhandari says, “We have been advocating strongly for the recruitment of teachers, and arranged for their training so that they take to the classroom the quality of teaching that children need.” At the training centre, located in a school building, the room is surcharged with energy. Mohammed Haseeb, a Registered Medical Practitioner in Delhi, is one of the student teachers. His passion for teaching and love of children made him give up his practice and go to Bihar to teach. During the thirty days of intensive training, he will learn to sing, enact songs, play games and tell educational stories to children between the age of six and fourteen years. In Bihar, 60% of children drop out of school at the primary level and around 75% at the middle level. The proportion is higher for girls. Under the programme, UNICEF and the Bihar government have recruited and are training 80,000 teachers across the state. Fifty percent of these are women teachers as studies have shown that women teachers help improve enrolments and attract more girls to school. The newly recruited teachers have already started going to classrooms; and schools that had, so far, been functioning with one or two teachers will now have some more. It is possible that Asha will find a reason to go to school, a reason that will change many more children’s lives in Bihar.

“Child labour means work that is done by children under the age of 15... which restricts or damages a child’s physical, emotional, intellectual, social and/or spiritual growth.”
2.2 CHALLENGE: CHILD LABOUR IN THE GLOBAL SOUTH

Working part-time while attending school is often considered beneficial for North American teenagers like you and your classmates, as it allows you to develop a work ethic, build up your resume, and gain a sense of responsibility. Education, however, is almost always considered top priority, and your parents would be unlikely to agree to you compromising your schooling in order to work.

In developing countries, however, the situation is often more complex. Many families live in conditions of extreme poverty and are only able to survive by sending their children to work, often from as young as six years old. Two hundred eighteen million children around the world are child labourers. There continues to be a demand for child labour because unscrupulous employees can pay a child less than they would an adult, use intimidation techniques to make excessive demands, and disregard children’s rights. Child labourers often work long hours in unsafe conditions in such informal and unregulated industries as agriculture or the service industry. They are subject to both physical and sexual abuse, and are not able to attend school. In impoverished households, adults often have unstable or inadequate sources of income. The already-prohibitive cost of schooling explored in the previous section is compounded by family income lost if a child does not work, and families often find themselves with little choice but to sacrifice their children’s education to ensure their survival. By doing so, the cycle perpetuates itself, and children without an education grow into adults who are unable to lift themselves or their families out of poverty. In other cases, particularly in rural areas, adequate school facilities are not available so children are sent to work.

Child labour is inextricably bound up in extreme poverty. When immediate and basic needs are met and extreme poverty is reduced, the family’s need for their children to work is lessened, reducing a barrier to education. Social and economic equality for women is also tightly bound to child labour; numerous studies have shown that when a woman prospers economically or socially conditions for her children improve to an extent not seen when a man prospers.

The provision of schooling that is of good quality, relevant to the needs of that society, and easy for families and children to access, particularly in rural areas, creates an attractive alternative to child labour and supports the right of children everywhere to a basic education. In turn, the next generation can develop the knowledge and skills that allow them to break the cycle of poverty.
What in The World Are We Doing About It?

At the root of the problem of child labour is extreme household poverty. It logically follows that a major part of the solution involves finding ways to alleviate household poverty so that families lessen their dependence on income from child labour and can afford to send their children to school.

One way that governments have found to do this is by tying cash incentives to children's school attendance. Brazil's Bolsa Familia program is one such example. Initiated in 2003, the World Bank-funded program provides income support to poor families on condition that their children attend school (other conditions include regular health and prenatal checks). The program has both short and long-term goals: alleviating current poverty and improving children's access to education, thus allowing them to break the intergenerational cycle of poverty tied up in lack of education. Reaching more than 46 million people, the program has positively impacted a significant portion of Brazil's poor families, with 94% of funds reaching the poorest 40% of the population. As one recipient stated, "My children know that when we receive the money, they will have more to eat, and that makes them happier. And they don’t skip school, because they know that the money depends on their going." This approach has since been adapted in over 20 countries around the world.

Activities

1. In groups of 4, brainstorm answers to the following questions and present your answers to the class:
   a) What do you think are some of the key differences between jobs that you and your friends might have, and child labour?
   b) Governments/funding programs cannot always provide income support like in the case of the Bolsa Familia program. In these cases, how might access to education be improved for working children?
   c) What social or economic factors do you think might influence the decision to send a child to work? Draw a flow chart or diagram illustrating the relationship between factors.
2. Child Labour and You: Many of the consumer goods that we buy, including clothes, toys, and shoes, are made in factories overseas, some of which use child labour. What are some of the things you can do in Canada to support workers overseas?
3. Check out these websites to learn more about the issues:
   - [http://www.savethechildren.org.uk/eyetoeye/english.htm](http://www.savethechildren.org.uk/eyetoeye/english.htm) Save the Children

Exercise Your Rights and Responsibilities as a Global Citizen – Contribute to Positive Change!

Get together with friends and start a Free The Children We Generation Group at your school or in your community. See the Twinning Resources section for details!
3.1 - CHALLENGE: ORPHANS AND CHILDREN AFFECTED BY HIV/AIDS

Key Concepts
- Orphans and other children affected by HIV/AIDS
- HIV/AIDS effect on access to education
- Initiatives to support HIV/AIDS-affected children

Materials
- Photocopies of the student handout and case study.
- Whiteboards/blackboards or flipchart for presentations to class

Time
- 1-2 periods

The Lesson Plan

Preparation
1. Read the student handout 3.1 and select activities to use with the class.
2. Photocopy the student handout 3.1 and the case study.
3. Write a thought provoking quote on the board such as: “The countries most affected by the AIDS epidemic in sub-Saharan Africa have among the lowest school enrollment rates in the world.”

Lesson
2. Pass out student handout 3.1, have students read it, and guide them through activities.
3. Discuss the thought provoker on the board as a way of reviewing the lesson.
4. Give students a preview of what they will be doing in the next section.

Recommended Websites
http://hivaidscarerhouse.unesco.org
The HIV/AIDS Impact on Education Clearinghouse website is a platform for sharing knowledge and information on the impact of HIV/AIDS on education.

http://www.ovcsupport.net
This orphans and other vulnerable children support toolkit is a collection of information, tools and guidance on supporting orphans and other vulnerable children living in a world with HIV/AIDS.

http://www.educaids.org
EDUCAIDS - the Global Initiative on Education and HIV & AIDS - seeks to support the overall national effort on HIV and AIDS through the implementation of educational programmes on HIV and AIDS.

http://www.aidsalliance.org
The mission of the International HIV/AIDS Alliance is to reduce the spread of HIV and meet the challenges of AIDS.

This website provides a toolkit on how to support orphans and other vulnerable children in sub-Saharan Africa.

http://www.stephenlewisfoundation.org
The Stephen Lewis Foundation (SLF) helps to ease the pain of HIV/AIDS in Africa at the grassroots level, providing support to women, children and others affected by HIV and AIDS.
Case Study: Educating Youth in Rural Zambia

Johns Hamusikiri is 17 years old. Since his parents died from AIDS, Johns has lived with his 11 brothers and sisters and another family of orphans in a child-headed household in a small village near Mazabuka in the south of Zambia. The Hamusikiri siblings are being supported by Women for Change (WfC), a Zambian Non-Governmental Organization that work to empower rural communities. WfC has been sponsoring Johns to attend Nkonkola High School for the past two years. WfC pays his school fees and provides books, pens, a school uniform and a small amount of pocket money. His five younger sisters are being supported to attend the local basic school. The WfC Field Animator also tries to visit Johns regularly and give him emotional support. When Johns wanted to leave school and get married last year, she encouraged him to continue. This year, Johns is going to graduate from grade 12. Completing high school is an accomplishment for any youth in rural Zambia, but it is a special triumph for an orphan and will open opportunities for him to improve life for himself and his family. See the Twinning Resources section for how you and your class can support vulnerable youth like Johns to attend school through VIDEA and Women for Change.

“The countries most affected by the AIDS epidemic in sub-Saharan Africa have among the lowest school enrollment rates in the world.” 33
3.1 CHALLENGE: ORPHANS AND OTHER CHILDREN AFFECTED BY HIV/AIDS

Imagine that you have recently lost both of your parents to AIDS. You are grieving, and suddenly find yourself, as the eldest child, responsible for feeding, sheltering, and clothing your younger siblings. Because you need to bring in income, you drop out of school. You can barely make enough money for food, so before long your brothers and sisters also have to leave school as you cannot pay the school fees. You can no longer see a way out of your family’s poverty, nor any hope for the future.

Shocking and extreme though it seems, the above scenario is a common one in countries where the adult HIV infection rate can reach upwards of 17%, disproportionately affecting the poor and uneducated and leaving many orphans in its wake. Not only are children forced to deal with the death of one or both parents from AIDS, but they are often thrust prematurely into the caregiver role and forced to forfeit their education and with it their hope for the future. This doesn’t only happen with the death of a parent, but also during what can be a prolonged illness of a parent as a result of AIDS—both situations that can eradicate a family’s already-limited ability to pay school fees and related educational costs for their children, and with it, their way out of the cycle of poverty.

While AIDS impacts significantly on most developing regions of the world, the pandemic has hit hardest in sub-Saharan Africa, which has an estimated 22.5 million HIV positive people and 13 million orphans due to AIDS.

Due to the prevalence of mother-to-child transmission of HIV during childbirth and through breastfeeding, as well as other transmission methods such as sexual abuse and cross-generational sex, many children are also infected with HIV. Children are often faced with HIV and AIDS-related stigma at school, which can lead students, teachers, and parents to discriminate against them and lead to students not enrolling or dropping out of school. These and other health concerns conspire to keep children out of school.

As if that isn’t enough, children who aren’t in school miss out on potentially life-saving education on HIV transmission and prevention and AIDS treatment. In fact, education has been called a “social vaccine” for its effectiveness in stopping the pandemic’s spread: while HIV infection rates remained consistent for uneducated women in Zambia, they were cut in half for educated women. You can see that orphans and other children affected or infected by HIV/AIDS are especially vulnerable, and at high risk of having no access to basic education.

Quick Quotes

“With education, people are better prepared to prevent disease and to use health services effectively. For example, young people who have completed primary education are less than half as likely to contract HIV as those with little or no schooling. Educated mothers have healthier children.” Centre for Global Development – Rich World, Poor World: A Guide to Global Development, pg. 01. [www.cgdev.org/section/rwpwl] Retrieved October 18 p.1.
What in the World Are We Doing About It?

Greater support needs to be given to help orphans and other children affected by HIV and AIDS to enroll and stay in school. This enormous task is being tackled on multiple levels, but much work remains to be done: governments need to work to improve policy and legislation to protect vulnerable children, as well as work with civil society to nurture a supportive environment for children affected by HIV and AIDS by raising public awareness of the issue through advocacy; HIV prevention and AIDS treatment methods need to be strengthened to reduce the number of orphans and vulnerable children; and families’ and communities’ abilities to care for orphans and vulnerable children must be strengthened through prolonging parents’ lives and providing support.

Governments have had some success in implementing policies and initiatives to protect orphans and other children made vulnerable by HIV/AIDS and to increase their access to education. In 2004 the government of Swaziland (which has the world’s highest adult prevalence of HIV/AIDS at 33.4%) saw enrollment remain steady and the drop-out rate decreased with the allocation of US$7.5 million to orphans and vulnerable children attending primary and secondary school. Government initiatives include providing support for community-based care for orphans and their families; providing conditional transfers in which impoverished families or schools receive money or other support on condition of children’s school attendance; developing school feeding programs that provide a nutritional meal or supplement to children attending school, serving to both attract children from poor families to go to school and increase children’s capacity to learn; waiving or eliminating school fees; and setting up school health programs that focus on child health, nutrition, sanitation, and hygiene. Some educational programs make themselves more immediately relevant by focusing on providing skills training for home-based care, essential to children caring for sick parents. Open distance and flexible learning also hold promise as alternative education options for students who frequently miss school due to home-care responsibilities or illness.

These measures can help to make school more accessible for children affected by HIV and AIDS, but must be flexible and continually adapted to meet the changing needs of the most vulnerable children. Such programs must be implemented concurrently with HIV prevention strategies, so that the number of orphans and children vulnerable due to the pandemic does not grow.

Activities

1. As a class, brainstorm on the board the challenges you face in attending school. Next, brainstorm a list of the challenges related to school that you think would face orphans or children affected by HIV/AIDS in sub-Saharan Africa. Compare and contrast the two lists.
2. In pairs, discuss what you think could be the potential benefits related to HIV and AIDS for children and youth attending school. Think in terms of prevention, stigmatization, and care.

Drive the Change You Want to See in the World!

Support an orphan in Zambia to go to school through VIDEA and Women for Change! For more details, see the Twinning Reference section of this resource.
3.2 – CHALLENGE: HIV/AIDS AND TEACHERS

Key Concepts
→ Teacher shortages and HIV/AIDS
→ Quality of education
→ Teaching HIV/AIDS education in schools

Materials
→ Photocopies of the student handout and case study.
→ Whiteboards/blackboards or flipchart for presentations to class

Time
→ 1-2 periods

The Lesson Plan

Preparation
1. Read the student handout 3.2 and select activities to use with the class.
2. Photocopy the student handout 3.2 and the case study.
3. Write a thought provoking quote on the board such as: “In some countries, such as Zambia, teachers are becoming sick from AIDS faster than they can be trained.”

Lesson
1. Ask students what role they think teachers play in children’s access to education. What effect do they think that HIV/AIDS might have on teachers? What role can teachers play in HIV/AIDS education? Introduce the unit.
2. Pass out student handout 3.2, have students read it, and guide them through activities.
3. Discuss the thought provoker on the board as a way of reviewing the lesson.
4. Give students a preview of what they will be doing in the next section.

Recommended Websites

Details UNESCO support for comprehensive education sector responses to HIV and AIDS in five essential areas.

UNESCO has launched an Initiative on Teacher Training in sub-Saharan Africa (TIISSA) for 2006-2015, designed to assist the continent’s 46 sub-Saharan countries in restructuring national teacher policies and teacher education.

http://www.ei-ie.org
Education International is the world’s largest Global Union Federation, and unites all teachers and education workers no matter where they are.


“Deadly inertia: a cross country study of educational responses to HIV/AIDS”. Global Campaign for Education.
Case Study – Nazia’s Story: Child Labour in Pakistan

Sixteen year old Nazia is one of the many beneficiaries of the ILO-IPEC “Elimination of Child Labour in the Soccer Ball Industry in Sialkot” project. She was a stitcher of soccer balls until admitted to a non-formal education centre, where she is now enjoying the skill of sewing in a very different way. She says that most village children were destined for stitching before the arrival of the project. It changed their lives in many ways. Education was certainly the most beneficial, but an alternative skill like sewing is by no means less important. “It has added to the confidence of girls by proving them capable of learning and performing other skills as well,” she says.

Education gave the children a second chance – and an alternative skill is a third chance. Sewing is essential for girls in rural life because it is a social sign of maturity. It adds to the family income and helps save money which otherwise would have gone to tailors. Sumera of the same village also says that lives of girls have improved with the learning of tailoring. “No one from the village, including our parents, thought us capable of doing anything but stitching which had become a hereditary skill. But by learning tailoring, the girls saw their respect going a few notches up the social ladder.” [www.ilo.org/dyn/declaris/DECLARATIONWEB.DOWNLOAD_BLOB?Var_DocumentID=6205]

“In some countries, such as Zambia, teachers are becoming sick from AIDS faster than they can be trained.” [41]
3.2 – CHALLENGE: HIV/AIDS AND TEACHERS

Teachers have a significant role to play in children’s access to quality education. The availability of teachers, the quality of their training, and the support that they receive largely determines the quality and relevance of basic education. Teachers play a particularly important role in providing education on HIV transmission and prevention and AIDS treatment in schools.

In many developing countries and particularly in sub-Saharan Africa, training enough teachers to meet the growing demand can be a challenge. This challenge becomes more daunting in countries with a high prevalence of HIV/AIDS due to the loss of teachers who become ill or die as a result of AIDS. It is estimated that to meet the Millennium Development Goal of achieving universal access to primary education by 2015, between 15 and 35 million new teachers will be needed.

While there is some debate as to whether teachers are infected with HIV at a higher or lower rate than the general adult population, what is not disputed is that the pandemic contributes to a general shortage of teachers, especially in sub-Saharan Africa. In turn, this shortage negatively impacts the quality and availability of education for thousands of students.

Teacher shortages tend to particularly impact rural areas, as salaries in rural schools are often lower and conditions less attractive than at urban schools, consequently attracting fewer teachers. Too few qualified teachers will often result in large class sizes or the employment of teachers who have not been trained to an adequate standard – both situations that tend to lower the quality of education available to students.

Ensuring good quality education, especially at the primary level, continues to be a problem worldwide and is exacerbated by the shortage of qualified teachers, especially females. If education is not deemed to be of quality or relevant to the students’ life context, this presents yet another barrier to children’s access to education. Both students and parents may not see attending school as a prudent use of time that could otherwise be spent helping the family with domestic or other work.

Teachers have a key role to play in educating students on HIV transmission and prevention and AIDS treatment. Because they are in a prime position to ensure that students have the knowledge to protect themselves and to help care for their families, it is critical that teachers are supported in building their capacity to provide education on HIV and AIDS and life skills-based training. Teachers are also ideally situated to play a leading role in eliminating stigma and discrimination in classrooms around the pandemic, thus tackling another obstacle that keeps children out of school.

Quick Quotes

In Zambia, the percentage of schools with teachers who had been trained in life skills-based HIV education and who taught it during the previous year rose from from 1.5% to 60% between 2003 and 2005. [2006 Report on the global AIDS epidemic: A UNAIDS 10th anniversary special edition. Joint United Nations Programme on HIV/AIDS (UNAIDS) 2006. pg.550, Switzerland.]
What In The World Are We Doing About It?

From the previous section, it is apparent that addressing teacher shortages and training is vital to achieving universal access to education, as well as ensuring that students are educated on HIV/AIDS in the classroom. Governments and other organizations are attacking these issues on multiple fronts. Some examples of initiatives underway by governments and national and international organizations include:

- Strengthening education policies and creating expedited teacher training programs that produce qualified teachers;
- Providing incentives to people to enter and remain in the teaching profession, such as improved working conditions and salary, as well as incentives for teachers to work in rural areas;
- Reducing the loss of teachers to AIDS by strengthening HIV prevention efforts that specifically target educators;
- Widening access to antiretroviral therapies that can prolong the life of educators and the general public infected with HIV/AIDS;
- Training teachers in teaching life skills and HIV/AIDS education in classrooms, including guidance on de-stigmatizing and eliminating discrimination against those with HIV/AIDS;
- Promoting the training of female teachers at the secondary as well as the elementary level.

Activities

1. Take a moment to reflect on your own schooling. How would extreme teacher shortages affect you in Canada? As a class, list on the board the likely consequences of teacher shortages.
2. In groups of 4, brainstorm and list what you think might be the negative effects of teacher shortages for teachers, students, families and communities in developing countries suffering from high rates of HIV and AIDS. Next, list what you think may be some of the ways in which teacher shortages can be addressed in those countries. Compare with your list above; share with the class.

Play a Role in Widening Access to Education in the World!

Learn how to plan a fundraiser to support your favourite educational cause in the Twinning Resources section!
4.1 - CHALLENGE: GENDER IMBALANCE IN EDUCATION

Key Concepts

- Gender inequality in education
- Female role models
- Challenges to girls’ participation in education

Materials

- Photocopies of the student handout and case study.
- Whiteboards/blackboards or flipchart for presentations to class

Time

- 1-2 periods

The Lesson Plan

Preparation

1. Read the student handout 4.1 and select activities to use with the class.
2. Photocopy the student handout 4.1 and the case study.
3. Write a thought provoking quote on the board such as: “Investing in girls’ education is one of the most effective ways to reduce poverty.”

Lesson

1. Ask students what they think are some of the consequences of girls not getting an education and list them on the board. Ask them to think in terms of the individual, family, community, and society. Introduce the unit.
2. Pass out student handout 4.1, have students read it, and guide them through activities.
3. Discuss the thought provoker on the board as a way of reviewing the lesson.
4. Give students a preview of what they will be doing in the next section.

Recommended Websites

  UNICEF’s girls’ education campaign.
- [http://www.ungei.org/](http://www.ungei.org/)
  Learn about the United Nations Girls Education Initiative.
  Basic Education and Gender Equality page of the UNICEF website.
  Gender Equality page of the UNESCO website.
  Gender Equality and Education section of the USAID website.
  Southern African Development Community Gender Monitor: “Gender Equality in Education”.
  Gender page of the Education International website.
Case Study: A Chance for a Better Life: The EMEBET Education Sponsorship Program in Uganda

What if someone gave you chance for a better life? Four orphan girls living in the Agoro Internally Displaced Person (IDP) camp received a sponsorship to attend secondary school through Working To Empower’s EMEBET education sponsorship program. The girls completed primary school through Uganda’s universal primary education system, but could not afford the costly tuition and boarding cost to attend secondary school. How does it feel to get the once in a lifetime opportunity to go secondary school? “Amazing!” says Jennifer.

The Agoro IDP camp was formed for protection against the violence of the Lord’s Resistance Army (LRA). However, the creation of the camp saw an increase in LRA violence and attacks. At age 5 or 6 the children enter primary school in the camp. The classes are huge with over 100 students per teacher. Books are hard to find and teachers are severely underpaid. Girls are under-valued and are frequently prevented from attending school. They are kept home to do chores such as cooking, cutting firewood, working in the fields and carrying water. Girls are usually married before they reach 7th grade. The high prevalence rates and the LRA attacks mean that there are many orphans in the camps. If there is any money for secondary school, the families send the boys and keep the girls at home. The end result is that orphan girls never get the chance to attend secondary school. It is in this context that Working to Empower started the EMEBET Education sponsorship program in the Agoro IDP Camp.

The cost of sponsoring a child is $20 per month which pays for tuition, boarding and food at the Kitgum Town College Secondary School. Working to Empower then contributes additional funds to pay for uniforms, books, and other supplies. This allows the girls to complete the four years of secondary school and then attend teaching or nursing college or a university. Education for girls leads to an increased income, getting the opportunity to fulfill their dreams, and no longer being dependent on men. Education of girls has been found to be associated with: increased status of women, greater awareness of individual rights, higher age of sexual debut, higher age of marriage, decreased risk of HIV infection, and an increased health status for the woman and her entire family. The girls are all extremely grateful for the opportunity they have been given and they are studying hard. Six more girls have been selected to receive sponsorship for next year. After passing their entrance exams and getting sponsors, these girls will also learn what it feels like to get a chance for a better life. (Adapted from a case study written by Christine Harris. [www.workingtoempower.org/en/articles/emebet-education-program.html]

“Investing in girls’ education is one of the most effective ways to reduce poverty.”

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4.1 - CHALLENGE: GENDER IMBALANCE IN EDUCATION

In Canada, most of us take it for granted that girls and boys have equal access to schooling. This is not true in some parts of the world; though all children have the right to basic education, in reality girls make up approximately 54% of out of school children around the world, the vast majority of them in sub-Saharan Africa, South and East Asia, and the Pacific. Afghanistan, Chad, Pakistan and Yemen have particularly bad records in girls’ education. Between 1996 and 2005, a full quarter of girls didn’t attend primary school in developing countries. Girls’ attendance in secondary school is even poorer.

There are many factors that contribute to girls’ unequal access to education. Gender discrimination in schools often mirrors that in larger society, and families are often hesitant to allow daughters to walk long distances to school when they are vulnerable to physical or sexual abuse. Poor families, some of whom have many children, may only be able to afford to send some of their children to school, and would choose to send their sons because of the perceived higher importance attached to boys’ education. Girls may be needed at home to help with domestic work, and parents may not see the value in education for their daughters.

Despite these challenges, ensuring girls’ access to education is especially important. When girls are educated, the positive effects are felt throughout their families and communities. They are better able to negotiate sex with their partners, less vulnerable to gender-based violence and abuse, and have a better understanding of how to prevent sexually transmitted infections such as HIV. Educated girls are also less likely to marry early or to die in childbirth, and are more likely to have healthy children. Of key importance is that educated mothers are more likely to prioritize their children’s education. Mothers with no schooling are more than twice as likely to have out of school children as mothers with some education.

Prioritizing girls’ access to education, then, is essential not only for ensuring their individual rights, but for promoting education across generations, thus contributing to healthy societies. While progress has been made on closing the gap between girls and boys in access to schooling, there is still a long way to go before gender equality is achieved.

Quick Quotes

“Enabling girls to attend school is literally a matter of life and death. Education, especially for girls and women, is the best way to break the cycle of ill health, hunger and poverty…” [Kailash Satyarthi, Chairperson, Global Campaign for Education. (http://www.ungei.org)]
What In The World Are We Doing About It?

Governments and their partners need to take immediate action to implement educational policies and practices that prioritize girls’ equal access to education. The education sector needs to look at girls’ participation at all levels of the education system, and to support gender equality throughout. This is no easy task when girls’ access to education is often so closely interconnected with issues of gender inequality within broader society. Governments not only need to target educational programs, but it is essential that they reinforce gender equality in all of their policies and practices.

It’s also very important that girls have female role models in the form of teachers and administrators, so governments also need to create conditions to encourage adequate professional female representation in the education and other sectors.

The United Nations Girls’ Education Initiative (UNGEI) is leading the way in galvanizing UN agencies, governments, and a broad range of donors and educational partners in working for girls’ and boys’ equal access to free, quality education. UNGEI works to influence decision-making, policies, plans and programs on a national level.

School subsidies have also been found to be an effective and easily monitored way to expand girls’ access to education. Some programs have focused on providing education for girls post-pregnancy, or pairing the development of literacy skills with parenting, health, or other life-skills training. Others offer education alternatives that offer flexible schedules for girls in the workforce. Education must be both accessible and relevant to keep girls and boys in school.

Activities

1. Now that you’ve read this section, look again at the list made at the beginning of class of some of the consequences of girls not getting an education. What would you add?
2. Refer to the list of Millennium Development Goals in Chapter 1. Which MDGs do you think are related to girls’ access to education, and how? In groups of 5, prepare and present a flow chart to the class that illustrates these connections.

Take Initiative - Make a Difference in the Global Village!

Find out how you and your class can support orphan girls in the Agora IDP Camp to go to school in the Twinning Resources section.
4.2 – CHALLENGE: LACK OF EDUCATIONAL OPPORTUNITIES FOR THE MARGINALIZED

Key Concepts

→ Inclusive education
→ Marginalized groups in society
→ Rights of the disabled

Materials

→ Photocopies of the student handout and case study.
→ Whiteboards/blackboards or flipchart for presentations to class

Time

→ 1-2 periods

The Lesson Plan

Preparation

1. Read the student handout 4.2 and select activities to use with the class.
2. Photocopy the student handout 4.2 and the case study.
3. Write a thought provoking quote on the board such as: “Most groups who are marginalized from high-quality and relevant learning opportunities are in rural areas.”

Lesson

1. Ask students which they think might be some of the groups typically excluded from education. Make a list of these on the board. Why do they think these groups might be excluded?
2. Pass out student handout 4.2, have students read it, and guide them through activities.
3. Discuss the thought provoker on the board as a way of reviewing the lesson.
4. Give students a preview of what they will be doing in the next section.

Recommended Websites

https://www.worldvision.org.uk/server.php?show=nav.00100400300k008
Learn about World Vision’s work in education for the disabled.


http://www.campaignforesolutions.org
Global Campaign for Education website.

http://www.solidsaltspring.com/HaMakhata.html
SOLID educational project in Lesotho for children with disabilities.

Child soldiers section of the United Nations Association in Canada website.

http://www.ei-ie.org/disability/en/
Disabled section of the Education International website.

http://www.ei-ie.org/indigenouspeoples/en/
Indigenous section of the Education International website.
Case Study: A School For Ha Makhata

In the barren foothills of the Maluti mountains in Lesotho, a remarkable young woman is providing a home for thirty-seven disabled children whose parents have died of AIDS. Mamello Lehlotha is 28 years old, and walks with a limp, the result of a childhood illness. She knows firsthand what it is like to live in a culture where even crossing the path of a disabled person is considered bad luck.

Near the village of Ha Makhata, Mamello has been working to give a safe haven to the mentally and physically handicapped. As founder and director of the Phelisanong Disabled HIV-AIDS Orphans and Vulnerable Children Community Project, she oversees a resource center for disabled adults and children, several HIV-AIDS support groups, a farm, a pre-school, a handicraft cooperative and an outreach program that serves twenty villages in the area. As word of the Phelisanong project spreads, it is anticipated that more and more disabled children will arrive, seeking shelter, support and education.

She would like to see her charges get an education. Happily, money has recently been raised to build a schoolhouse accessible to disabled children, but more help is needed. Ongoing support for the individual students is needed, including food for school lunches, and also such teaching materials as books, paper, pencils, maps, chalk board and chalk. It will also cover teachers’ salaries for the first two years and will allow for the purchase of school benches and tables. Support for this phase of the project could be taken over by a school class in the U.S., Canada or Europe, and would encourage communication or “twinning” between two school classes. See page 31 to help support the schoolhouse in Ha Makhata. [Adapted from http://www.solidsaltspring.com/schoolhouse.html]

“Inclusive education” means that schools and teachers adapt to diversity and can respond to the individual needs of their students”.52
4.2 – CHALLENGE: EDUCATIONAL OPPORTUNITIES FOR THE MARGINALIZED

Girls are only one of the groups that are at high risk of having no or limited access to education. Children living in conflict zones, street children, the physically or mentally disabled, migrants and refugees, nomadic or rural people, cultural or linguistic minority groups, and adults who missed out on formal education are some of the other groups around the world that tend to have limited access to schooling. What these groups have in common is that they tend to live on the margins of society – and their marginalization means that educational programs and policies usually cater to the mainstream and are not tailored to fit their specific needs or circumstances. Because traditional schooling may not meet their needs, these groups are often neglected when it comes to education.

In Africa, for example, it’s estimated that less than 10% of children with disabilities attend school, while up to one-third of the world’s 77 million children not enrolled in school have disabilities. In countries where providing even basic, generalized education is an enormous challenge, the special educational needs of the disabled are too often overlooked.

Currently, approximately 300,000 child soldiers are actively fighting in conflicts around the world, 120,000 of whom are in Africa. In addition to many other societal problems that the recruitment of child soldiers into military or paramilitary organizations creates, child soldiers lose years of schooling. For those that are eventually demobilized, there is often little opportunity to catch up on missed education.

Migrant and refugee children are other groups that often miss out on formal schooling due to their changing circumstances. For cultural or linguistic minority groups, the education on offer may be incompatible with cultural beliefs or practices or may not be offered in a language they speak. For education to be effective, it not only has to be of good quality but also relevant for potential students.

Once children miss out on schooling for any reason, the scarcity of flexible education programs catering to adults often make it difficult or impossible for them to catch up on their education later on. The lack of adult education is an enormous problem in itself, as approximately one-fifth of the globe’s adult population is illiterate.

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Quick Quotes

“Inclusion of diversity itself already benefits the schools, teachers, and all the students, allowing them to recognize what is common and what is different in the schools as parts of the same community. The ultimate objective is a healthy and productive population in which everyone fully contributes and enjoys economic, cultural and social life.” Inclusive Education Fund: The Uruguayan Experience. World Bank, 2004. Retrieved Dec. 21, 2007. ([http://siteresources.worldbank.org/DISABILITY/Resources/Regions/LAC/InclusiveEduUrugEng.pdf])
What In the World Are We Doing About It?

Given the wide range of needs of groups excluded from education, there isn’t one easy solution. When it comes right down to it, governments and other educational partners need to provide a variety of solutions to meet a variety of needs, which includes not only redesigning educational policies and programs, but also training and motivating teachers to incorporate marginalized groups into mainstream schools.

The UN Convention of Rights for Persons with Disabilities asserts persons with disabilities’ right to schooling, but national educational policies and programming need to back up this right with action. Growing in popularity, inclusive education programs take into account the needs of people with disabilities while schooling them alongside mainstream students, which has the potential to make education for people with disabilities increasingly accessible and cost-effective and with positive social impacts, particularly in developing countries. Other programs link the education of children, youth, and adults with disabilities with vocational activities, helping them to become self-supporting.

For youth and adults who missed out on formal schooling, non-formal education opportunities that take into account such factors as full-time work and domestic responsibilities must be offered. As an example, the Educatodos program in Honduras offers alternative education for youth and adults who missed out on formal schooling. The program offers schooling through audio, texts, and community projects and allows students to complete nine years of schooling cost-effectively and in a much shorter time frame and with fewer in-class hours than in traditional school systems. The program is offered in learning centers located in businesses, community centers, and factories, and since 1996, has enrolled more than 500,000 students.

Other programs must be designed to attract minority groups typically excluded from mainstream education systems, by offering lessons in their mother tongue and respecting cultural norms. While there’s no single solution for ensuring that universal access to education – including that of the most marginalized – is achieved, much progress towards this goal can be made through strategic thinking and action on education based on local realities and responding to local needs.

Activities

1. Look at the list you made at the beginning of class. After reading this section, what marginalized groups would you add?
2. Think about it: In groups of 4, reflect on the following questions: In your community, what are the different groups with special educational needs? How are these groups incorporated into the education system? Do you think the system in place is effective, and could it be applied in developing countries? Why or why not? Share your answers with the class.

Engage Yourself In a Global Education Issue!

See the Twinning References section to learn how to help provide educational opportunities for disabled children at Ha Makhata!
The following organizations (as well as many others not listed!) can help teachers and students undertake educational twinning initiatives overseas. Please contact the organizations below for more information and to find out how you and your class can best contribute to making education accessible to everyone!

1. Victoria International Development Education Association (VIDEA)

407-620 View Street
Victoria, BC
V8W 1J6    Canada
Tel: (250) 385-2333
Fax: (250) 388-5258
Email: info@videa.ca
www.videa.ca

Learn more about students and schooling in Zambia by initiating a twinning activity with your class or group! Contact VIDEA for more information on how to initiate the following educational twinning activities through Women for Change in Zambia: Pen-pal or art exchange with Zambian students; Providing fundraising support for a meal program or supplies for Zambian schools; Providing support for orphans and other vulnerable children to go to school.

2. Salt Spring Organization for Life Improvement and Development (SOLID)

125 McPhillips Avenue
Salt Spring Island, BC
V8K 2T6    Canada
Tel: (250) 537-0863
Email: info@solidsaltspring.com
www.solidsaltspring.com/schoolhouse.html

Wondering how you and your friends can help youth with disabilities in Africa go to school? Contact SOLID to find out how you can support development of a school for children and youth with disabilities in Lesotho. Visit http://www.solidsaltspring.com/schoolhouse.html for details of the Ha Makhata education project.

3. Working to Empower

4974 La Quinta Place
Victoria, BC
V8Y 3G9    Canada
Please use e-mail contact.
Email: workingtoempower@yahoo.com
http://workingtoempower.org

Motivated to help youth in conflict zones and those impacted by HIV/AIDS get an education? Contact Working to Empower to learn more about how you can support orphans to go to school in: DR Congo – Forty-eight orphans aged six to eighteen are looking to enter either primary or secondary for $30 per year, including a uniform; Tanzania – Fifty refugee orphans are looking to attend secondary, primary being free, for a cost of $10 per year, uniforms provided by World Vision; Northern Uganda – Five orphans living in IDP camps would like to attend a secondary boarding school as there is no secondary school within their camp. The fee includes housing and food and is $240 per year; Kampala, Uganda – Fifty children aged 3-11, vulnerable and/or orphaned, are looking to enter primary school as the feeless system begins to collapse. The cost is $30 per year, families are responsible for supplying uniforms.

4. RESULTS Canada

102-153 Chapel Street
Ottawa, ON
K1N 1H5    Canada
Tel: (613) 241-4170
Fax: (613) 241-4170
Email: blaise.salmon@resultsresultats.ca
www.results-resultats.ca

See http://www.results-resultats.ca/action/contacts-en.asp for contacts details of provincial RESULTS groups. Passionate about pushing your government to do more to abolish school fees around the world? Contact RESULTS or visit the RESULTS webpage at http://www.results-resultats.ca/action/actions/2007/2007-09-en.aspx to find out how to join the letter-writing Campaign to Abolish School Fees.
5. YouthCARE Canada

200-9 Gurdwara Road
Ottawa, ON
K2E 7X6    Canada
Tel: (613) 226-5777
Fax: (613) 226-5777
Email: youthcare@care.ca
www.care.ca/youthCARE/

Are you and your friends excited about planning some fundraising activities to support kids’ access to education, but don’t know how? Contact YouthCARE or visit the YouthCARE website at http://www.care.ca/youthCARE/youth/Help fundraising_e.shhtm to access a step-by-step guide to help you organize a fundraiser and to read about the ways schools across Canada are raising money for CARE.

6. Global Campaign for Education

Mailing Address:
P.O. Box 521733
Saxonwold 2132
South Africa
Tel: (270) 11 447 4111
Fax: (270) 11 447 4138
Email: info@campaignforeducation.org

Do you and your classmates want to receive e-newsletter updates about the global campaign for education, or have your class take part in the Global Campaign for Education’s annual Action Week activities? The Global Campaign for Education promotes education as a basic human right, and mobilizes public pressure on governments and the international community to fulfil their promises to provide free, compulsory public basic education for all people. Visit the Global Campaign for Education website for details! For guidance and ideas for schools who are exploring the idea of setting up a global school partnership, view the resource “Involving Global School Partnerships in The Global Campaign for Education” at: http://www.campaignforeducation.org/resources/Apr2007/gsp_global_education_toolkit_tcm8-9967.pdf

7. Free the Children

233 Carlton Street
Toronto, ON
M5A 2L2    Canada
Tel: (416) 925.5894
Fax: (416) 925.8242
Email: youth@freethechildren.com
www.freethechildren.com

Get together with friends and start a Free The Children We Generation Group at your school or in your community! Your group can sign up for campaigns through Free the Children, run great events and connect with other Youth in Action groups around the world. Visit the Free the Children’s online Youth Hub for We Generation Groups for more information website at http://youth.freethechildren.com/

8. Positively Africa

Tel: (250) 519-0040
Email: pegfrank@telus.net
www.africa.disted.camosun.bc.ca/pA%20Oct%20newsletter%20small%20final%20version.doc

Is your class interested in supporting the nutritional well-being of HIV positive youth in Nairobi, Kenya? Contact Positively Africa to find out how you can connect with the Kibera Youth Group Nutrition Project. The HIV Nutrition Project aims to make fruits and vitamin supplements required by HIV positive youth both locally available and affordable. Formed and run by youth from Kibera, this program is a testament to the positive impact youth can have when they work together. Get in touch to find out how you can become involved!
Activity Answer Key

This section provides you with answer ideas for the activities in each section. While most of the activities have an answer key below, we haven’t provided answers for activities which require the class to respond from their own experiences. The answers that follow are certainly not the only valid answers, and we encourage you and your class to be creative in your responses!

CHAPTER 1
Section 1.1

Q. In small groups, brainstorm and discuss the various ways in which education helps you in your life. What are the ways it improves your life now?

A. Helps to understand the world around us; enables us to understand the world through access to/understanding of written material; helps us to understand how things work so that we can problem-solve; gives us the tools to understand each other and other peoples and cultures; helps us to figure out what fields/professions we’re interested in pursuing etc.

Q. How do you anticipate that your education will improve your life in the future?

A. Gives us choice in what professions we follows; gives us the tools to make healthy choices for us and our families; gives us the tools to makes choices to live sustainably; helps us learn tolerance for other cultures customs, etc.

Q. Brainstorm and discuss in small groups how education contributes to the achievement of the other MDGs. How do they relate to access to education? Present your findings to the class.

A. Eradicating extreme poverty and hunger will allow families to prioritize education and allow them to put aside money for school fees and not to depend on money brought in by working children; students will also perform better in school if they are not hungry. Promoting gender equality and empowering women will lead to families’ prioritizing girls’ education and equal opportunity for girls in education, and enable societies to begin to see a wider role for women in their communities, opening up a diverse range of professions to women; likewise, education on gender equality in schools can help to facilitate achievement of this goal. A reduction in child mortality will lead to women having fewer children and they will be better able to afford the costs of sending all of their children to school, including girls. Combating HIV/AIDS, malaria and other diseases will free up children who would otherwise need to take care of sick parents and/or siblings, or who might be sick themselves, to go to school; children and youth can also learn how to prevent and treat these diseases at school. Education on environmental sustainability provided by schools can help to teach people to use environmentally sustainable practices. By developing a global partnership for development, governments, donors and non-governmental organizations can work together to develop coordinated support for education to ensure universal access.
APPENDIX “A”

Section 1.2
Q. Can you think of challenges to people accessing education not listed above?
A. Long distances to school; lack of transport; stigma and discrimination; child labour/domestic responsibilities; crowded classrooms; lack of school supplies; lack of uniforms; mistrust of male teachers (for female students).
Q. Can you think of some positive outcomes from accessing education that are not listed?
A. Helps to understand the world around us; enables us to understand the world through access to understanding of written material; helps us to understand how things work so that we can problem-solve; gives us the tools to understand each other and other peoples and cultures; helps us to figure out what fields/professions we’re interested in pursuing; gives us choice in what professions we follow; gives us the tools to make healthy choices for us and our families; gives us the tools to make choices to live sustainably; helps us learn tolerance for other cultures/customs etc.
Q. Look at the challenges listed above. In small groups, brainstorm ways in which the challenges relate to one another. Present and explain your findings to the class using a flow chart.
A. Extreme hunger and poverty make the cost of schooling difficult to meet; orphans and children affected or infected by HIV/AIDS may also have difficulty meeting the cost of schooling as household income declines due to illness, also putting them at risk of extreme poverty and hunger; when a child’s education is disrupted, perhaps due to recruitment as a child soldier, a lack of non-formal educational opportunities make it difficult to catch up on education; teacher shortages, particularly of female teachers, leads to lack of educational opportunities, particularly specialized programs for children with disabilities or minority groups.

CHAPTER 2
Section 2.1
Q. What specific school services do you think are sacrificed when governments spend little on education?
A. Extra-curricular activities i.e. sports and special-interest clubs; tutoring; school and art supplies; desk; chairs; maintenance of building of schools; uniforms; school meals; limited teacher to student ratio; parent-teacher consultations; education quality; progress reporting; individual attention etc.
Q. What part of the population do you think is most affected by low levels of government spending on education?
A. The poor; minority groups; indigenous peoples; disabled people; girls; child soldiers; adults lacking education; nomadic groups; those affected by HIV/AIDS or other diseases etc.
Q. Working in partners, draw on the case study above and your own classroom experiences to identify challenges that might accompany the elimination of school fees.
A. Overcrowding in classrooms; teacher shortages; poor teacher to student ratio; shortage of school supplies desk/chairs; lack of individualized attention; teacher burn-out etc.
Q. How might governments deal with these challenges?
A. Recruit additional teachers/provide incentives in advance of elimination of school fees; provide teacher motivation; build additional schools; hold classes in shifts; appeal to donors for additional assistance etc.
Section 2.2
Q. In groups of 4, brainstorm answers to the following questions and present your answers to the class. What do you think are some of the key differences between jobs that you and your friends might have, and child labour?
A. Hours, access to education, level of pay, abuse, protection of labour laws etc.

Q. Governments/funding programs cannot always provide income support like in the case of the Bolsa Familia program. In these cases, how might access to education be improved for working children?
A. Flexible education arrangements that allow children to attend school outside of working hours.

Q. What social or economic factors do you think might influence the decision to send a child to work? Draw a flow chart or diagram illustrating the relationship between factors.
A. Parents’ education level; family income level; distance to school; relevancy of education; number of children in family; family health; school meal program.

Q. Child Labour and You: Many of the consumer goods that we buy, including clothes, toys, and shoes, are made in factories overseas, some of which use child labour. What are some of the things you can do in Canada to support workers overseas?
A. Don’t buy from companies that use child labour; research companies’ business practices/ethics and record.

CHAPTER 3
Section 3.1
Q. In pairs, discuss what you think could be the potential benefits related to HIV and AIDS for children and youth attending school. Think in terms of prevention, stigmatization, and care.
A. Learn about HIV transmission and prevention and AIDS treatment and care; education on HIV/AIDS to decrease stigma or discrimination against those infected or affected.

Section 3.2
Q. Take a moment to reflect on your own schooling. How would extreme teacher shortages affect you in Canada? As a class, list on the board the likely consequences of teacher shortages.
A. Lack of ability to carry out extra-curricular activities; teacher burn-out; lack of individualized attention; overcrowded classes etc.

Q. In groups of 4, brainstorm and list what you think might be the negative effects of teacher shortages for teachers, students, families and communities in developing countries suffering from high rates of HIV/AIDS.
A. Lack of life skills-based education on how HIV is transmitted and prevented and on AIDS treatment and care; lessening in quality of education that would add another reason for students—particularly those affected by HIV/AIDS—to not go to school; less time/energy to devote to reducing stigmatization etc.
Next, list what you think may be some of the ways in which teacher shortages can be addressed in those countries. Compare with your list above; share with the class.

A. Recruit additional teachers/provide incentives in advance of elimination of school fees; provide teacher motivation, particularly to work in rural settings; hold classes in shifts; provide HIV/AIDS education targeted at educators to work to reduce HIV infection rate; provide free anti-retroviral therapy targeted at HIV-positive educators, to prolong their lives etc.

CHAPTER 4

Section 4.1

Q. Now that you’ve read this section, look again at the list made at the beginning of class of some of the consequences of girls not getting an education. What would you add?

A. Not as likely to prioritize an education for their children; less able to negotiate sex with their partners; more vulnerable to gender-based violence and abuse; more likely to marry early or die in childbirth; less likely to have health children; lack of knowledge of how to prevent sexually-transmitted infections such as HIV and diseases such as Malaria;

Q. Refer to the list of Millennium Development Goals in Chapter 1. Which MDGs do you think are related to girls’ access to education, and how? In groups of 5, prepare and present a flow chart to the class that illustrates these connections.

A. Eradicate extreme poverty and hunger (families will be able to send all of their children to school); achieve universal primary education; promote gender equality and empower women; reduce child mortality (families will have children, so will be able to afford to send those children to school); combat HIV/AIDS, malaria and other diseases (fewer girls will be infected/affected by disease, and thereby able to attend school); develop a global partnership for development (including coordination to mainstream gender in all sectors, including education).

Section 4.2

Q. Look at the list you made at the beginning of class. After reading this section, what marginalized groups would you add?

A. Nomadic peoples, rural communities; the poor; minority groups; people with disabilities; girls; child soldiers; adults lacking education; indigenous peoples; those affected by HIV/AIDS or other diseases.
Education for All: Twinning Tools for Schools Curriculum Connections

Prescribed Learning Outcomes
The following learning outcomes are based on the British Columbia Ministry of Education’s Integrated Resource Packages (IRPs). The IRPs contain standard-based learning outcomes and achievement indicators for each subject area. For a complete list of learning outcomes, please visit www.bced.gov.bc.ca/irp/irp.htm.

Students Will Be Able To:

Socials 11
- demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration.
- students will also compare Canada’s standard of living with those of developing countries, with reference to poverty and key indicators of human development.

Communications 11-12
- identify indicators of cultural diversity in print and non-print media, including electronic media
- develop and defend a point of view using evidence from work they have read, heard, or viewed.

Civic Studies 11
- evaluate the relative abilities of individuals, governments, and non-governmental organizations to effect civic change in Canada and the world, with reference to considerations such as; power and influence; circumstances; methods of decision making and action; and public opinion.

Applied Skills 11
- demonstrate an ability to assess the impact that acquiring applied skills can have on personal and career choices.
- demonstrate a willingness to participate independently and interdependently in a productive environment.

Health and Career Education Grade 9
- explain the importance of developing employability skills (e.g., employability skills are transferable to all areas of a student’s life, including school, leisure, part-time employment, future careers)

Work Experience 11 and 12
- demonstrate a commitment to high-quality work when presenting ideas and information in a variety of school, community, and work contexts
- adjust presentations according to purpose, topic, and audience
- communicate purposefully, confidently, and ethically in a variety of situations
- demonstrate respect for the diversity of ideas, language, and culture in an inclusive community
APPENDIX “B”

English Language Arts 8 to 10
- relate ideas and information in works of communication to universal themes
- demonstrate openness to divergent language, ideas, and opinions from a variety of cultural communities as expressed by mass media and in literature
- identify and investigate how different cultures and socio-economic groups are portrayed in the media
- use various strategies to resolve conflicts, solve problems, and build consensus
- evaluate and modify their own roles in group interactions in a variety of contexts
- demonstrate their commitment to collective goals
- interact purposefully, confidently, and appropriately in a variety of situations
- analyse the influence of language and cultural diversity on themselves and their communities
- demonstrate respect for cultural differences

English 11
- display respect for the diverse languages and cultures of the communities represented in classroom, local, provincial, national, and international literary and mass media works

English 12
- make connections between their own values, beliefs, and cultures and those reflected in literature and mass media
- demonstrate a willingness to explore diverse perspectives to develop or modify viewpoints
- apply a variety of strategies including formal decision-making techniques and consensus-building skills to solve problems and achieve group goals

Social Studies Grade 8
- identify and clarify a problem, an issue, or an inquiry
- assess a variety of positions on controversial issues
- co-operatively plan and implement a course of action that addresses the problem, issue, or inquiry initially identified

Social Studies Grade 11
- assess Canada’s participation in world affairs with reference to human rights & the United Nations
- compare Canada’s standard of living with those of developing countries, with reference to poverty and key indicators of human development

Civic Studies 11
- demonstrate skills and attitudes of active citizenship, such as ethical behaviour, open-mindedness
- describe organizations that govern relations among nations, including those dealing with: peace and security, international justice, social and environmental issues.
- implement a plan for action on a selected local, provincial, national, or international civic issue
Education for All: Twinning Tools for Schools
Teacher Feedback Form

Optional Information

Name: __________________________________________________________________________________________
School/Organization: __________________________________________________________________________
E-mail address: _______________________________________________________________________________
Phone: __________________________ Fax: __________________________

Required Information

Grade level: ______________________________________________________________________________________
Subject/Class: __________________________________________________________________________________

1) How did you learn about this resource?
   a) Through the VIDEA catalogue
d) Other (please specify) ________________________________
   b) Through a workshop
c) Through the VIDEA website

2) Is the material appropriate for the grades specified?
   Yes         No

3) Are the lessons organized in a way that is easy to understand?
   Yes         No

5) Is the length of the lessons appropriate?
   Yes         No

6) Can this program be readily integrated into your already existing curriculum/program?
   Yes         No

9) Do you plan to teach these lessons in your classroom again?
   Yes         No

If “No”, why? __________________________________________________________________________________

______________________________________________________________________________________________
APPENDIX “C”

10) Does your class plan to engage in a twinning activity?
   Yes           No

11) If your answer to question 10 was “Yes”, which twinning activity did you choose and how can VIDEA help support you?
   __________________________________________________________________________
   __________________________________________________________________________

12) Was any particular lesson especially well received?
   Yes           No

13: Did you find the information in the resource to be clear and well organized?
   Yes           No
   Comments: _________________________________________________________________
   __________________________________________________________________________

14. Additional comments: _________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

Thank you for taking the time to provide valuable feedback!

Please return the completed feedback form by email to: info@videa.ca

Or by mail to:

Victoria International Development Education Association
407A - 620 View Street
Victoria, British Columbia,
V8W 1J6  Canada
ENDNOTES

23. Center for Global Development, 2.
ENDNOTES

44. UNICEF, “Girls’ education as power for development”, 2.
47. UNESCO, EFA Global Action Plan, 27.


BIBLIOGRAPHY


