

Education For All

*Civic, Social and Political Education
Resource Pack*



*Irish Coalition for the Global
Campaign for Education*



This Civic, Social and Political Education (CSPE) resource pack, *Education for All*, has been published by the Irish Coalition for the Global Campaign for Education. The pack has been funded by Irish Aid. *The views expressed herein are those of the Irish Coalition for the Global Campaign for Education and can in no way be taken to reflect the official opinion of Irish Aid.*

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Irish Congress of Trade Unions (ICTU)
Irish National Teachers' Organisation (INTO)
National Youth Council of Ireland (NYCI)
Oxfam Ireland
Sightsavers International
Teachers' Union of Ireland (TUI)
Union of Secondary Students (USS)

The Irish Coalition wishes to acknowledge the contribution of the following in the production of this resource pack:

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Curriculum Development Unit, CDVEC, *Citizenship2005* for its financial assistance for the production of the resource pack.

Concern Worldwide for the funding of the second edition of this resource.

Foreword



It gives me great pleasure to be invited to write the foreword for this schools resource pack for the Civic, Social and Political Education course at second level. I am also pleased that Irish Aid has been able to provide funding for its production. The availability of such a resource in second level schools will provide teachers and students with a valuable educational tool to help understand the links between their lives and the lives of people in other parts of the world and to work to create a more just and sustainable world.

Education is one of the fundamental human rights and in recognition of this the international community in 2000 committed itself to Education for All in 2015. The core objective of this international project is to ensure that all the children in the world have access to basic education by 2015. The overarching objective of Ireland's aid programme is the reduction of poverty in all its various manifestations. One key focus area of the Irish Aid programme is education. Without education children's life chances are severely curtailed. This means the cycle of poverty continues for these children and future generations.

Young people must have access to quality education to enhance their ability to be actors for sustainable development and a just and peaceful world. Education must reflect the importance of living in a manner that promotes equality in the present and fosters a sustainable future. The Irish Aid programme is widely regarded as a first class one and the Government is committed to reaching the UN goal of 0.7% of GNP on Overseas Development Aid by 2012, three years ahead of target. In 2006 Irish Aid will spend €658 million on Ireland's overseas aid programme and €773 million will be spent in 2007. Supporting the provision of primary education in our eight programme countries will be a priority.

I am confident that this resource will enrich our young people's knowledge and understanding of the importance education plays in their lives and the lives of children across the world.

Conor Lenihan, T.D.

A handwritten signature in blue ink, appearing to read 'Conor Lenihan', with a long, sweeping underline stroke.

Minister of State at the Department of Foreign Affairs for Development Cooperation and Human Rights.

Foreword

For 80 million children and 880 million adults, the basic human right of education is being violated everyday. The Global Campaign for Education is a worldwide alliance of trade unions and non-governmental organisations active in over 150 countries. The Global Campaign for Education promotes education as a basic human right and mobilises public pressure on governments to fulfill their promises in providing free and public education for all people. They include children, women and all disadvantaged sections of society including people with disability. The campaign is driven by the conviction that quality education for all is achievable.

The Irish Coalition for the Global Campaign for Education is part of this global family and is an alliance of Irish trade unions, non-governmental organisations and youth groups. All work towards the common goals of ensuring that the Irish government meets its commitments of the global programme for Education for All.

This resource enables teachers and students to explore the issue of education and its importance in the fight against poverty. It also provides opportunities for students to play an active role in the annual Global Action Week for Education, which takes place in April of every year all around the world.

Education especially for girls and women is the best way to break the cycle of ill health, hunger and poverty. Without it we can't achieve the Millennium Development Goals

David Joyce



Development Officer, Irish Congress of Trade Unions
Chairperson of the Irish Coalition for the Global Campaign for Education,

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User Guide for Teachers

Welcome to *Education For All*. This resource has been specifically designed for teachers of Civic, Social and Political Education to support learning within the course concept of Rights and Responsibilities.

This resource focuses on Human Rights. It is based on Article 26 of the Universal Declaration of Human Rights and Article 28 of the United Nations Conventions on the Rights of the Child. Both of these Articles state that all children have the **RIGHT TO EDUCATION** and that primary education should be free for every child in the world.

Education for All is divided into three sections as follows:

Section 1 consists of four classes, the first of which establishes the links between education and poverty; the second explores essential education infrastructure; the third provides case studies of children around the world and the fourth introduces students to the Millennium Development Goals and the Global Campaign for Education.

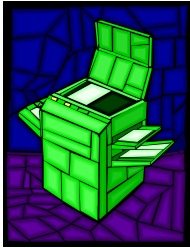
Section 2 provides information on Global Action Week and how you might get involved. This year's Global Action Week is called *Every Child Needs a Teacher* and provides the opportunity to remind politicians and officials of the pledges they made to ensure that every child is not only able to go to school, but is also taught by a well-qualified teacher in a class of no more than 40 pupils.

Section 3 provides a comprehensive outline, including committee suggestions, to guide you through the action project *Inviting in a Politician* which is part of the Global Action Week coordinated by the Global Campaign for Education. The aim of this Action Project is for the students to prepare a dossier and to present this to a politician.

NOTE: Every year there is a different theme for Global Action Week. Section 2 of this resource is relevant to this year's theme of Every Child Needs a Teacher however, to ensure the relevance and continuing use of this resource Section 2 will be updated and sent to schools for future Global Action Weeks.

USER GUIDE FOR TEACHERS

BEFORE EACH CLASS YOU WILL NEED TO PREPARE



CLASS 1

1 photocopy of the Educate us to end Poverty Activity (pages 11 and 12) cut into eight questions.

8 copies of the Glossary (page 13).

1 per student of Why Educate (page 14).

CLASS 2

8 - 10 photocopies of Education Essentials on page 15 - this number will depend on the amount of groups that the students are broken into. These pages will need to be cut up into sets. Small envelopes are very useful for storing these sets and means that the activity can be used again with other students particularly if photocopied onto light card.

8 - 10 (again depends on the number of groups) copies of Ranking Education Essentials (page 15).

CLASS 3

1 photocopy of each of the Identity Cards on pages 22 to 29.

CLASS 4

You could read out the Background Information sheets (x2) or you may decide to distribute copies amongst your students (pages 35 and 36).

1 copy of each of the Task Cards on pages 32,33,34 cut into the individual tasks.

**CLASSES
AND
ACTION PROJECT
FOR
CIVIC, SOCIAL AND
POLITICAL
EDUCATION**

CLASS 1

STEP 1

Inform students that Article 26 of the Universal Declaration of Human Rights states that everyone has the right to education and that Article 28 of the United Nations Convention on the Rights of the Child states that all children have the right to an education and that primary education should be compulsory and free for every child in the world.

However, the reality is that, 104 million children are currently out of school and one out of three children in the world will either never go to school or drop out before finishing primary level. We are not surprised to learn that most of these children are in the developing world where poverty, hunger and AIDS/HIV are a part of their daily life.

In the following activity students are asked to make the links between education and ending poverty. There is a **Teacher Information Page** to support the learning in this activity.

STEP 2

ACTIVITY: Educate us to end Poverty

Divide the students into groups of eight. Give each group one of the picture questions, which are based on the headings below. Each question asks the students what difference education would make in these areas of people's lives and how ultimately this would help to tackle the problem of poverty in the long-term.

(Some students might find it useful to have the **Glossary** sheet designed to accompany this activity.)

JOB	NUTRITION
HEALTH	DECISION MAKING
EXPLOITATION	HIV / AIDS
RIGHTS	MARRIAGE & CHILDREN

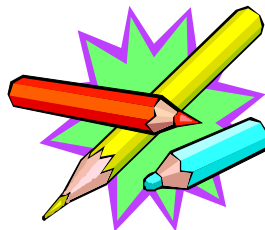
Give the groups 10 minutes to discuss their question (you may need to prompt some groups to get them thinking in the right direction!) You might find the information sheet for teachers useful for this activity. When the time is up ask each group to present their ideas to the rest of the class.

Put each of the headings on the blackboard and make a note of key words that the students use. As each group presents their ideas invite comment from the other groups.

Distribute the **Why Educate? Sheet** and ask the students to fill in the sheet from what they have heard and from what is on the blackboard.

When all of the groups have finished make sure to make the point that the children of educated people are more likely to go to school so that these children are less likely to be poor when they grow up. Thus a new cycle replaces that of the cycle of poverty.

FOLLOW-UP ACTIVITY



Ask students to symbolise something that stood out for them from the situation card that they did in their groups. These symbolic representations could be single words, sketches, cartoons, photos, newspaper headlines, magazine pictures, some lines from a song, a poem ...

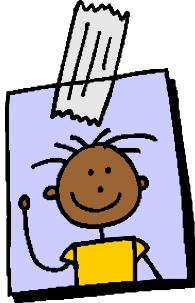
All of the work completed by the students in class or for homework could be displayed on the wall to create a visual representation of their learning journey.

The organisations listed on the Useful Websites page at the back for more information about child labourers, children with disabilities.

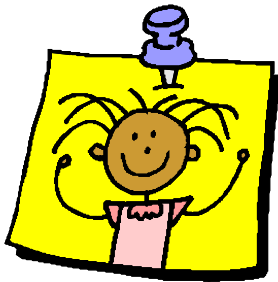
TEACHER INFORMATION PAGE

EDUCATION CAN BREAK THE CYCLE OF POVERTY			
<p style="text-align: center;">HIV/AIDS</p> <p>Girls and boys who go to primary schools are half as likely to get HIV/AIDS as those who don't. Once they are educated about these diseases they know how to protect themselves.</p>	<p style="text-align: center;">RIGHTS</p> <p>Often the poorest people are marginalised and made to feel inferior. Education helps people to realise that they are entitled to the same rights and opportunities as everyone else.</p>	<p style="text-align: center;">HEALTH</p> <p>When women are educated about health they are more likely to use a health clinic for advice and help. It also means that they will get themselves and their families immunised against some of the worst illnesses.</p>	<p style="text-align: center;">DECISION-MAKING</p> <p>People who are educated know more about what is going on and want to have a say in decisions that affect them. Educated people are more inclined to vote. They are also the ones who will join campaigns that may effect change.</p>
<p style="text-align: center;">EXPLOITATION</p> <p>Education helps poor people not to be cheated or exploited. High rents, child labour, poor wages, bad work conditions etc are examples of exploitation.</p>	<p style="text-align: center;">JOBS</p> <p>People who are educated can apply for better jobs with better conditions and earn more money than those who have no education.</p>	<p style="text-align: center;">NUTRITION</p> <p>When women have been educated about food and nutrition it helps them to keep their families healthier and as a result they are stronger and can work more and earn more money.</p>	<p style="text-align: center;">MARRIAGE & CHILDREN</p> <p>In many cultures girls, as young as 12 get married. Educated women tend to marry later and have fewer children. They also make sure that family income is spent on education and health.</p>
<p>EDUCATED PARENTS ARE MORE LIKELY TO SEND THEIR OWN CHILDREN TO SCHOOL, SO THAT THEIR CHILDREN ARE LESS LIKELY TO BE POOR WHEN THEY GROW UP</p>			

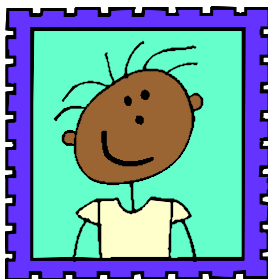
EDUCATE US TO END POVERTY



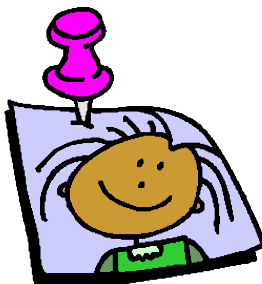
How will getting educated about HIV / AIDS help me?



How will getting educated about Health Services help me?




Why do I need to be educated about food and nutrition?



What difference would being educated make to me getting married and having a family?


EDUCATE US TO END POVERTY



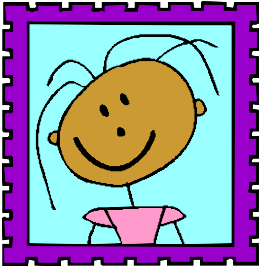
Exploitation - what's that? Is it a disease? Why would going to school help me?



Why do we need to be educated about our rights?

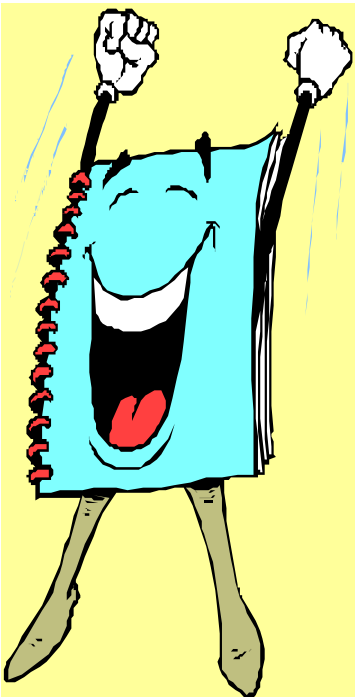


The government makes all the decisions and rules so what difference would it make if we were educated?



I can get a job and help my family when I am 7, so why do I need to be educated?

GLOSSARY

Poor families often have a lot of children because of their culture and they depend on them to earn money.	People who are aware of their rights are not happy to be treated badly.	Child labour, high rents, poor wages, bad conditions are examples of exploitation.	
Educated people want to have a say in things that affect them.	Educated people learn about their rights and what they are entitled to.	Educated women marry later and have less children, instead of getting married as young as 12 years.	
Educated people will use health services and clinics.	Educated people have the knowledge to try and change things.	Education means knowing how to protect yourself against diseases.	
Educated people will recognise exploitation.		Educated people can apply for better jobs.	
People who eat healthy food are stronger.		A better job means more money.	
Education about health means preventing illnesses.		Educated people are in a better position not to be exploited.	
More money means more food.		Educated people know more about healthy food.	
Education means knowing where and how to ask for help.		Health education improves hygiene and sanitation.	
Educated women make sure that family income is spent on health.		Educated people will send their children to school.	
Healthier people can work more and earn more money.		Educated parents do not need to have a lot of children.	Educated people are more likely to use their vote.
Uneducated people can be made to feel inferior about themselves.		When people know their rights they will try to change things.	Educated women make sure that family income is spent on education.
HIV/ AIDS is avoidable and treatable.	Exploitation means taking advantage of people.	Educated women will immunise their families.	
<p>EDUCATED PARENTS ARE MORE LIKELY TO SEND THEIR OWN CHILDREN TO SCHOOL, SO THAT THEIR CHILDREN ARE LESS LIKELY TO BE POOR WHEN THEY GROW UP</p>			

WHY EDUCATE?

	DESCRIPTIONS
JOB	
NUTRITION	
HEALTH	
DECISION-MAKING	
HIV/AIDS	
RIGHTS	
EXPLOITATION	
MARRIAGE & CHILDREN	
EDUCATED PARENTS ARE MORE LIKELY TO SEND THEIR OWN CHILDREN TO SCHOOL, SO THAT THEIR CHILDREN ARE LESS LIKELY TO BE POOR WHEN THEY GROW UP.	

CLASS 2

STEP 1

Students have now established the necessity for education and should be aware that every child has the right to education. Providing a basic primary school education for children requires some basic essentials. In this class students will learn that there is a need for certain structures to be in place so that a quality education can be achieved.

Brainstorm for a few minutes with students about what life was like for them in primary school - the kind of things they learned, the equipment in their classrooms (some of them may have had a computer in their classroom with or without access to the internet), books, televisions, dvd players, video players, a chair each ...

STEP 2

ACTIVITY: Defining Education Essentials

1. Ask the students to work in groups of three or four to a maximum of seven groups. Give each group a set of 20 Education Essentials. Explain to students that all of these together are essential for a quality education. However, this is not always possible, so they now are in a situation where they have to pick five of the 20 that they think are the most necessary. Give the groups ten minutes to discuss and decide on their choices. During the course of the ten minutes visit each group to see how the discussions are going.
2. When the students have made their five choices, now ask them to prioritise their choices in order of the most essential - 1 to 5.
3. Distribute the Ranking Sheet (keeping one for yourself!) and ask a member of each group to call out their 1, 2, 3, 4, 5 choices. As the groups call out their education essentials ask the students to mark their ranking sheet for each group. When all of the groups have finished it will now be possible to establish the five most important essentials for education as picked by the entire class.
4. If there is enough time remaining, discuss the results. It might also be interesting to find out what were the first things that students discarded when making their choices.

FOLLOW-UP ACTIVITY



Ask the students to do an audit where they make a list of everything in their school, including the school building, equipment, staff etc. This will make them more aware of the extent of the organisation which is involved in providing them with an education. Some general headings are suggested here but you or your students might decide to use others.

TEACHERS | CLASSROOMS | EQUIPMENT | STAFF

FACILITIES | RESOURCES | ORGANISATIONS

INFRASTRUCTURE | COMMUNITY LINKS

EDUCATION ESSENTIALS

TABLES	BLACKBOARD
QUALIFIED TEACHER	COPIES
TEXT BOOKS	PENS & PENCILS
ELECTRICITY	HEAT
WATER	SPORTS HALL

EDUCATION ESSENTIALS



CHAIRS	TOILETS
SAFE BUILDING	CHALK
MAX 40 IN A CLASS	COMMON LANGUAGE
UNIFORM	CLASSROOM
PLAYGROUND	WELL PAID TEACHER

RANKING EDUCATION ESSENTIALS



	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
Tables							
Blackboard							
Qualified teacher							
Pens and pencils							
Copies							
Text books							
Heat							
Electricity							
Sports Hall							
Water							
Toilets							
Safe building							
Chalk							
Max 40 in a class							
Common language							
Uniform							
Classroom							
Chairs							
Playground							
Well paid teacher							

CLASS 3

STEP 1

Remind the students again that everyone has the right to education but that in fact this is not the situation for over 100 million children. This class will look at the reality that some children face regarding education and will help the students to empathise with children around the world and the difficulties they are facing.

STEP 2

ACTIVITY: Barriers to Education

1. Divide students into groups of 3 or 4. Give each group an Identity Card. Ask them to read the details on the card and to discuss what it would be like to be this person.
2. Inform the students that they must nominate a spokesperson from the group who will take on the identity of this person. The spokesperson will introduce himself/ herself as this person and will have to answer questions from the other students about their life. Allow the groups 10 to 15 minutes to construct their character.
3. When the time is up, put a single chair at the top of the classroom and invite the first spokesperson to sit down. This person is introduced in character and gives a little bit of information about their life. The audience is then free to ask questions. Below are some suggestions for questions but there are many more that they will think of:

How do you feel about your situation?

Describe a typical day in your life.

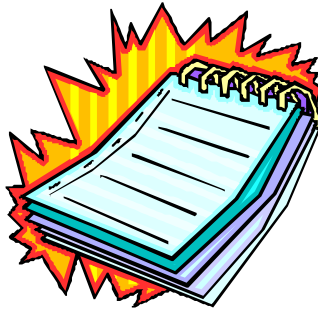
Is there anything you can do to improve your situation?

What are your hopes for the future?

What job would you really like to do if you had the chance to get a quality education?

4. Before the class ends allow five minutes for a general discussion to take place so that all of the spokespeople are now out of character again. Ask the students what they thought of the situations they heard about during the activity and how they felt about these children.

FOLLOW-UP ACTIVITIES



ALTERNATIVELY

1. Divide the students into groups of 3 or 4. Give each group an Identity Card. Ask them to read the details on the card and to discuss the young person's situation that is depicted.
2. Ask each group to select a scribe who will write down the main points of the discussion. The main points should be agreed by group members.
3. Ask each group to select a spokesperson to feedback the main points raised to the whole class.

IDENTITY CARDS

ABEBA

Hi, my name is Abeba, I live in Ethiopia and I am 10 years old. I live with my parents and my two younger brothers. We are very poor. Even though my father works very hard 12 hours a day he doesn't earn very much money. The money that he earns is only barely enough to buy food for my family and to pay the rent in the little small cottage where we live.

A month ago I started work in the local factory, which will help my parents a little bit. In my town there is a good school with good teachers but it costs too much money to go to school. There is a fee to be paid every year and my parents cannot afford to send me there.



When I was six years of age my uncle Teka gave my parents the money so that I could go to school. It was fantastic. I really loved it and I learned a lot from my teacher. Unfortunately, my Uncle moved to the city and we haven't seen him since and we have never had enough money for me to go to school. I hope that maybe my younger brothers might get to go for a year or two with the help of some of the money that I am now earning, but I am not sure, as there are many other things that we need more.

IDENTITY CARDS

ZOLA

Hello there, my name is Zola, I live in the Democratic Republic of Congo and I am nine years old. There is a war going on in my country and it can be very dangerous sometimes. There was a very big school in my town but it has been bombed and there is nothing but the shell left. Some of our local teachers got together and decided to have a school in a building donated by a local businessman. It is not ideal but at least we still have a school, there are lots of towns that don't have schools because the teachers are too afraid to come to school.



However, going to school can be a very risky business particularly for girls. It is not safe to walk the streets at any time. Soldiers, mercenaries or rebels are everywhere. Last month one of my friends was abducted on his way to school and hasn't been seen since. At least once a week we have bomb scares or bombs blowing up close to us which means our building shakes and our windows break all the time.

Nearly everyone in my school has lost someone in the fighting in my country and everyday more people are killed. You never know each day who will be there and who will not. When the roll is called out in the mornings you don't know if someone is really sick, afraid to come to school, has lost someone close to them or dead themselves.

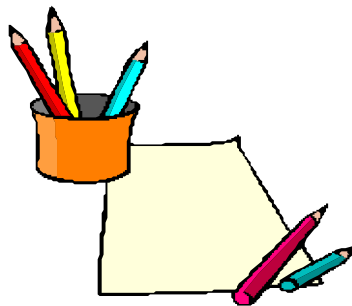
Many parents won't let their children go to school because it is so dangerous. I try to go everyday but this is not always possible. Some of the older boys in my school say that they are going to join in the fighting when they are older and they cannot wait to have a gun and get revenge on those that killed people in their families. Me, I just want it to be over.

IDENTITY CARDS

AKIA

My name is Akia and I live in South Africa. A school has been set up in my township. We have very good teachers and we love going to school every day. We know we are lucky to have a good teacher because the wages are not very good for them and they find it difficult to survive on the money they earn.

Our families are poor and cannot afford to pay for textbooks, copies and pencils. Our teacher does all of the work on the blackboard and we have to try and remember it. We often make up songs and stories to help us to remember things. The big problem is, it is very hard to learn to write when you have nowhere to write for practise. This makes the teacher's job even harder. Could you imagine how **you** would learn if you didn't have pens, pencils or paper - or if you had to share four books between 40 people?



However, things are changing for us at the moment. A new Parents Association was set up recently, and some of these parents have been to school and know how to read and write. They were able to fill out written applications to the Local Authority for the learning materials we need. Last month we got pencils, pens and copies and we are hoping to get more textbooks soon. It was great getting those things, to be able to write down what we had learned and we made a lovely card for the Parents Association to thank them. When we are using our new copies we make our writing very small so that we won't use up the paper too quickly.

IDENTITY CARDS

SRUTHIKA

My name is Sruthika and I am four years old. I go to school in Punnakkarai in India. I have lots of friends in school but they are not blind like I am. I like playing bat and ball with my friend Vishnau. I can't see people but I can tell who is near me by the sound of their steps. I love being in school, my favourite lesson is singing songs and doing all the actions. I have two teachers. One is in the class every day and the other one comes every week. She is a special teacher who is helping me to learn how to read. Because I am blind I can't learn to read the books my friends have. I read a special language called Braille. She tells me she helps lots of little boys and girls in different schools. She goes around each school on her bike. Sometimes she can't come because the weather is bad. If the weather is bad I can't learn to read. I don't like the rain.



When I get big I want to work on the farm like my father. Sometimes I help him but I have to be careful because of the sharp tools he uses. He says I will have to be independent when I get big because then he will be too old to help me. I don't know what independent means.

IDENTITY CARDS

JIRI

Hi, my name is Jiri, I am 12 and I live in Zimbabwe. Nearly everybody in my town seems to be sick or dying of AIDS. The only people who are not sick are the children but as they get older they too get sick and die. We have a lovely school in our town but many of the teachers are also sick and can't come to school every day and two have died in the last year. There isn't always a substitute teacher to come in to take over and many days we are sent home because there is nobody to teach or supervise us in school.



My father died of AIDS last year and my mother is now very sick. I have three brothers and two sisters and I am the eldest. Four of us go to school at the moment but I am afraid that this will change when my mother dies which I know is going to happen soon. She now looks like my father did before he died and she is very sick. The doctors couldn't give her or my father any of the special medicines to keep them well because they couldn't read to be able to follow the instructions and the amounts on the different bottles of tablets.

I don't like to think too much about what our future will be like. I know I will try to keep my family together by working but somebody will have to take care of the younger ones. I think that my sister will have to do this or else they, or all of us will end up in an orphanage.

One of the nurses from the Health Clinic came to our school last week to talk to us about getting tested. She was also talking about how we could protect ourselves and prevent this disease from spreading even further. She explained about the drugs that you can get that help you to stay healthy (because I asked the question). There are lots of them and they have to be taken at different times and in different amounts. This is why they are only given to people who are able to manage them properly so they won't go to waste.

IDENTITY CARDS

DEKA

My name is Deka, I live in Somalia and I am 11. In my country the government don't seem to care about education. They are spending more on their foreign debt than they are on education in the country. Because they don't want to spend the money on education they employ unqualified and untrained teachers. Almost anybody can be a teacher in our country. Properly qualified teachers are not paid enough to stay teaching. Most of them move on to other types of jobs or work in the private schools where parents have enough money to pay huge fees for their children to go to school. We have never had the same teacher for a full school year, which doesn't help us to learn anything.



In my school most of the students already know nearly as much as our teacher. He is a very nice man and he does try hard but he never went to college to train to be a teacher and even though he went through school himself he doesn't know how or what to teach us. Even though I think education is very important there is not much point in me staying much longer.

When I grow up I would love to train to be a teacher and to come back to my village and teach all of the young children but this is not going to happen because I will leave soon and I won't know very much.

IDENTITY CARDS

AZIBO

My name is Azibo, I am from Niger and I live with my parents, older brother and two younger sisters. I have been in school for the last 3 years but I have to leave now because my uniform is finally worn out and too small for me. There is only one school in my town and if you don't have a uniform you can't go to it. My family cannot afford to buy me a new uniform, as they are quite expensive. I am really upset about this. But I was lucky that I got to go at all. My two sisters will never get the chance because we are too poor to buy uniforms for them. Many parents have asked the school to let the children come but they always say no. There has even been a campaign to ban the uniform completely but it also lost. I think it is a way for the wealthy people to keep poor people poor, by not letting them come to school.



I would love to continue learning but I know I won't because once I start working which will be as soon as my father can find me a job, I will finish too late in the evenings and be too tired to learn anything. I will also have jobs to do at home to help out so there will be no time for me to continue with any learning.

I really liked listening to stories and I was really looking forward to the day when I would be able to read a book by myself. Once I start working there will not be many opportunities to read but I hope that I won't forget everything I have learned.

IDENTITY CARDS

IDRISSA

My name is Idrissa, I live in Senegal and I am 11. School in my town is a joke for two reasons. It is like an ant colony there are so many of us in the one classroom. There are only 2 teachers and more than 120 of us in the school. Even though my teacher tries hard it is impossible to learn anything when you have at least 60 students talking and messing. Not everybody takes school as seriously as I do. I realise that this is my chance to change things. Maybe I could get a decent job if I was able to read and write properly, then I would be able to look after my family properly and we could get a decent house and my parents would not have to worry all the time.



The other problem in my school is that all of the children are from different tribes so there are about four different languages being spoken in the same room neither one understanding the other. Our teacher can speak two of these languages but she is supposed to teach us the official language of our country, which nobody understands. I don't think it is really going to work out for me.

I have heard in other countries that there are only 20 / 25 students in a classroom with one teacher and that they have a desk and a chair each. They must really love going to school everyday!

CLASS 4

STEP 1

Students are now aware of the abuses of one of the most basic human rights, which is the right to education. This class hopes to inform students that many organisations and governments are actually working very hard with other governments around the world to try and improve this situation. Students will learn about the Millennium Development Goals and the Education for All Goals aka The Dakar Goals which are commitments that governments have undertaken to ensure that education is a guaranteed human right for all children.

STEP 2

ACTIVITY: Education for All: Global Campaign for Education

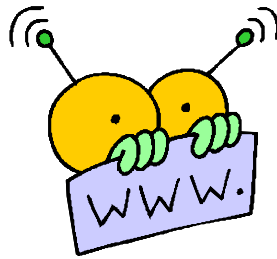
NOTE: THERE IS A TEACHER INFORMATION PAGE TO SUPPORT THIS CLASS.

1. Divide the students into six groups. Before giving each group a task card, read out the Background Information Sheet with them, which can be discussed or explained as you are reading through it. When you are sure that students understand the information give each group a task card. Read through the general instruction on the task card so that students are clear about what they have to do.
2. Inform the groups that they have no more than 25 minutes to follow their instructions and to come up with their completed task. (Some groups may need a little help or inspiration to get them started.)
3. When all of the groups are ready, invite them in turn to present their work to the whole class.

To make this activity even more interesting you could award a prize for the best task!

FOLLOW-UP ACTIVITY

1. Ask each of the students to write an Identity Card for themselves using their own situation. They could be asked to read them out in class. How do they compare to the ones done in the class?



2. Students with Internet access could do some research on the Dakar Goals or the Millennium Development Goals. The Global Campaign for Education has its own website, which students might find useful and interesting.

www.campaignforeducation.org

3. Ask groups of students to make contact with some of the organisations listed on the Useful Websites page at the back for more information about child labourers, children with disabilities, inequality in education, education in developing countries or any other particular area of interest to the students themselves. Ask them to share anything they get with the class.

TASK CARDS

You have joined the Global Campaign for Education. Because you are a student you have been asked to raise awareness about the Millennium Development Goals or the Dakar Goals amongst people of your own age.

Your job is to write a song, which could be used to inform and help young people understand what these goals are all about.

You must write the words of the song and put it to music and perform it for your class.

You have joined the Global Campaign for Education. Because you are a student you have been asked to raise awareness about the Millennium Development Goals or the Dakar Goals amongst people of your own age.

Your job is to write a poem, which could be used to inform and help young people understand what these goals are all about.

You must read out this poem to the rest of your class.

You have joined the Global Campaign for Education. Because you are a student you have been asked to raise awareness about the Millennium Development Goals or the Dakar Goals amongst people of your own age.

Your job is to design a poster, which could be used to inform and help young people understand what these goals are all about.

You must display and explain your poster at the end of the class.

TASK CARDS

You have joined the Global Campaign for Education. Because you are a student you have been asked to raise awareness about the Millennium Development Goals or the Dakar Goals amongst people of your own age.

Your job is to write a very simple story (it could be a fairy story, a fable, a story with different endings...), which could be used to inform and help young people understand what these goals are all about.

You must read out your story at the end of the class.

You have joined the Global Campaign for Education. Because you are a student you have been asked to raise awareness about the Millennium Development Goals or the Dakar Goals amongst people of your own age.

Your job is to put together a storyboard, to make a television advertisement, which could be used to inform and help young people understand what these goals are all about. This could have images, words, phrases etc. If you need actors - suggest names of actors to star in your ad. Maybe you want to use some music - what song and which artist will

You must display and talk through your storyboard at the end of the class.

TASK CARDS

You have joined the Global Campaign for Education. Because you are a student you have been asked to raise awareness about the Millennium Development Goals or the Dakar Goals amongst people of your own age.

Your job is to write a 2-minute drama, which could be used to inform and help young people understand what these goals are all about.

You must perform the drama for the rest of your class.

You have joined the Global Campaign for Education. Because you are a student you have been asked to raise awareness about the Millennium Development Goals or the Dakar Goals amongst people of your own age.

Your job is to create a mime, which could be used to help young people understand what these goals are all about. You could have somebody telling the story while others mime the actions...

You must perform this mime for the rest of your class.

You have joined the Global Campaign for Education. Because you are a student you have been asked to raise awareness about the Millennium Development Goals or the Dakar Goals amongst people of your own age.

Your job is to write a radio advertisement, which could be used to inform and help young people understand what these goals are all about. Decide on some catch phrases or words that could be used and maybe think of a jingle!

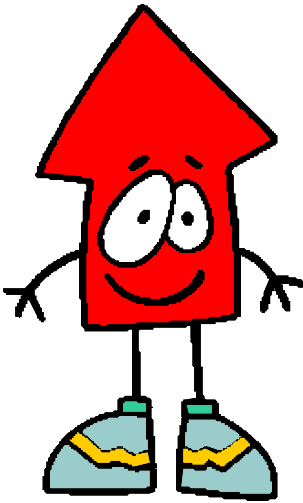
You must perform your radio piece for the rest of your class.

BACKGROUND INFORMATION

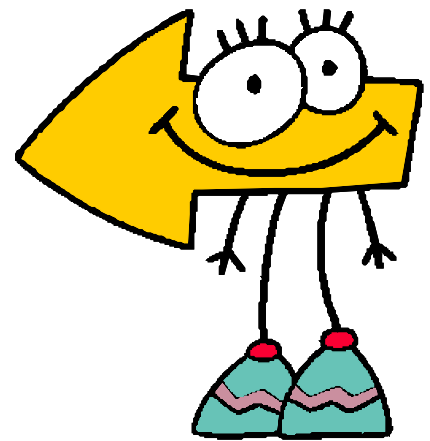
DAKAR GOALS 2000

On the 28th April 2000 in Dakar, Senegal 1,500 people representing 181 countries from around the world committed themselves to achieving 6 goals regarding education. These goals are also broadly referred to as the Education for All (EFA) goals, which helped to inform and make sure that Education was at the heart of the Millennium Development Goals.

WHAT ARE THE EDUCATION FOR ALL GOALS?



Synopsised these goals committed their governments to providing free primary school education for all children with a particular emphasis on making sure that those who continue to be excluded from education e.g. girls, child labourers, ethnic minorities, and children who are affected by disabilities, violence, conflict and HIV/AIDS will have the right to an education by the year 2015.



EFA goals acknowledge that education is a basic human right and it is the **KEY** to breaking the cycle of poverty leading to, peace and sustainable development.

WHO IS TRYING TO MAKE SURE THAT GOVERNMENTS KEEP THEIR PROMISES?

GLOBAL CAMPAIGN FOR EDUCATION

The Global Campaign for Education is a coalition of child rights activists, teachers' unions and development organisations from around the world who work together by putting pressure on governments to keep the promises that they have made and to ensure ongoing support to make sure that the right to education becomes a reality for every child in the world.

MILLENNIUM DEVELOPMENT GOALS

The United Nations was founded in 1945, at the end of a terrible world war, in the hopes that if the governments of the world met regularly to discuss problems and agree on solutions, it would save future generations from the horror of war. The UN tries to stop conflicts between countries, and it tries to encourage countries to work together to achieve progress and better standards of life for all. Today, 191 countries belong to the United Nations.



In the year 2000, at the start of a new century, the countries of the United Nations met in New York and talked about the problem of poverty. They were concerned that despite all of the progress the world has made over the past 50 years in science and technology, one in every six people in the whole world still lives in extreme poverty. They believed the problem of poverty could be solved and they all agreed to eight common goals to tackle the causes of poverty by the year 2015. These goals are called the Millennium Development Goals, 2 of which relate directly to education.



Millennium Development Goal 2: the aim is for universal primary education to be achieved by 2015: in other words to ensure that by 2015, all children, boys and girls alike, are able to complete a full course of primary schooling.

80 million children are currently out of school (57% girls) and one out of three children in the world will either never go to school or drop out before finishing primary level.

One third of children out of school have a disability.



Millennium Development Goal 3 aims to promote gender equality and empower women: in other words to get equal numbers of girls as boys into primary and secondary education by 2005, and at all levels of education by 2015.

20 million more girls than boys are out of school at primary level. Only half of developing countries have equal numbers of girls and boys in primary school, and only 20% have achieved gender parity at secondary level. The 2005 goal was missed by over 70 countries.

TEACHER INFORMATION SHEET

EDUCATION FOR ALL GOALS AGREED IN DAKAR, SENEGAL 2000

Expansion and improvement of comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.	Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to a complete free and compulsory primary education of good quality.	Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.	Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015 with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.	Improving all aspects of the quality of education, and ensuring excellence of all, so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

MILLENNIUM DEVELOPMENT GOALS DECLARED IN 2000 TO BE ACHIEVED BY 2015

<u>Goal 1</u> Eradicate extreme hunger and poverty.	<u>Goal 2</u> Ensure that all boys and girls complete a full course of primary schooling.
<u>Goal 3</u> Eliminate gender disparity in primary and secondary education at all levels by 2015.	<u>Goal 4</u> Reduce child mortality.
<u>Goal 5</u> Improve maternal health	<u>Goal 6</u> Combat HIV/AIDS, malaria and other diseases
<u>Goal 7</u> Ensure environmental sustainability	<u>Goal 8</u> Develop a global partnership for development.

GLOBAL ACTION WEEK

24th - 30th April

INVITATION

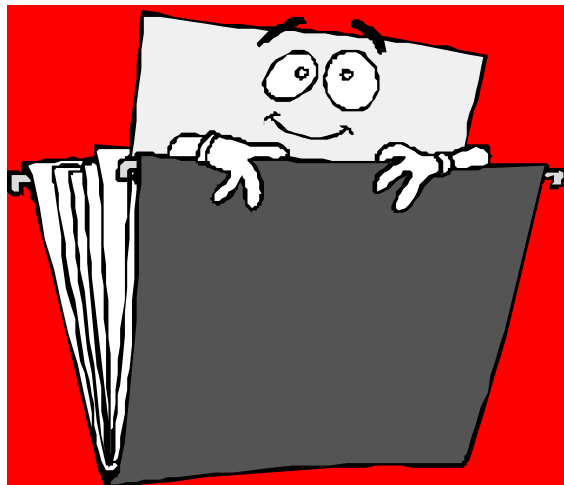
TO A

POLITICIAN

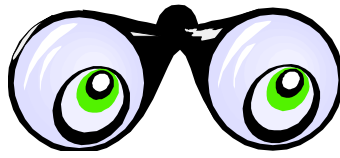
TO DISCUSS AND BE PRESENTED
WITH THE

EVERY CHILD NEEDS A TEACHER

DOSSIER



IMPORTANT NOTE



Having completed the previous classes focussing on the right to education particularly for children as stated in the United Nations Convention on the Rights of the Child, you might consider undertaking the Action Project outlined in Section 3 of this resource pack. This Action Project is part of the Global Action Week coordinated by the Global Campaign for Education and all of the background information to put this campaign into context is provided for you.

The Global Action Week is taking place between the 24th and 30th April this year and a significant feature of the week, is for politicians, officials, public representatives, dignitaries or celebrities to visit schools or other education centres on a nationally agreed day during this particular week. This is the day when dossiers are presented and discussed with those in a position to bring about change. It is also an opportunity to hold them to account for previous commitments or pledges.

The aim of this Action Project is for the students to prepare a dossier based on The Case for Teachers and to present it to a politician. This also gives students the opportunity to question the politician on this theme. Some suggestions for questions that students could ask are given below.

Suggestions for Questions

What has he/she done since 2005 for the children who do not get an education?

What has prevented them from being successful in changing the situation for children and adults who are not educated?

What will they do in the future for teachers?

What has prevented them from ensuring schools have an adequate supply of well-trained and well-compensated teachers in developing countries?

Why is money available for military spending and not for teachers' salaries and training costs in the countries that need teachers most?

What in their view are the qualities of an ideal teacher?

During Global Action Week there will be a national level event called the **BIG HEARING** that gives the chance for public debate on the issue of **The Case for Teachers**. Children, adult-learners and teachers will present their dossiers as evidence to a panel of eminent people, including, if possible, the President, Ministers for Education and Finance and donors, as well as others such as celebrities, teacher union leaders or journalists.

During the hearing the presenters put the case for more quality teachers, to ensure quality education at national or global level. The panels should respond by stating what they believe should be done at national level to improve the situation of teachers and education.

The national event should culminate in the children, learners and teachers putting forward their demands to the government to take concrete action during 2006 to ensure that there are enough quality teachers to provide Education For All at global level.

When you have completed your Action Project **Presentation of the Dossier to a Politician**, you could in collaboration with your students consider getting involved in the Big Hearing. Contact details and further information is available from:

www.campaignforeducation.org

EVERY CHILD NEEDS A TEACHER

In previous Global Campaign for Education action weeks, the focus has been on access to education. For the 2006 action, it is deemed timely to build the focus on the aspects of education relating to quality as well as access. One key determinant of this is the fact that there are insufficient numbers of quality teachers in the education systems globally for children to receive a quality education. Unless there are enough motivated and well-trained teachers the world will not reach the Education for All goals.

In 2006, Global Action Week will be called Every Child Needs a Teacher. It provides the opportunity to continue demanding that politicians and officials keep pledges made to ensure that every child is not only able to go to school, but is also taught by a well-qualified teacher in a class no bigger than 40 pupils.

Why the focus on Teachers?



- Without quality teachers there will be no Education For All (EFA) - they play the pivotal role in education reforms and systems.
- Teacher salaries make up the biggest part of national expenditure on education and are therefore critical within the EFA financing gap.
- Teachers are under pressure - rising enrolments, pressure from HIV / AIDS, low salaries and poor living conditions. Poor conditions have an especially negative impact on female teachers.
- Well-trained teachers are the critical factor in providing access and quality in education, yet, rarely are their voices listened to by education policy makers.
- Receiving quality education is highly dependent on sufficient numbers of teachers. UNESCO estimates that a minimum of 15 million additional teachers will be needed to achieve Universal Primary Education (UPE).
- Many countries have resorted to hiring ill-trained and badly paid teachers (often called parateachers) as a cost saving strategy. However this has resulted in declining levels of quality, especially in rural or disadvantaged areas, where such schemes tend to be trialed, further exacerbating and reproducing educational inequalities.
- Including girls, and children who belong to different ethnic and other minorities in education requires an education which is relevant and free of discrimination. Teachers need training to sensitise them to learners' diverse needs. Teacher recruitment must ensure that women and teachers from ethnic and other minorities are adequately represented.
- Good teachers, especially female teachers are particularly important for helping girls stay in school.
- Issues around supply, quality and valuing teachers apply to varying degrees in rich and poor countries.
- Teachers are increasingly in the spotlight: this year is the 40th anniversary of the 1966 ILO / UNESCO Recommendation concerning the Status of Teachers; recent reports such as the World Bank World Development Report and the UNESCO EFA Global Monitoring Report give a high profile to teacher issues.

The proposed Global Action Week theme for 2006 is:
"Teachers Needed."

**The key messages behind the Global Action Week
 will be:**



Achieving Education For All (EFA) depends on having enough teachers (1: 40).



Teachers need to be professionally trained, adequately paid and well motivated for this to happen.

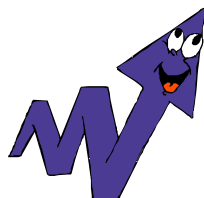


In order to achieve this, there must be sufficient financing for the expansion of education systems.

N.B. Although the theme of the week refers to teachers, the focus of the activities will still be on children and their right to be taught by well-qualified, skilled professionals.

Previous Global Action Weeks have shown that if we unite and speak with one voice, we can make a powerful impact and force our leaders to take action before it is too late and the leaders of the world let another generation of children and adults go without education.

AIM OF THE GLOBAL ACTION WEEK



The aim of this year's action is to confront politicians and leaders with the reality that over 80 million children and 880 million illiterate adults miss out on an education in large part due to lack of quality teachers.

GLOBAL STAGES



There are three global stages that count towards the EVERY CHILD NEEDS A TEACHER action.

STAGE 1

Students create a dossier (a file or a folder of information that can be put forward as evidence in a legal case or to make political decisions) on the subject of teachers and quality Education for All to be entitled: The Case for Teachers. Students can explore issues in another country or at global level to build up this dossier. Work done, over the four classes could also be included in this dossier. Ideally this will take place in the run up to Global Action Week but could also be done during the week.

STAGE 2

The dossiers will be discussed on **Officials Back to School Day** during Global Action Week in order to highlight the reality of the situation facing learners and teachers. Officials, political figures or celebrities should be invited to schools to meet with campaigners who have been collecting evidence for the dossier and respond to their concerns. Here are some suggestions for questions that students might ask on the day:

STAGE 3

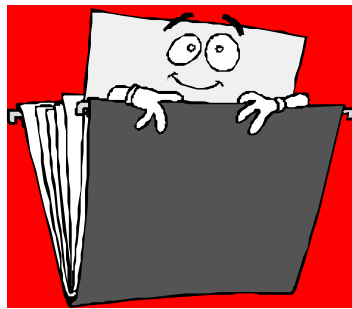
The **BIG HEARING**: In Ireland there will be national-level public events designed to draw maximum attention to the issues identified and raised during the week. These events will be in the style of a "hearing" or "enquiry" in which dossiers from across the country are brought together to use as evidence to present a case in support of teachers.

If you and your students are interested in getting involved in a national event please contact www.campaignforeducation.ie for further information. Previous Global Action Weeks have been hugely successful and have played a major role in pushing to enable children's rights to an education to be fulfilled. Last year 5 million people demanded world leaders to **Educate to end Poverty** by sending them paper cut out figures of children and requests to **Send My Friend to School**.

COMPILATION OF THE DOSSIER TO BE PRESENTED

In the weeks leading up to and including the 2006 Global Action Week (24th - 30th April) and following the work done in class, students now compile evidence for a dossier on the contribution of teachers to delivering Education for All which will then be presented to the politician invited in to the school by the students. The dossier will be entitled **The Case for Teachers** and should address one or more of the following statements:

THE CASE FOR TEACHERS



We need a teacher because...

Send my friend a teacher / my friend is missing a teacher because...

Teachers are essential to quality Education for All because...

There are three main ways in which the dossiers can be used:

- ⌘ Some will be handed over during the "Officials Back to School Day"
- ⌘ Some will be presented during the "The Big Hearing"
- ⌘ The rest could be collected together and delivered to a Head of State, Minister or other high-level official.

SUGGESTIONS FOR THE DOSSIER



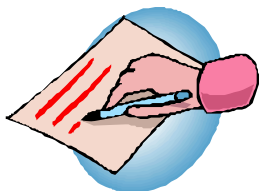
Simple survey or questionnaires administered to teachers outlining what is necessary for a quality education.



Essays or statements by teachers and / or students stating why teachers are needed for achieving Education for All.



Video essays of students interviewing teachers / children saying what their ideal teacher would be.

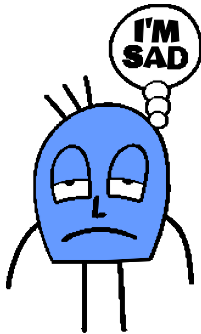


Letters from students to politicians or officials

SUGGESTIONS FOR THE DOSSIER (CONT'D)



Drawings or cut out photos or pictures of children in school lacking teachers, overcrowded classrooms, or of teachers' living conditions.



Write-ups of debates or focus discussions about what makes up a happy or sad teacher.



My ideal teacher drawings or descriptions.

Other suggestions for the dossier could be a collage (made up of images, words or graphics) that shows the qualities of a teacher, **or** official statistics, facts and figures, where available, reflecting shortages of teachers or other relevant issues at global or national level, **or** a mapping exercise that show "missing" teachers **or** other ideas that you and the students might have.

ACTION PROJECT

INVITATION TO



A POLITICIAN

INVITING IN A POLITICIAN

What follows, is an outline and a suggested list of the committees along with some ideas of what tasks that committee might undertake; that you might like to use with your students when carrying out this Action Project. There are many other types of committees or job descriptions that you might like to use other than the ones provided here. These are suggested for guidance purposes only.

Permission Committee: This group could make an appointment to meet with the principal. They would need to introduce themselves and explain the nature of the project and seek permission to invite a guest to the school. They would also need to be able to place the project in its educational context. If it is the case that this class will miss out in another subject then this group could also be responsible for asking permission and explaining to the teacher in question.



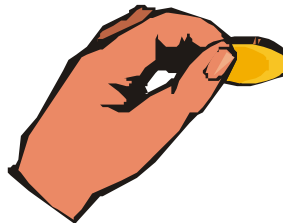
Contact Committee: This group could source a phone number for the politician in question. During this process they may have to deal with a secretary or administration staff if they can't speak directly with the person. They could organise a time and date for the politician to visit introduce themselves and explain the reason for the invitation and visit.



Questions Committee: So that you will have a selection of questions ready on the day the entire class could be asked to write down one or two questions each, which they would like to ask. The questions group could then collect these questions and read through them. It could be their job to pick whatever number is decided on and write up these questions on a sheet. They could be responsible for the printing and photocopying of this sheet. They could also be responsible for nominating people to ask the questions on the day. The questions sheet that they prepare could be used on the day or after the politician has left to record the answers given.



Finance Committee: This group could be in charge of putting together a class-list and deciding how much money to collect from everyone in collaboration with the group. It could then be their responsibility to buy a Thank-You card for the politician. If you decide to have a recording group / reporting group / display group then the finance group could organise to pay for the camera or any other materials that may be required by these groups.



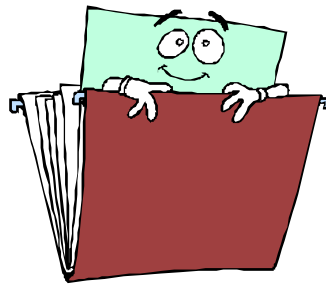
Room Committee: This group has the job of setting up the room prior to the politician's visit. The suggested format would be a semi-circular format leaving a passageway half way around for health and safety regulations. They could organise any equipment that might be needed such as overhead projector, white board / flip chart & markers, jug of water, glasses, table. Work that students have completed on the subject of the Action Project could be displayed in the room being used.



Welcoming Committee: This group could go to meet the politician on the day to welcome him /her and to escort them to the room. They should introduce themselves to the person and invite them to meet the principal (if this has previously been arranged by the students). Someone from this group might formally welcome and introduce the speaker to the entire group of students. When the talk has ended the speaker needs to be thanked formally, presented with the card and then shown the way out.



Presentation Committee: This group of students could present the prepared dossier to the politician. They could have some little speech prepared to accompany and explain the presentation.



This speech could include this country's role in increasing aid - especially for teachers' salaries and for improving teacher training - and debt relief, and ensuring that funds reach the developing countries most in need.

Recording Committee: This group of students could record the talk and presentation of the dossier. To do this they could take photographs of the dossier being presented, write a short report of how the visit went and what were the outcomes... This group would be responsible for putting the photographs and the report together. This could be displayed on a corridor wall, used in the school newsletter or perhaps could even be sent to the local newspaper.



Co-ordination Committee: As every student will be involved in preparing some aspect of the dossier you might consider it important that a group would be formed which would take the responsibility for actually putting the dossier together. They would need to coordinate who is doing what, gather in all of the work and ultimately put it all together in a presentable format for the politician.



Please note

Examples of some committees not outlined here e.g. Advertising Committee (if you wanted to invite other classes or year groups to the presentation), Display Committee if you intended on having a display of all of the work done, posters from relevant organisations, Research Committee who would investigate further the subject of the Action Project and prepare a fact sheet for the rest of the class etc.

USEFUL WEBSITES



Global Campaign for Education

www.campaignforeducation.org

The Irish Coalition for GCE

www.campaignforeducation.ie

Education International

www.ei-ie.org

School is the best place to work campaign

www.schoolisthebestplacetowork.org

Development Education

www.developmenteducation.ie

Global March Against Child Labour

www.globalmarch.org

UNICEF

www.unicef.org

UNESCO

www.unesco.org

ActionAid International

www.actionaid.org

Oxfam

www.oxfamireland.org

Concern

www.concern.net

Aidlink

www.aidlink.ie

Sightsavers

www.sightsavers.ie

Education For All



Irish Coalition for the Global Campaign for Education
www.campaignforeducation.ie

Global Campaign for Education
www.campaignforeducation.org