“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

Enhancing Global Competence: The Power of Education – Grade 4 and 5

Photo source: buildOn  www.buildon.org
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERVIEW</td>
<td>3</td>
</tr>
<tr>
<td>BACKGROUND INFORMATION</td>
<td>4-5</td>
</tr>
<tr>
<td>COMMON CORE STANDARDS AND GLOBAL COMPETENCE MATRIX</td>
<td>6</td>
</tr>
<tr>
<td>LESSON PLANS</td>
<td>7-11</td>
</tr>
<tr>
<td>LESSON 1 CHILDREN’S RIGHTS, RESPONSIBILITIES AND PRIVILEGES</td>
<td>7</td>
</tr>
<tr>
<td>LESSON 2 ACCESS FOR ALL - THE IMPORTANCE OF UNIVERSAL EDUCATION</td>
<td>8</td>
</tr>
<tr>
<td>LESSON 3 BARRIERS TO EDUCATION</td>
<td>9</td>
</tr>
<tr>
<td>LESSON 4 EDUCATION IN EMERGENCIES</td>
<td>10</td>
</tr>
<tr>
<td>LESSON 5 TAKING ACTION</td>
<td>11</td>
</tr>
<tr>
<td>RESOURCES</td>
<td>12-29</td>
</tr>
<tr>
<td>LESSON 1 WHAT ARE OUR HUMAN RIGHTS?</td>
<td>12</td>
</tr>
<tr>
<td>LESSON 1 WHAT ARE OUR HUMAN RIGHTS? (ANSWER SHEET)</td>
<td>13</td>
</tr>
<tr>
<td>LESSON 1 SUSTAINABLE DEVELOPMENT GOALS LOGOS</td>
<td>14</td>
</tr>
<tr>
<td>LESSON 2 EDUCATION DATA</td>
<td>15</td>
</tr>
<tr>
<td>LESSON 2 ‘THE IMPORTANCE OF EDUCATION’ CARTOONS</td>
<td>16-21</td>
</tr>
<tr>
<td>LESSON 3 PHOTOGRAPH: THE OUTDOOR CLASSROOM</td>
<td>17</td>
</tr>
<tr>
<td>LESSON 3 ARTICLE: BARRIERS TO EDUCATION</td>
<td>23-25</td>
</tr>
<tr>
<td>LESSON 3 DIAMOND 9 ACTIVITY SHEET</td>
<td>26</td>
</tr>
<tr>
<td>LESSON 4 GLOBAL CONFLICT MAP</td>
<td>27</td>
</tr>
<tr>
<td>LESSON 5 ARTICLE: MALALA WINS NOBEL PEACE PRIZE</td>
<td>28</td>
</tr>
<tr>
<td>LESSON 5 CALL TO ACTION EXAMPLE</td>
<td>29</td>
</tr>
<tr>
<td>WEBSITES</td>
<td>30</td>
</tr>
</tbody>
</table>
OVERVIEW

"Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits."

(UNESCO, 2016)

Considerable progress has been made thus far over the previous fifteen years in providing quality education for all as well as advancing the number of children enrolled in school. However, in 2016 there were still 59 million children and 65 million adolescents (12-15 years old) out of school with an additional 103 million adolescents lacking necessary literacy skills across the world.

Education plays a critical role in improving many aspects of people’s lives including future wealth, health, and social stability. Education also plays a significant role in ensuring sustainable development. Despite current successes regarding educational development, there is still much work to be done to meet children’s fundamental rights to an inclusive and equitable education. More specifically, an education which presents them with lifelong learning opportunities with a heavy emphasis on opportunities for children affected by conflict.

These lessons are designed for students to begin to explore the concept of their rights as children, more specifically relating to their right to education. The lesson plan found below aims to develop students’ understanding of the issues which pose a threat to their education, explore their own opinions and beliefs, and empower them to tackle prejudice and bring about change in their immediate environment and the world at large.

Hopefully, your students will be inspired to take actions such as:

- Educating themselves and others by writing a blog or creating a video on the power of education
- Writing letters to their Member of Congress
- Holding fundraising events that support education for all

For more information and ideas, visit our website at: [www.gce-us.org](http://www.gce-us.org)
BACKGROUND

Rights of the child

In 1989 the United Nations (UN) adopted the Convention on the Rights of the Child, which explains the rights of children across the world and outlines what countries need to do to protect these rights. Currently supported by 196 countries, this convention recognizes that children have a distinct set of human rights including the right to life, family, non-discrimination, freedom of expression, freedom of thought, quality health, protection from violence, drug abuse, and safety from exploitation and armed conflict. The Convention consists of 42 articles.

Article 28 outlines children’s right to a free primary education and access to secondary education.

In September 2015, over 150 world leaders (lead by the UN) adopted the 2030 Agenda for Sustainable Development which included 17 Sustainable Development Goals covering health, wealth, education, security and protection of the environment.

The goals aim, by 2030, to:
- Eliminate extreme poverty
- Fight inequality and injustice
- Improve health and education
- Protect the planet

Our Rights

In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.

These are our rights.

Article 1
Everyone under the age of 18 has all the rights in the Convention.

Article 2
The Convention applies to everyone, whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 3
The best interests of the child must be a top priority in all things that affect children.

Article 4
Governments must do all they can to make sure every child can enjoy their rights.

Article 5
Governments must respect the rights and responsibilities of parents and others caring for children, so that they can enjoy their rights properly.

Article 6
Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

Article 7
Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

Article 8
Governments must respect every child’s right to a name, a nationality and family ties.

Article 9
Children must not be separated from their parents unless it is in their best interests. For example, if a parent is hurting a child. Children’s parents have to respect the right of children having the right to stay in contact with both parents, unless the court has decided otherwise.

Article 10
Governments must act quickly and sympathetically if a child or their parents want to be together in the same country. If a child’s parents live apart in different countries, the child has the right to see and be cared for by both of them.

Article 11
Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.

Article 12
Every child has the right to a safe and caring environment, and to have their views taken seriously.

Article 13
Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 14
Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from respecting their rights. Governments must respect the right of parents to give their children information about their faith.

Article 15
Every child has the right to meet with other children and to join together in groups, as long as this does not stop other people from enjoying their rights.

Article 16
Every child has the right to privacy. The law should protect the child’s private, family and home life.

Article 17
Every child has the right to reliable information from the media. This should include information that children can understand.

Article 18
Governments must respect the right that children have to help protect children from materials that would harm them.

Article 19
Both parents share responsibility for bringing up their child and governments must ensure that children can separate what is best for the child. Governments must support parents by giving them the help they need, especially of the child’s parents work.

Article 20
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 21
If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child’s religion, culture and language.

Article 22
If a child is adopted, the first concern must be what is best for the child. All children must be protected and kept safe, whether they are adopted in the country where they were born or in another country.

Article 23
If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their family.

Article 24
A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide the support and help that a child may need.

Article 25
Every child has the right to the best possible health. Governments must ensure that all children get healthcare, particularly those who are sick or disabled. Governments must ensure that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 26
If a child has to leave home for care, hospital or prison, for example, they have the right to a regular check of their treatment and the way they are cared for.

Article 27
Governments must provide extra money for the children of families in need.

Article 28
Every child has the right to a standard of living that is good enough to protect their health, physical and mental health. Governments must help families who cannot afford to provide this.

Article 29
Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discrimination in schools must respect children’s dignity. Richer countries must help poorer countries achieve this.

Article 30
Education must develop every child’s personality, talents and capacities. In this, it must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31
Every child has the right to learn and use the language, customs and religion of their family, regardless of whether there are shared by the majority of the people in the country where they live.

Article 32
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Article 33
Governments must protect children from work that is dangerous or might harm their health or education.

Article 34
Governments must protect children from the use of illegal substances.

Article 35
Governments must protect children from sexual abuse and exploitation.

Article 36
Governments must ensure that children are not abducted or sold.

Article 37
Governments must protect children from all other forms of bad treatment.

Article 38
No child shall be tortured or suffer cruel, inhuman or degrading treatment or punishment. A child should be arrested or put in prison only as a last resort and then for the shortest possible time. Children must not be in a prison with adults. Children who are locked up must be able to keep in contact with their family.

Article 39
Governments must do everything they can to protect and care for children affected by war. Governments must not allow children to be sold or forced to take part in war or join the armed forces.

Article 40
Children engaged, abused, exploited or used who are victims of war must receive special help to help them recover their health, dignity and self-esteem.

Article 41
A child accused of a crime has the right to be treated with dignity and respect. They have the right to help from a lawyer and a trial that takes account of their age and situation. The child’s privacy must be respected at all times.

Article 42
If the basis of a particular country protect children better than the articles of the Convention, then those laws must stay in place.

Article 43
Governments should make the Convention known to children and adults. The Convention has 46 articles in total. Articles 43-46 are about how adults and governments work together to make sure that all children get all their rights.
Sustainable Development Goal 4 focuses on an inclusive and quality education for all.

GCE-US supports the Sustainable Development Goals

**STANDARDS**

<table>
<thead>
<tr>
<th>Common Core Standard</th>
<th>L1</th>
<th>L2</th>
<th>L3</th>
<th>L4</th>
<th>L5</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
W. 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W. 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL. 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

SL. 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL. 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

4. MD Represent and interpret data.

<table>
<thead>
<tr>
<th>Global Competence Matrix</th>
<th>L1</th>
<th>L2</th>
<th>L3</th>
<th>L4</th>
<th>L%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigate the world</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Recognize perspectives</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Communicate ideas</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Take action</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

LESSON 1: CHILDREN’S RIGHTS, RESPONSIBILITIES AND PRIVILEGES

Materials:
The Global Goals https://bit.ly/1PB06Xd
Table: What are our human rights?
Answer sheet: What are our human rights?
Sustainable Development Goals logos

Objectives: Distinguish between a right and a privilege.
Identify some of the Sustainable Development Goals (SDGs)
Identify some of the United Nations Rights of the Child

Time: 1 hour

Introduction: Write on the board: What is the difference between a right and privilege?
Ask students to think through a definition for each term. Feedback ideas and discuss as a class.

(Right: something that is an inseparable part of human beings and an essential part of freedom
**Privilege**: a special opportunity or entitlement granted to an individual that others do not have.

Encourage the students to think of examples within school life e.g. We have the right to be treated fairly, however, it is a privilege to be rewarded for good behavior.

View the video clip: [http://bit.ly/2gib3SW](http://bit.ly/2gib3SW) and watch through twice. On the second viewing, students should use the table “What are our human rights?” to list the ten rights mentioned. (Answer sheet provided).

Once complete, discuss with the students how these rights are met for them

- Your right to health – being taken to the doctor when you are ill.
- Your right to an education – access to public schooling in the U.S.

To ensure these rights are met, the United Nations (UN) set new sustainability goals in 2015 with the ambition of meeting them by 2030 (with the help of many other global organizations) and the aim of **ending poverty, protecting the planet and ensuring prosperity for all.** To meet these goals, we all need to do our part – including you!

**Activity**: Watch ‘People for the Global Goals’ [an introduction to the SDGs](http://bit.ly/1PB06Xd)

Students are to work with a partner with 17 logos - one to represent each development goal – to identify what they think each goal is aiming to do and how we might achieve them. Use the Jigsaw technique, where students work initially in pairs/then as two pairs/then as groups of eight to foster an environment for students to share ideas with each other. Each group of eight will feedback their collective ideas to the class.

**Reflection**: Students to complete a pentagonal analysis using the 17 global Goals to guide their ideas. Identify one target for each of the following:

- I will do more of...
- I will do less of...
- I will stop...
- I will continue to...
- I will start to...


---

**LESSON 2: ACCESS FOR ALL – THE IMPORTANCE OF UNIVERSAL EDUCATION**

**Materials:**
- Education data (line graphs)
- ‘The importance of education’ cartoons

**Time**: 1 hour

**Objectives**: Interpret line graphs
- Discuss and explain patterns in education data
- Identify the benefits of education

**Introduction**: “Education is the most powerful weapon which you can use to change the world.”

Open the lesson with a discussion of the above quote by Nelson Mandela
Show the following video to expand the discussion and identify further positive results of education for all http://bit.ly/1abjOKz

Examine data showing school access rates across the world. Display the interactive graphs through the following link (use the toolbar on the rights of the screen to access the correct data): http://bit.ly/2fZDYuD

Ensure students understand how to interpret the information in the graph and then frame the discussion through the following questions:

- What general trends do you notice in the numbers of children out of school (both male and females)?
- How does the data for males and females vary?
- What number of females/males were out of school in 1975, 1990 and 2005?
- What was the total number of children out of school in 1980 and 2010?
- Why do you think number of out of school children has been reduced? (Initiatives by global organizations such as the United Nations; increased funding by governments to support education for all; increased recognition of the importance of education by governments; raising awareness by activists e.g. Malala).

Discuss responses to the questions using the interactive link to highlight specific values (allow estimated answers from students who were working from the resource sheet).

**Activity:** Divide the class into six groups. Give each group one of the cartoons representing the different benefits of education for the different aspects of development: planet, peace, prosperity, people, places and partnerships. Ask each group to summarize the key points from the cartoon to present to the class

**Reflection:** Ask students to summarize their learning from today in one sentence. Now reduce the summary to five words. Now reduce the summary to one word. Share suggestions.

In preparation for the next lesson, Barriers to Education, ask students to begin to think about the reasons why some children across the world do not have access to education.

**LESSON 3: BARRIERS TO EDUCATION**

**Materials:**
Photograph ‘The outdoor classroom’
‘Barriers to Education’ article
Diamond 9 activity sheet

**Time:** 1 hour

**Objectives:** Name and explain different barriers to quality education

**Introduction:** Display the photograph (the outdoor classroom) and ask children to discuss based on these discussion points
Who might have taken the photo?
When was it taken?
What might have happened before the photo was taken?
What could have happened afterwards?
What is the bigger story behind the picture?

Feedback student’s responses.

(PHoto: Somali children attend an outdoor classroom at the Friends Primary School in Ifo Refugee Camp, Dadaab, Kenya).

**Activity:** As a class, read through the article on the ten major barriers to education. Identify and discuss any unfamiliar terminology. Use questioning to elicit students’ understanding and also to draw out any specific examples of these barriers that the students are aware of.

**Diamond 9 activity** - students to work in groups of two or three to complete the activity sheet ranking the different barriers to education using the criteria: Which barriers are the hardest to overcome?

```
Hardest to overcome

Easiest to overcome
```

Each group to feedback in turn. Most importantly, students should focus on their justifications of rankings rather than their choice or order of ranking.

**Reflection:** Ask children to try and represent today’s learning in a single cartoon or illustration. Allow four minutes to complete and then share learning.

---

**LESSON 4: EDUCATION IN EMERGENCIES**

**Materials:**
(Note: This clip does show disturbing images. Viewing prior to the lesson is advised)
Global conflict map
World Education blog [http://bit.ly/2g3sRQ7](http://bit.ly/2g3sRQ7)
Time: 1 hour

Objectives: Identify current areas of world conflict
Recognize how conflict affects access to education

Starter: Ask students to draw ten pictures on their miniature whiteboards – one to represent each of the barriers to learning we were introduced to in the previous lesson. Then, working with a partner, play ‘Babble Gabble’. One student is student A and the other, Student B. The students take turns explaining each barrier speaking as quickly as possible. After a minute the listener takes over to continue the explanation. This pattern continues for a few turns.

Introduction: Display the world map showing global conflict and displacement of people. Discuss with students the locations with the highest numbers of affected people. Link to current world conflicts and discuss with students: Syria and Iraq (almost half the country’s population have been displaced: 11 million), South Sudan (2.4 million people displaced), Afghanistan, Yemen (2 million people uprooted), Turkey and the Lake Chad basin.

As a consequence of the fragile state of these areas and the large numbers who have been displaced, large numbers of children are denied their right to education. Show the following clip:


Ask students to identify key barriers to education in a conflict zone e.g. destruction of buildings and resources, the danger of active war, movement of people such as teachers away from the conflict zone.

Activity: Students to write a blog post (using web software such as WordPress) looking at education in conflict areas. Example blogs can be found here: http://bit.ly/2g3sRQ7
Encourage students to reflect upon their target audience, refine their use of writer’s voice (think about their personal style and tone), students should use the inclusion of images and, if appropriate, use of links within their post.

If you do not have access to a school blog, think about other ways the students could promote the issue e.g. Designing a PowerPoint, creating a presentation through Vimeo or use of other school software such a Puppet Pals HD.

Reflection: Ask students to list three actions they can take to support an end to conflict
Example:
1. Educate myself on current conflicts e.g. reading a newspaper article on the Syrian crisis
2. Show respect and kindness to others who are different to me e.g. a different race or religion
3. Raise money to support the victims of conflict

LESSON 5: TAKING ACTION

Materials:
Global Partnership for Education’s summary http://bit.ly/1iScJ5v
UN Guide to saving the world http://bit.ly/1WMLBe4
Article: Malala wins Nobel Peace Prize
Meet Ami http://bit.ly/1FNCQVq
Time: 1 hour

Objectives: Advocate for children’s right to a quality education
Write persuasively

Introduction: Write on the board: INVENT...INNOVATE...CAMPAIGN

Highlight the call to invent, innovate and campaign to promote the ideals of the 2015 Sustainable Development Goals. Draw out examples of the young activists in the video and the ways they have supported the different goals.

As a class, read ‘Malala wins Nobel Peace Prize’ as an example of a young activist who has tirelessly campaigned for girls’ right to education. Ask students to identify the four w’s from the article:

- **Who?** (Malala – a young activist)
- **What?** (Struggling against Taliban suppression. Receives the Nobel Peace Prize)
- **Where?** (Pakistan)
- **When?** (2008 onwards. She was shot in 2012)

Discuss what actions she took: Blogging, public speaking on the right for girls’ education, speaking out against the Taliban and fighting for peace.

Introduce the action the students are going to take today: writing a ‘Call to Action’.

Activity: Students are going to create their own ‘Call to Action’ promoting investment in education for all. Students should include the arguments for education for all and the benefits it brings (use the Global Partnership for Education’s summary to support discussion http://bit.ly/1iScJ5v). These could be written to the school principal or a local representative e.g. a mayor, governor or member of Congress.

Use the modelled example to guide students’ layout, content and ability to write for purpose and show ‘Meet Ami’ video clip to inspire students’ ideas.

Reflection: Students should spend some time reflecting on the actions they can take to support the achievement of all the 2015 Sustainable Development Goals, particularly education.

Explore the Global Goals website (http://bit.ly/1WMiBe4) for students to be able to set themselves three action targets to achieve over the course of the semester.

For further ideas for action and projects for change within the community, please visit:

### Lesson 1: What are our human rights?

<table>
<thead>
<tr>
<th>Human Right</th>
<th>How is this met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every child has the right to the best possible health.</td>
<td>Governments through providing health care, clean water and clean environments. Parents and guardians through providing nutritious food.</td>
</tr>
</tbody>
</table>
Lesson 1: What are our human rights? Answer sheet

<table>
<thead>
<tr>
<th>Human Right</th>
<th>How is this met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every child has the right to the best possible</td>
<td>Governments through providing health care, clean water and clean environments.</td>
</tr>
<tr>
<td>health.</td>
<td>Parents and guardians through providing nutritious food.</td>
</tr>
<tr>
<td>The right to survival</td>
<td></td>
</tr>
<tr>
<td>The right to education</td>
<td></td>
</tr>
<tr>
<td>The right to a caring family environment</td>
<td></td>
</tr>
<tr>
<td>The right to play</td>
<td></td>
</tr>
<tr>
<td>The right to their culture</td>
<td></td>
</tr>
<tr>
<td>The right to protection from exploitation</td>
<td></td>
</tr>
<tr>
<td>The right to protection from abuse of all kinds</td>
<td></td>
</tr>
<tr>
<td>The right to have his or her voice heard</td>
<td></td>
</tr>
<tr>
<td>The right to have their opinions taken in to account</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 1: The 17 Global Goals**
GCE-US supports the Sustainable Development Goals

Lesson 2: Education data
Lesson 2: The Importance of Education

WHEN IT COMES TO THE PLANET, WE HAVE TO THINK BIG PICTURE. EDUCATION MUST TEACH PEOPLE TO THINK COLLECTIVELY AND NOT INDIVIDUALLY. WE HAVE TO WORK TOGETHER!

SO EDUCATION HAS TO BE CAREFUL TO NOT PROMOTE UNSUSTAINABLE LIFESTYLES. IF WE'RE ONLY LEARNING TO FURTHER OUR OWN CAREERS AND INCOME, THAT CAN HAVE HARMFUL EFFECTS ON THE ENVIRONMENT.

ME  ME  ME

WE NEED TO LEARN NEW GREEN SKILLS AND LEARN TO BEHAVE RESPONSIBLY SO WE CAN STOP CLIMATE CHANGE.

CO2  OZONE  WHAT CELSIUS DEGREE?

AND LET'S LOOK AROUND US! WE'RE OFTEN NOT THE FIRST PEOPLE TO HAVE THOUGHT ABOUT THESE ISSUES. WE NEED TO REMEMBER TO LEARN FROM INDIGENOUS COMMUNITIES WHO HAVE THEIR OWN WAYS OF LIVING WITH THE LAND.

MINORITY LANGUAGES MATTER!  RESPECT OTHERS' CULTURES!

OUR SCHOOLS CAN DO ALL SORTS OF THINGS TO RESPOND TO THE ENVIRONMENT, AND IT'S NOT JUST US - OUR TEACHERS SHOULD LEARN ABOUT CLIMATE CHANGE TOO!

BUT LEARNING DOESN'T STOP AT SCHOOL - COMMUNITIES AND COMPANIES SHOULD KEEP CHALLENGING THEMSELVES TO FIND NEW WAYS TO PROTECT THE PLANET.

SURELY WE CAN DO THIS BETTER?  WHAT DO YOU THINK?
Our world is changing quickly. Environmentally, socially, and economically. We can't just buy buy buy, and produce without a care. Our world needs to grow in a way that includes everyone and doesn't destroy our planet for the next generation.

This means learning new skills and continuing to learn throughout our lives.

For example, farmers can learn how to grow more, and grow in a way that doesn't harm the environment.

Focusing on education can help people — and by that we mean all people! With more education, people are paid more, and can get out of poverty.

But education needs to evolve too. Computers can do so many jobs now, so students need higher skills, and ones that are relevant for the changing world of work.
IN SOME WAYS WE'RE ALL SO DIFFERENT, BUT IN OTHERS WE'RE THE SAME: WE ALL WANT TO BE TREATED WITH DIGNITY, TO BE HEALTHY AND BE SAFE.

IF WE WANT TO TEACH KIDS, THEY NEED TO BE HEALTHY, AND IF YOU WANT TO BE HEALTHY, YOU NEED TO KNOW HOW TO TAKE CARE OF YOURSELF.

UNFORTUNATELY, THOSE WHO NEED THIS EDUCATION THE MOST ARE OFTEN DENIED ACCESS TO IT.

GENDER EQUALITY TOO IS STILL A BIG PROBLEM. THINK HOW FEW FEMALE LEADERS IN POLITICS AND BUSINESS THERE ARE! VIOLENCE AGAINST WOMEN, EVEN IN THEIR HOMES, HAPPENS EVERY DAY.

AND TO OTHER BASIC RIGHTS TOO!

BUT EDUCATING WOMEN HELPS TO FIGHT UNTRUE JUDGEMENTS ABOUT WHAT WOMEN CAN AND SHOULD DO, AND GIVES THEM A BETTER CHANCE TO PARTICIPATE IN POLITICS AND GET GOOD JOBS.

IT'S TIME TO WORK TOGETHER IF WE'RE GOING TO END DISCRIMINATION.

EDUCATING WOMEN ALSO IMPROVES THEIR AND THEIR FAMILIES' HEALTH.
PEACE

CONFLICT DESTROYS EDUCATION. SCHOOLS, STUDENTS AND TEACHERS ARE BEING ATTACKED AND DISPLACED.

BUT CONFLICT MAKES EDUCATION EVEN MORE IMPORTANT.

SCHOOLS CAN BE SAFE PLACES FOR CHILDREN AND FAMILIES WHO ARE FORCIBLY DISPLACED FROM THEIR HOMES.

WHEN WE'RE EDUCATED, WE'RE MORE LIKELY TO VOTE, AND PROTEST PEACEFULLY, RATHER THAN WITH GUNS.

WE WANT PEACE! DEMOCRACY NOW!

AND IF WE CAN'T READ DOCUMENTS AND UNDERSTAND OUR LEGAL RIGHTS, HOW ARE WE MEANT TO NAVIGATE THE JUSTICE SYSTEM?

THE RIGHT SORT OF EDUCATION CAN PREVENT CONFLICTS, EVEN IF IT'S NOT TALKED ABOUT IN OFFICIAL PEACE AGREEMENTS.
PLACES

CITIES ARE GROWING AND CHANGING FAST, ESPECIALLY IN POORER COUNTRIES.

PEOPLE OFTEN MOVE TO CITIES FOR BETTER OPPORTUNITIES, BUT MORE PEOPLE CAN PUT A STRAIN ON SERVICES.

EDUCATION HELPS THESE PEOPLE FIND JOBS, AND MAKES CITIES ATTRACTIONPLACES TO BE.

AND WE CAN EDUCATE CITIES TO BECOME GREENER TOO!

EVEN BETTER - THE RIGHT KIND OF EDUCATION CAN REDUCE DISCRIMINATION, CRIME AND HELP BUILD STRONGER COMMUNITIES.

PARTICULARLY WHEN MAYORS AND CITY PLANNERS LISTEN TO WHAT WE WANT.
PARTNERSHIPS

This all sounds great, but education costs. Where does the money come from to pay for all this?

Firstly, governments have to raise more funds at home—through taxes, for example—and education can play a part in helping people understand tax systems at the same time!

Even after that, there is a huge gap—at least $99 billion—between what we need to do and the funding we have to do it.

International aid to education needs to increase. Overall, it’s on the decline—down $1.2 billion from its peak in 2010.

We also need to be smarter about how aid is spent. We need to prioritise countries in conflict and where children are out of school.

Donors and politicians need to be smarter about how they do things—and work together!—so they don’t duplicate costs.

And that’s the key really—partnerships. We all need to work together if we’re to achieve our goals.

Source: Global Education Monitoring Report (2016)
Lesson 3: The outdoor classroom

Source: Scott Kelleher for AusAID
Lesson 3: Ten barriers to education around the world
June 2, 2014

Children in poor countries face many barriers to accessing an education. Some barriers are obvious – like not having a school to go to – while other barriers are subtle, such as lacking the proper training needed to effectively help children to learn. Here we list 10 major barriers to education. Look at how the Global Partnership for Education is working to overcome them.

1. A lack of funding for education

While a number of organizations are helping many developing countries to increase their domestic financing for education, global donor support for education is decreasing at an alarming rate. Total aid delivered for basic education has continued to drop for the third year in a row, resulting in a 16% reduction between 2009 and 2012. Aid to basic education is now at the same level as it was in 2008. This is creating a global funding crisis that is having serious consequences on countries’ ability to get children into school and learning. Money isn’t everything but it is a key foundation for a successful education system.

2. Having no teacher, or having an untrained teacher

What’s the number one thing any child needs to be able to learn? A teacher of course. We’re facing multiple challenges when it comes to teachers. Not only are there not enough teachers globally to achieve universal primary education (let alone secondary), but many of the teachers that are currently working are also untrained, leading to children failing to learn the basics, such as math and language skills. Globally, the UN estimates that 1.6 million additional new teachers are required to achieve universal primary education by 2015, and 5.1 million more are needed to achieve universal lower secondary education by 2030. Meanwhile, in one out of three countries, less than three-quarters of teachers are trained to national standards.

3. No classroom

This seems like a pretty obvious one – if you don’t have a classroom, you don’t really have much of a chance of getting a decent education. But again, that’s a reality for millions of children worldwide. Children in many countries in Sub-Saharan Africa are often squeezed into overcrowded classrooms, classrooms that are falling apart, or are learning outside. In Malawi, for example, there are 130 children per classroom in grade 1 on average. It’s not just a lack of classrooms that’s the problem, but also all the basic facilities you would expect a school to have – like running water and toilets. In Chad, only one in seven schools has potable water, and just one in four has a toilet; moreover, only one-third of the toilets that do exist are for girls only – a real disincentive and barrier for girls to come to school.
4. A lack of learning materials

Outdated and worn-out textbooks are often shared by six or more students in many parts of the world. In the United Republic of Tanzania, for example, only 3.5% of all grade 6 pupils had sole use of a reading textbook. In Cameroon, there are 11 primary school students for every reading textbook and 13 for every mathematics textbook in grade 2. Workbooks, exercise sheets, readers and other core materials to help students learn their lessons are in short supply. Teachers also need materials to help prepare their lessons, share with their students, and guide their lessons.

5. The exclusion of children with disabilities

Despite the fact that education is a universal human right, being denied access to school is common for the world’s 93 million children with disabilities. In some of the world’s poorest countries, up to 95% of children with disabilities are out of school. A combination of discrimination, lack of training in inclusive teaching methods among teachers, and a straightforward lack of disabled accessible schools leave this group uniquely vulnerable to being denied their right to education.

6. Being the ‘wrong’ gender

Put simply, gender is one of the biggest reasons why children are denied an education. Despite recent advances in girls’ education, a generation of young women has been left behind. Over 100 million young women living in developing countries are unable to read a single sentence. At least one in five adolescent girls around the world is denied an education due to the daily realities of poverty, conflict, and discrimination. Poverty forces many families to choose which of their children to send to school. Girls often miss out due to belief that there’s less value in educating a girl than a boy. Instead, they are sent to work or made to stay at home to look after siblings and work on household chores.

7. Living in a country in conflict or at risk of conflict

There are many casualties of any war, and education systems are often destroyed. While this may seem obvious, the impact of conflict cannot be overstated. In 2011, around 50% of all of the world’s out-of-school children were living in countries affected by conflict. Conflict prevents governments from functioning, teachers and students often flee their homes, and continuity of learning is greatly disrupted. Worryingly, education has thus far been a very low priority in humanitarian aid to countries in conflict – only 1.4% of global humanitarian assistance was allocated to education in 2012.
8. Distance from home to school

For many children around the world, a walk to school of up to three hours in each direction is not uncommon. This is just too much for many children, particularly those children with a disability, those suffering from malnutrition or illness, or those who are required to work around the household. Imagine having to set off for school, hungry, at 5 am every day, not to return until 7pm. Many children, especially girls, are also vulnerable to violence on their long and hazardous journeys to and from school.

9. Hunger and poor nutrition

The impact of hunger on education systems is gravely underreported. Being severely malnourished, to the point it impacts on brain development, can be the same as losing four grades of schooling. Around 171 million children in developing countries are stunted by hunger by the time they reach age five. Stunting can affect a child’s cognitive abilities as well as their focus and concentration in school. As a result, stunted children are 19% less likely to be able to read by age eight. Conversely, good nutrition can be crucial preparation for good learning.

10. The expense of education (formal or informal fees)

The Universal Declaration of Human Rights makes clear that every child has the right to a free basic education, so that poverty and lack of money should not be a barrier to schooling. In many developing countries, over the last decades governments have announced the abolition of school fees, and, as a result, seen impressive increases in the number of children going to school. But for many of the poorest families, school remains too expensive and children are forced to stay at home doing chores or work themselves. In many countries in Africa, while education is theoretically free, in practice ‘informal fees’ see parents forced to pay for ‘compulsory items’ like uniforms, books, pens, extra lessons, exam fees or funds to support the school buildings. In other places, the lack of functioning public (government) schools means that parents have no choice but to send their children to private schools that, even when technically ‘low fee’, are unaffordable for the poorest families who risk making themselves destitute in their efforts to get their children better lives through education.

Source: Global Citizen  
http://glblctzn.me/1LAtcWs

Lesson 3: Diamond 9 ranking activity
A lack of funding for education

No classroom or a lack of learning materials

Being the ‘wrong’ gender

Distance from home to school

The expense of education (formal or informal fees)

Having no teacher, or having an untrained teacher

The exclusion of children with disabilities

Living in a country in conflict or at risk of conflict

Hunger and poor nutrition
Lesson 4: Global conflict map

People internally displaced as a result of conflict and violence
as of 31 December 2015
(Total: 40.8 million)
Lesson 5: Malala wins Nobel Peace Prize
By Cameron Keady with TIME and AP Reporting (October 10, 2014)

Pakistani youth activist Malala Yousafzai, 17, was awarded the 2014 Nobel Peace Prize on Friday, October 10. She is the youngest Nobel winner in history. Malala shares the prize with Kailash Satyarthi, a 60-year-old man from India who has helped lead a movement to end child slavery around the world. Both winners were recognized “for their struggle against the suppression of children and young people and for the right of all children to education,” the Norwegian Nobel Committee announced on Friday.

The young Pakistani activist is awarded one of the world’s greatest honors

Malala Yousafzai has never been ordinary. When she was just 11 years old, she started blogging about the Taliban takeover of her hometown of Mingora, in northwestern Pakistan. Taliban members follow an extreme version of Islam, and believe young girls like Malala should not go to school. Classrooms throughout the Swat district of Pakistan, where Malala was living, were closed for several months. Malala spoke publicly about her desire to go back to school. “All I want is an education,” she told one television broadcaster.

When the Pakistani government regained control, Malala was able to return to class. She continued to blog and speak out about girls’ right to education. But on October 9, 2012, the Taliban tried to silence her. A gunman boarded her school bus and shot her on the left side of her forehead. Malala survived, and showed great courage and optimism during her long recovery. During this time, she became a symbol of the struggle for girls’ rights all over the world.

A Voice for the Voiceless

Now, Malala has also become an international symbol for peace. Each year, the Nobel prizes honor excellence in medicine, literature, chemistry, promoting peace, and other fields. It is one of the highest honors in the world. Malala and Satyarthi will split the award of $1.1 million.

The Nobel prize is named after Alfred Nobel, who invented dynamite in the 1800s. Nobel left his fortune to reward people who work for the “good of humanity” in the sciences, literature and world affairs. In 2011, Malala won Pakistan’s National Youth Peace Prize, which has since been renamed the National Malala Peace Prize.

Malala’s mission for peace is unstoppable. Nine months after she was shot, she gave a now-famous speech at the United Nations. “They thought that the bullets would silence us. But they failed,” she said. “And then, out of that silence came thousands of voices. ... Weakness, fear and hopelessness died. Strength, power, and courage was born.”

Source: TIME FOR KIDS  http://www.timeforkids.com
Lesson 5: Example Call to Action for the U.S. Administration

There is no question of the power of education in supporting the development of countries and promoting individuals’ and communities’ basic human rights. Therefore, it vital that the U.S. administration ensures it prioritizes investment for global education and continues to support universal quality education in all countries. By providing funding to low income countries (to support the development of their education systems) and providing resources to organizations who work tirelessly on education, the government can ensure all children can attend school and leave with the necessary literacy and numeracy skills.

Investing in education is not only morally right, but also important for U.S. interests (particularly in improving international peace and security and supporting U.S. trade with other countries). As a result of increased access to education and improved learning outcomes, there are a huge number of related benefits including:

- Reduction in poverty
- Improvement in both children’s and women’s health
- Gender equality
- Increase in a country’s income
- Greater peace and security
- Fewer child marriages

In fact, for every $1 the U.S. government spends on global education, countries can see as much as $15 growth in the money they are making! If the U.S. leadership take a stand on this important issue, not only can they be seen by other countries as world leaders but also they will reap the benefits of improvement in other countries’ levels of development.

As you consider your global development priorities, we urge you to recognize the vital role that education plays in a more peaceful, more prosperous and more equal world and we also highlight the role the U.S. government can play in supporting global education for all.

Sincerely
Websites to support learning on human rights and education for all

World's largest lesson Global Goals for Sustainable Development lesson plans

TeachUNICEF (United Nations International Children’s Emergency Fund) Global learning resources for teachers

Global Dimension Global learning resources for teachers

Oxfam Global citizenship resources for teachers

Global Concerns Classroom Global issue guides and classroom resources

Nobility Project Seeking solutions to global problems: free DVDs, lesson plans and resources for your classroom

Plan International ‘Because I am a girl’ educator’s toolkit

Girl Rising Campaign for education and empowerment of girls (DVD and curriculum available)

Design for Change Educating children about the world around them and providing guidance on how students can take action (including lesson plans)

iEarn Online forum for students to undertake collaborative work projects across the world

Teachertube Educational forum for sharing videos for both teachers and students

American Federation of Teachers -Share my lesson Free access to Pre-K through 12 lesson plans and resources

World Wise Schools (Peace Corps) Lesson plans, activities and events to promote global competence.