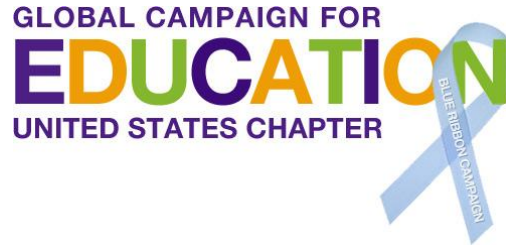


Lesson For All: Teacher Tool Kit



Access to Quality Education for All *A joint GCE-US, AFT, NEA project*

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The Global Campaign for Education, U.S. Chapter (GCE-US) is a broad-based coalition of faith-based groups, non-governmental organizations, teacher unions, foundations and think tanks dedicated to ensuring access to quality, basic education in developing nations. GCE-US promotes access to education as a basic human right and mobilizes the public to create political will in the U.S. and internationally to improve education for children around the world.

GCE-US, the [American Federation of Teachers \(AFT\)](#) and the [National Education Association \(NEA\)](#) have partnered to conduct a grassroots effort, calling on members around the country to take part in [Lesson for All activities](#) throughout spring 2011 that will culminate during Global Action Week (May 2-8, 2011).

This website provides detailed information on access to quality education in developing countries, instructions for taking part in the national Lesson for All activity, as well as general activities that you can bring into your classroom throughout the winter and spring.

- **Why is this issue important?**
- [Why are girls and women less likely to have access to education in developing countries?](#)

- **What can we do to ensure access to quality education for students in developing nations?**
- [Learn more about the Blue Ribbon Campaign](#)

“Access to free, quality education is both a human right and part of the essential foundation for economic growth in every nation. With this toolkit, students and educators in the United States help give a voice—and hope—to the millions of children around the world who still seek access to quality education.”

—*Randi Weingarten, President, American Federation of Teachers*

“Lesson for All is a much-needed resource to engage American students and educators in the global campaign to achieve Education for All. Our collective action can play a critical role in improving women’s and girls’ access to education, career opportunities, and economic independence in developing nations. Together we can make a difference by opening school doors to millions of children and giving every child the chance and hope in life that an education brings.”

—*Dennis Van Roekel, President, National Education Association.*

Setting the Global Context



In the [United States, a public education is guaranteed by law](#) and schooling is required until at least age 16. However, this is not the case worldwide. Many who want and need a quality education will never receive one. Consider these statistics:

- Nearly 70 million children currently lack access to primary school around the world. More than half of those children are girls.
- According to the United Nations Development Program, if we do nothing, it could take more than 50 years to achieve universal primary enrollment in the Arab states and 100 years in the Sub-Saharan states.
- A single year of primary school increases the wages an individual earns later in life by 5 to 15 percent for boys—and even more for girls.
- Universal basic education can influence health outcomes by decreasing the number of HIV infections per year by as much as 700,000 worldwide.
- Every additional year of schooling reduces a young man's risk of becoming involved in conflict by 20 percent.

Of those who attend school, many will leave after a short period of time—it is estimated that 20 percent of students in Sub-Saharan Africa and as many as 150 million children currently in school worldwide will drop out before completing primary education.

Furthermore, it is not a guarantee that those who attend school will receive a quality education. For example, there are some countries in Sub-Saharan Africa where 40 percent of young adults who have completed five years of education cannot read or write in their native language. Schools all over the world have untrained teachers, large class sizes and lack basic school resources. For example, in Mozambique, the teacher student ratio is 1:72.

Access to quality education has been identified by all national governments as essential. Progress has been made in many places—there are approximately 33 million fewer children out of school now than in 1999—but more work remains. Worldwide, nearly two million new teachers are needed in order to meet the global goal of universal primary education by 2015. In Sub-Saharan Africa alone, the current number of teachers will need to double.



Use these links for more information about access to quality education in developing countries:

- [Obstacles to Education](#)
- [Why it is Important](#)

Educating Girls & Women in Developing Countries



Across the globe, nearly 70 million children are deprived access to a basic education. A 2008 estimate states that 60 percent of these children are girls. (Alter) Among developing nations, “the gender gap between boys and girls in primary school completion rates is greater than 10 percentage points.” An additional 100 million girls worldwide that begin primary school do not finish. (Herz and Sperling) The numbers are even starker for secondary education, which is unavailable to more than 200 million children and in which we see even more extreme disparity in enrollment and completion between boys and girls. (Alter)

From a regional perspective, there exists particular worry about Sub-Saharan Africa, the Middle East and Southeast Asia. (Latif) In Afghanistan, Burkina Faso, Chad, Mali, Niger and Yemen, girls typically go to school for less than a year. (GCE) In Sub-Saharan Africa, four out of five women do not receive any form of education. (Alter)

At roughly 50 percent, Pakistan has one of the lowest literacy rates in the world, coupled with a gross disparity when broken down by gender. For females, it’s about 35% as compared to approximately 62 percent for males. (In Pakistan, the standard for “literacy” is met if one can read a newspaper and write a letter in any language.) Given these literacy rates, it’s hardly surprising that a Pakistani girl receives, on average, just two and a half years of education; for boys, it’s double. If a girl lives in a rural area, she is three times less likely to complete primary school than is a boy in the same area. Likewise, in rural areas, the female literacy rate is 25 percent and only one in five girls is enrolled in school. Secondary education is a luxury in Pakistan for all children, but even more so for girls, for whom enrollment drops by nearly 90 percent from 1st grade to 12th grade. (Latif)



Of course, these facts are devastating in their own right, but this devastation is painfully exacerbated by the costs associated with not educating women and girls in the developing world. Indeed, studies have shown that efforts to address the abysmal gender disparity have rippling effects that stretch far beyond the classroom. Research has demonstrated that such investments can strengthen families and lift them out of poverty, save the lives of young children, improve the health of populations, reduce unemployment, help combat epidemics, dramatically increase a country's agricultural productivity and overall Gross Domestic Product (GDP), reduce the instances of female genital mutilation, and contribute to an increase of women in parliaments—thereby making a developing society a more developed one.

Use these links for more information about access to quality education for girls and women in developing countries:

- [Obstacles to Education for Girls and Women](#)
- [What's at Stake and the Promises for Girls and Women](#)

What Can You Do?

What Can We Do To Ensure Access To Quality Education for Students in Developing Nations?



Leadership

Governments need to take the lead by producing policies clearly delineating strategies and plans to address issues of access. National leadership must make education a priority not just in words, but in actions.

Funding

Many governments have not put the money into education that they have promised. In cases where it looks as if funding has increased, careful looks at budgets often reveal that reallocation or repackaging of funds obscures the fact that they haven't. Furthermore, donors that have pledged funds must live up to their promise. The worldwide economic crisis has already impacted education funds around the world and has the potential to reverse years of progress.

[Read More >>](#)

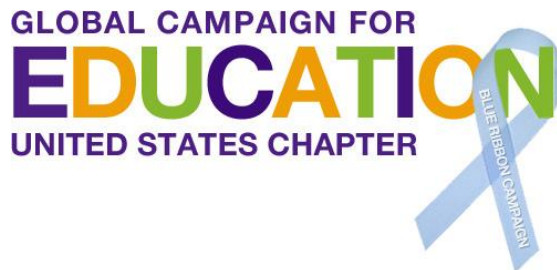
Professional Culture

Governments must get more teachers, and more qualified teachers, into classrooms. This must be done through recognizing the essential role teachers play, and creating a culture that esteems teaching as a noble profession. Furthermore, they must engage in more and better recruitment, training and pay.

Individuals

People around the world need to make it clear that universal access to quality education is important to them. Writing letters to elected officials and raising awareness in one's own community can make a difference.

Blue Ribbon Campaign



The Blue Ribbon Campaign connects your elementary through high school class with students throughout the USA who are making their statements on behalf of nearly 70 million children who are denied the opportunity to get a quality education. This activity is the focus of the GCE sponsored event in Washington, D.C. during Global Action Week, May 2-8, 2011.

Students can participate by making a **blue ribbon chain** that will be sent to GCE in Washington, D.C., and a **blue ribbon that they can wear** during Global Action Week. Directions for each activity are provided below.

Blue Ribbon Chains

Supplies Needed: light blue, 8 ½” x 11” sheets of paper; paste; markers or pens; double-sided tape.

- Cut a strip of blue paper 2 inches wide by 11 inches long.
- Ask students to write on one side of the ribbon why going to school is important to them.
- Ask students to write on the other side of the ribbon why going to school is important to children in developing countries.
- Write on the board different ideas for possible messages for students to use on their ribbons – but reinforce that the messages should be their own.
- You may want to suggest messages that relate to your curriculum, such as “Why is it important that girls receive and education?”

For example: On one side, a student could write, “I am going to school so that I can be lawyer for poor women and girls.” On the other side a student could write, “Educating girls in other countries means less infants die of diseases.”

- Once the student has completed writing on both sides, the paper ribbon can be affixed to another, to make a chain. Keep growing the chain as each student finishes his or her blue ribbon.
- Students might extend their chain around the school entrance sign or mascot and post to Facebook (see below).

When you have completed the blue ribbon chain, mail your chain to the Global Campaign for Education, U.S. at 750 First Street NE, Suite 1040, Washington, D.C. 20002.

Teachers are encouraged to mail their blue ribbon chains as soon as they are completed. **All chains must be received by April 18, 2011.**

Blue Ribbons to Wear

Supplies Needed: light blue, 8 ½” x 11” sheets of paper; paste; markers or pens; double-sided tape.

- Cut a strip of blue construction paper one inch wide by 11 inches long.
- Have students bring the two ends of the paper together, crossing over each other, forming a ribbon.
- Have students paste the ribbon where it crosses over to seal the ribbon.
- Students can use double-sided tape to affix the ribbon to their shirts.
- Ribbons can be presented to other classes and faculty during Global Action Week.

GLOBAL ACTION WEEK – USA Blue Ribbon Chain On Display



- The blue ribbon chains from schools throughout the U.S. will be linked together and wrapped around a giant globe as the visual centerpiece of a media event during Global Action Week in Washington.
- Your class will be displayed on a poster board with photos of your students as the back-drop for the press event.
- The leaders of the AFT and NEA will join other leaders of the Global Campaign for Education and present blue ribbons to President Obama and the members of congress with a WAKE-UP call— economic development, peace and stability require education for all children.

Blue Ribbons: When should you wear them?

- Students can wear their blue ribbons the day they participate in the Lesson for All activity and all throughout Global Action Week.



- Teachers are invited to take group photos of students wearing their blue ribbons and post them to the [GCE-US Facebook Page](#) or email the photo to info@campaignforeducationusa.org.
- Students can also take the blue ribbon project home to engage their parents and post photos to the GCE-US Facebook page or email their photos to GCE-US.
- When posting to Facebook or emailing photos, teachers should include the name of the school, city and state, teacher's name and grade.
- Photos of students wearing their blue ribbons will be turned into posters and displayed at that Capitol Hill press event in Washington D.C. during Global Action Week.

To get information on additional activities and events taking place around the country, [**sign up for the Global Action Week Action Alert.**](#)

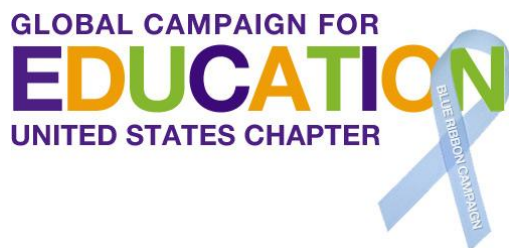
Global Action Week and the Lesson for All

Millions of children and adults around the world can't read or write and will never reach their full potential because they have never been to school. Every year, the Global Campaign for Education organizes Global Action Week to draw attention to the millions of children, youth and adults who cannot realize their human right to receive a quality education.

Global Action Week, May 2-8, 2011, will focus on raising awareness on the plight of millions of girls and women from underdeveloped and developing countries who do not have access to quality education. GCE-US is encouraging schools, families and communities to join over 100 countries and take part in the 2011 Lesson for All activities that will culminate during Global Action Week.

“My students need to understand the world in which they live. They never realized there were children who do not go to school, let alone nearly 70 million of them—four times the population of Florida.”

—Tracy Lally, 6th-grade teacher, Columbia Elementary School, Palm Bay, Fla.



What Can You Do:

- Show your support for the nearly 70 million out-of-school children, [join the Blue Ribbon Campaign](#).
- Raise awareness, [teach the Lesson for All](#) in your classroom or community.
- Get information on additional activities and events taking place around the country, [sign up for the Global Action Week Action Alert](#).

Classroom Activities



In addition to the *Lesson for All* Blue Ribbon activity, we've provided a variety of classroom activities you can do with your students throughout the school year. Targeted at various grade levels, these activities can help your students better understand the issues surrounding GCE-US efforts to advocate for access to quality education around the world. The activities will also help students better understand the plight facing millions of girls and women who are being denied an education.

- [All Grades](#)
- [Elementary School](#)
- [Late Elementary to Middle School](#)
- [Middle to High School](#)

_____ All Grades _____

Use e-pals (www.epals.com) to connect with a school in a developing country. Have students share information about their community, their school and what they are studying. For older grades, have students interview each other about who attends school and the role of education in their community.

Ask students to imagine what their lives would be like if they had never been to school. Students can share their thoughts in a variety of ways: poem, essay, oral report, video, drawing, etc.

Think about how you spend a typical day. What would you not be able to do or have trouble with if you were not able to read or understand basic arithmetic? Possible answers might include difficulty with:

- Street signs
- Store signs
- Public transportation
- Following directions on medicine or getting medications confused
- Selling and purchasing goods for a fair price

- Counting money
- Reading nutritional information
- Reading information about the government, laws and rights
- Reading the news

What kind of jobs can you think of that require no reading, writing or understanding of numbers?

Have female role models tell a story about their lives and/or have them come in and read a story about another female role model.

Ask students to talk about a woman or girl they admire and explain why. A good resource for middle and high school students is: <http://www.vitalvoices.org/vital-voices-women/women>

Elementary School



Building Awareness

According to a September 2010 UNICEF report, the following countries have the widest gender disparity that disadvantages women:

- Afghanistan
- Benin
- Burkina Faso
- Cape Verde
- Central African Republic
- Côte d'Ivoire
- Eritrea
- Guinea
- Mali
- Niger
- Nigeria
- Somalia
- Viet Nam

In groups, instruct students to locate and color each of the above nations on a world map. Within their groups have students make deductions about the general location of these nations as well as discuss other patterns they recognize or observations they have. Then, have representatives from each group share their observations with the class as a whole.

Visualizing large numbers can be difficult for anyone. It is estimated that nearly 70 million school-aged children do not attend school. Help students better understand how large this number is:

- This site shows what a million dots looks like:
http://www.vendian.org/envelope/dir2/lots_of_dots/million_dots.html
- This site helps students visualize millions by looking at an increasing numbers of pennies:
<http://www.kokogiak.com/megapenny>

Compare the following numbers to 70 million:

- How many people go to our school?
- Live in our town/city
- Live in New York City
- Live in the United States

How long would it take to count to 70 million?

How many times could you travel around the world in 70 million miles?

Where would you be if you traveled 70 million miles into space?

Pick a nearby sports stadium: how many of them would you need to fit 70 million people?

_____ **Late Elementary to Middle School** _____

Ask students to think about the following questions and to share their answers either in a journal or verbally:

- What would happen if you couldn't go to school?
- Why do you think it is important to go to school?
- What do you think you would lose if you couldn't go to school?

Have students watch videos of girls talking about their education and discuss how their own education is similar and different from the girls in the videos. Some videos to start with:

- A day in the life Haitza http://www.unicef.org/dil/haitza/haitza5_content.html
- Save the Children Artist Ambassadaor America Ferrera's Video Diary: Trip to Mali, Africa
<http://www.youtube.com/watch?v=EfvlyxHmck>
- Breaking Barriers Education for marginalized children in Kenya
<http://www.youtube.com/watch?v=m0nj854GggE&feature=channel>
- Girls Speak Out: <http://www.teachersdomain.org/resource/wa08.socst.world.glob.lpspeakout/>

Have students read and reflect on this quote from Margaret Mead: “Never doubt that a small group of thoughtful committed citizens can change the world; indeed it is the only thing that ever does.” Ask students:

- Do you believe the statement is true? Why or why not?
- Can you think of an example that illustrates this statement? What is it?
- Have you ever been a part of or do you know of a group of “thoughtful, committed citizens” who have worked for positive social or political change?
- Do you know of a person who was or is active in an effort to improve their community?

_____ Middle to High School _____



Have students work in small groups and select either a region or specific developing country to research. Each group should share basic information about their country or region, the role of education in that country/region, a discussion of whether the education is accessible to all and whether it is of quality, what the major obstacles or struggles are to providing quality education to all, and some recommendations for how to overcome the obstacles. Each group will need to use research, data, primary resources, etc. to provide support for their solutions.

Regional focus would be organized by:

- Middle East,
- Central/Latin America/Caribbean/Haiti,
- Africa (sub-Sahara has the greatest need)
- Southeast Asia

Some good sites to start with:

- <http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=198>
- <http://www.unicef.org/rightsite/sowc/statistics.php>
- <http://www.state.gov/r/pa/ei/bgn>

Ask students to consider the question: Is the goal of universal education important? Is it necessary? Students should prepare to debate their colleagues on both of these questions. Students will need to be able to defend their answers using data, primary resources and research. What are the benefits of having an educated citizenry both within the country's borders and for the world?

Have students read and analyze the differences and similarities found in the following documents (or in the excerpts below):

- The Universal Declaration of Human Rights
- Millennium Development Goals
- The Dakar Framework for Action
- U.S. Constitution
- U.S. Supreme Court decisions
- State Constitution

The Universal Declaration of Human Rights – Adopted December 10, 1948 Article 26.

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Millennium Development Goals – Adopted in 2000

Goal 2 Achieve universal primary education

Target Ensure that, by 2015, children everywhere, boys and girls alike, will be able to

2.A complete a full course of primary schooling

2.1 Net enrollment ratio in primary education

2.2 Proportion of pupils starting grade 1 who reach last grade of primary

2.3 Literacy rate of 15-24 year-olds, women and men

Have students see if they can find educational rights in the United States Constitution

<http://www.archives.gov/exhibits/charters> or in their state's constitution:
<http://www.thegreenpapers.com/slg/links.phtml>

The Peace Corps has produced lesson plans, podcasts and an interactive game about educating girls in a developing country:
Educating Village Girls—Peace Corps Challenge Game
<http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=2075> Challenge Game:
<http://www.peacecorps.gov/kids/index.cfm?challenge=7>

Use this Poem Lesson Plan from a Peace Corps volunteer. Read her poem about education access in an African village. After reading the poem have students compare their lives with the girl written about in the poem.
<http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=1941>

In this Peace Corps lesson plan, students will learn about the education of girls in Niger.
Healthy Girls, Healthy Villages
<http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=2521>

PBS WIDE ANGLE Time for School Series will be a 12-year look at education across the globe. Time for School 1 was released in 2002. Producers returned to schools in 2006 and the latest update took place in 2009. Through a series of videos, viewers can follow students in schools across the world and observe how the foreign student's education is similar and different from their own. <http://www.pbs.org/wnet/wideangle/episodes/time-for-school-series/introduction/4340>

Have students research the Education for All Act of 2010 and prepare a letter for their representative, op-ed for the local newspaper, or a PSA for the local television station explaining what the act is and why it is important that we support its passage.

Identify a moving story (if possible in video form) and send to your congressional representative with a letter explaining that this story shows how important it is for all girls and women across the world to be educated.

“My”cro-enterprise Group Activity: There is a growing trend of micro-enterprises and micro-financing to empower populations from developing countries economically, practically, sustainably and emotionally.

Using your newfound knowledge of the problem of limited access to education for women and girls in the developing world, and your understanding of the obstacles that contribute to this gender disparity, develop a model for your own micro-enterprise. Keep in mind your model must:

1. Identify a need
2. Target an organizational or individual customer
3. Reasonably be expected to make a profit, and most importantly

4. Its operations must help women and girls in the developing world access basic education.

An excellent model would also include specific ways in which it utilizes local human resources, local materials and natural resources to pursue its objectives in a way that promotes a sustainable community.

Convincing Congress: One of the most crucial factors that perpetuate the gender disparity in education in the developing world, as well as poor access overall, is a lack of funding. In addition to developing nations making education a priority internally, many experts call on developed, wealthy countries like the United States to direct more foreign aid specifically for education. The United States Congress is charged with the authority of deciding how much money the United States will spend on aid, where it goes and how it is used. To help them with such decisions, they often solicit testimony or advice from experts.

Using your knowledge of the subject, write a persuasive statement to convince members of Congress that spending more money on educating women in developing nations is 1) a good investment for the world, and 2) a worthwhile investment for the United States.

References and Resources



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*Note: This is a comprehensive and cohesive analysis of the problems and solutions of educating girls and women in the developing world and is available for free on Google Books.

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http://www.unicef.org/publications/files/Progress_for_Children-No.9_EN_081710.pdf

Additional Resources



EDUCATION FOR ALL

Basic Education, Global Action for Children

<http://www.globalactionforchildren.org/index.php/advocacy/basic-education>

Issues: Free Basic Education, Global AIDS Alliance

http://www.globalaidsalliance.org/issues/free_basic_education/

Education for All-The Power to End Poverty, RESULTS

http://www.results.org/issues/global_poverty_campaigns/education_for_all/

The Facts, RESULTS

http://www.results.org/issues/global_poverty_campaigns/education_for_all/efa_the_facts/

ADVOCACY

Sharpen Your Skills, Global AIDS Alliance

http://www.globalaidsalliance.org/action/sharpen_your_skills/

Cosponsor the Education for All Act of 2010 H.R. 5117, RESULTS

http://www.results.org/uploads/files/EFA_Act_of_2010_HR_5117_Fact_Sheet_April_23,_2010.pdf

How a bill becomes a law, Global AIDS Alliance

http://www.globalaidsalliance.org/page/-/PDFs/How_a_Bill_Becomes_a_Law.pdf

CHILD LABOR

Education for All: Child Labor for None, America Federation of Teachers

<http://www.aft.org/pdfs/americaneducator/fall2010/Post.pdf>

EARLY CHILDHOOD DEVELOPMENT

Early Childhood Development, Global Action for Children

<http://www.globalactionforchildren.org/index.php/advocacy/early-childhood-development>

MILLENNIUM DEVELOPMENT GOALS

Equitable Learning is the True Intent of the Education MDGs, Center for Universal Education at The Brookings Institution

http://www.brookings.edu/opinions/2010/0920_mdg_winthrop_adams.aspx

STORIES

Educating Girls: A Family Affair, CARE

http://www.care.org/newsroom/specialreports/afghanistan/a_stories1.asp

Delivering Education For All in Mali (Report), OXFAM

<http://www.oxfam.org/en/policy/delivering-education-for-all-mali>

Stories to Help People Understand the Power of Education, RESULTS

http://www.results.org/issues/global_poverty_campaigns/education_for_all/efa_stories/