

"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

OVERVIEW	3
BACKGROUND INFORMATION	4-5
COMMON CORE STANDARDS AND GLOBAL COMPETENCE MATRIX	6
LESSON PLANS	7-11
LESSON 1 CHILDREN'S RIGHTS, RESPONSIBILITIES AND PRIVILEGES	7
LESSON 2 ACCESS FOR ALL- THE IMPORTANCE OF UNIVERSAL EDUCATION	8
LESSON 3 BARRIERS TO EDUCATION	9
LESSON 4 EDUCATION IN EMERGENCIES	10
LESSON 5 TAKING ACTION	11
RESOURCES	12-29
LESSON 1 WHAT ARE OUR HUMAN RIGHTS?	12
LESSON 1 WHAT ARE OUR HUMAN RIGHTS? (ANSWER SHEET)	13
LESSON 1 SUSTAINABLE DEVELOPMENT GOALS LOGOS	14
LESSON 2 EDUCATION DATA	15
LESSON 2 'THE IMPORTANCE OF EDUCATION' CARTOONS	16-21
LESSON 3 PHOTOGRAPH: THE OUTDOOR CLASSROOM	22
LESSON 3 ARTICLE: BARRIERS TO EDUCATION	23-25
LESSON 3 DIAMOND 9 ACTIVITY SHEET	26
LESSON 4 GLOBAL CONFLICT MAP	27
LESSON 5 ARTICLE: MALALA WINS NOBEL PEACE PRIZE	28
LESSON 5 CALL TO ACTION EXAMPLE	29
WEBSITES	30

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
- Participating in 'Global Action Week for Education' <http://bit.ly/act4edu>

For more information and ideas, visit our website at: 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.



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 carers to direct and guide their children as they grow up, 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 whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10
Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit 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 have a say in all matters affecting them, 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 enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 15
Every child has the right to meet with other children and to join groups and organisations, 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 be information that children can understand. Governments must help protect children from materials that could harm them.

Article 18
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work.

Article 19
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 20
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 21
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 22
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 parents.

Article 23
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 support to disabled children.

Article 24
Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 25
If a child lives away from home (in care, hospital or in prison, for example), they have the right to a regular check of their treatment and the way they are cared for.

Article 26
Governments must provide extra money for the children of families in need.

Article 27
Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

Article 28
Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29
Education must develop every child's personality, talents and abilities to the full. 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 30
Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 31
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Article 32
Governments must protect children from work that is dangerous or might harm their health or education.

Article 33
Governments must protect children from the use of illegal drugs.

Article 34
Governments must protect children from sexual abuse and exploitation.

Article 35
Governments must ensure that children are not abducted or sold.

Article 36
Governments must protect children from all other forms of bad treatment.

Article 37
No child shall be tortured or suffer other cruel 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 looked up must be able to keep in contact with their family.

Article 38
Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

Article 39
Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

Article 40
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

Article 41
If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay in place.

Article 42
Governments should make the Convention known to children and adults.

The Convention has 54 articles in total. Articles 43-54 are about how adults and governments work together to make sure that all children get all their rights.

Sustainable Development Goals (SDGs): building on from the Millennium Development Goals (2000-2015)

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

Sustainable Development Goal 4 focuses on an inclusive and quality education for all.



GCE-US supports the Sustainable Development Goals

STANDARDS

Common Core Standard	L1	L2	L3	L4	L5
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.		✓		✓	✓
R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		✓		✓	✓
R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		✓		✓	

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.		✓			

Global Competence Matrix	L1	L2	L3	L4	L%
Investigate the world	✓	✓	✓	✓	✓
Recognize perspectives	✓	✓	✓	✓	✓
Communicate ideas	✓	✓	✓	✓	✓
Take action					✓

LESSON 1: CHILDREN'S RIGHTS, RESPONSIBILITIES AND PRIVILEGES

Materials:

UNICEF – For every child <http://bit.ly/2gib3SW>

The Global Goals <http://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> 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...

For more information on the 17 SDGs, read the Global Goals introductory comic: <http://bit.ly/2gvSUEX>

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

Materials:

Education for sustainable development <http://bit.ly/1abjOKz>

Education data <http://bit.ly/2fZDYuD>

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

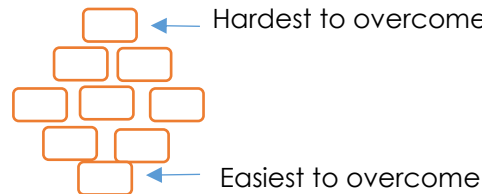
- **Who** might have taken the photo?
- **When** was it taken?
- **What** might have happened before the photo was taken?
- **What** could have happened afterwards?
- **What** is the bigger story behind the picture?

Feedback student's responses.

(Photograph: 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?



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:

Children on the front line <http://bit.ly/2gcWRcJ>

(**Note:** This clip does show disturbing images. Viewing prior to the lesson is advised)

Global conflict map

World Education blog <http://bit.ly/2g3sRQ7>

July 2018

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 (2.4million 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:

<http://bit.ly/2gcWRcJ>

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:

World's Largest Lesson <http://bit.ly/2cTRrU4>

Global Partnership for Education's summary <http://bit.ly/1iScJ5v>

UN Guide to saving the world <http://bit.ly/1WMIBe4>

Article: Malala wins Nobel Peace Prize

Meet Ami <http://bit.ly/1FNcQVa>

Time: 1 hour

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

Introduction: Write on the board: **INVENT...INNOVATE...CAMPAIGN**
Watch the World's Largest Lesson with Emma Watson: <http://bit.ly/2cTRrU4>

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:
Design for Change USA <http://bit.ly/2hoNzMD>

Lesson 1: What are our human rights?

Human Right	How is this met?
Every child has the right to the best possible health.	Governments through providing health care, clean water and clean environments. Parents and guardians through providing nutritious food.

Lesson 1: What are our human rights? Answer sheet

Human Right	How is this met?
Every child has the right to the best possible health.	Governments through providing health care, clean water and clean environments. Parents and guardians through providing nutritious food.
The right to survival	

The right to education	
The right to a caring family environment	
The right to play	
The right to their culture	
The right to protection from exploitation	
The right to protection from abuse of all kinds	
The right to have his or her voice heard	
The right to have their opinions taken in to account	

Lesson 1: The 17 Global Goals

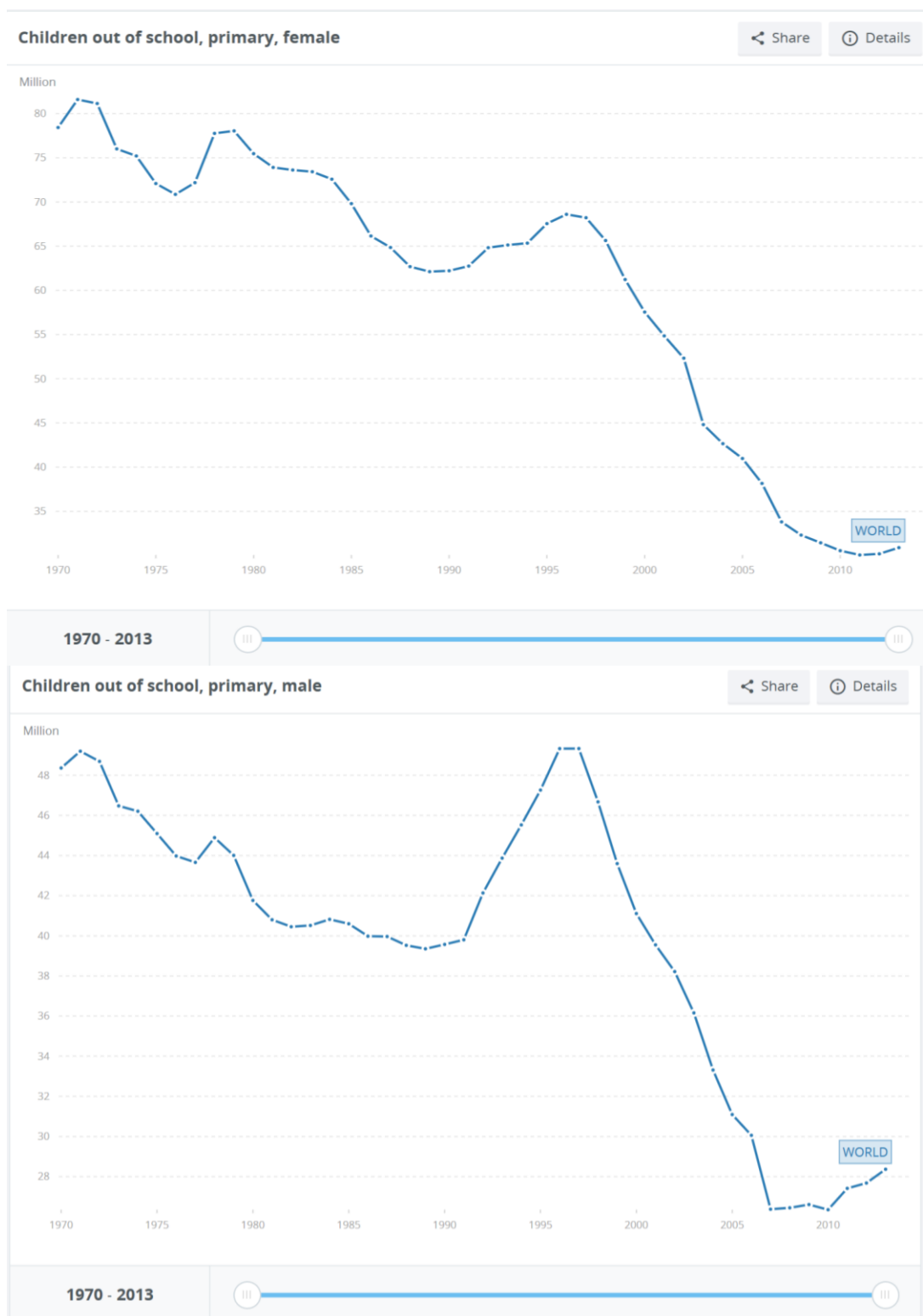
THE GLOBAL GOALS

For Sustainable Development



GCE-US supports the Sustainable Development Goals

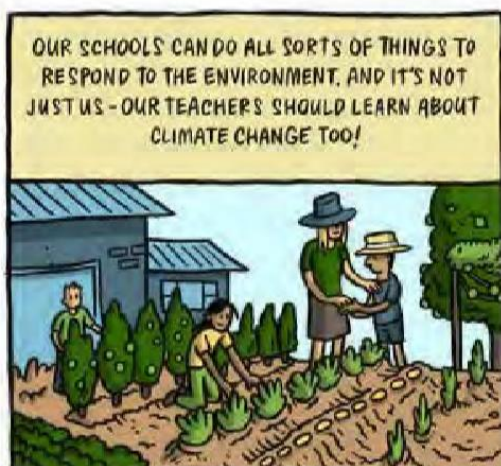
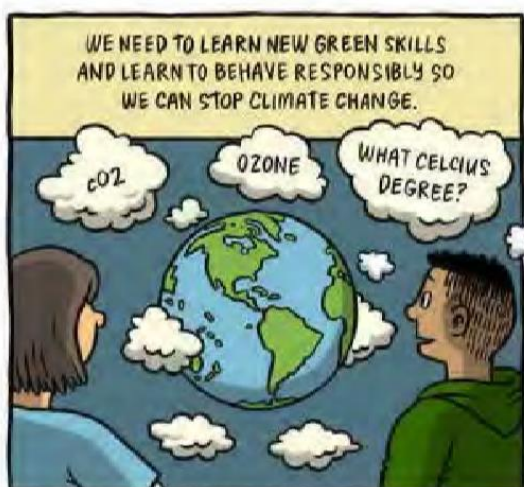
Lesson 2: Education data

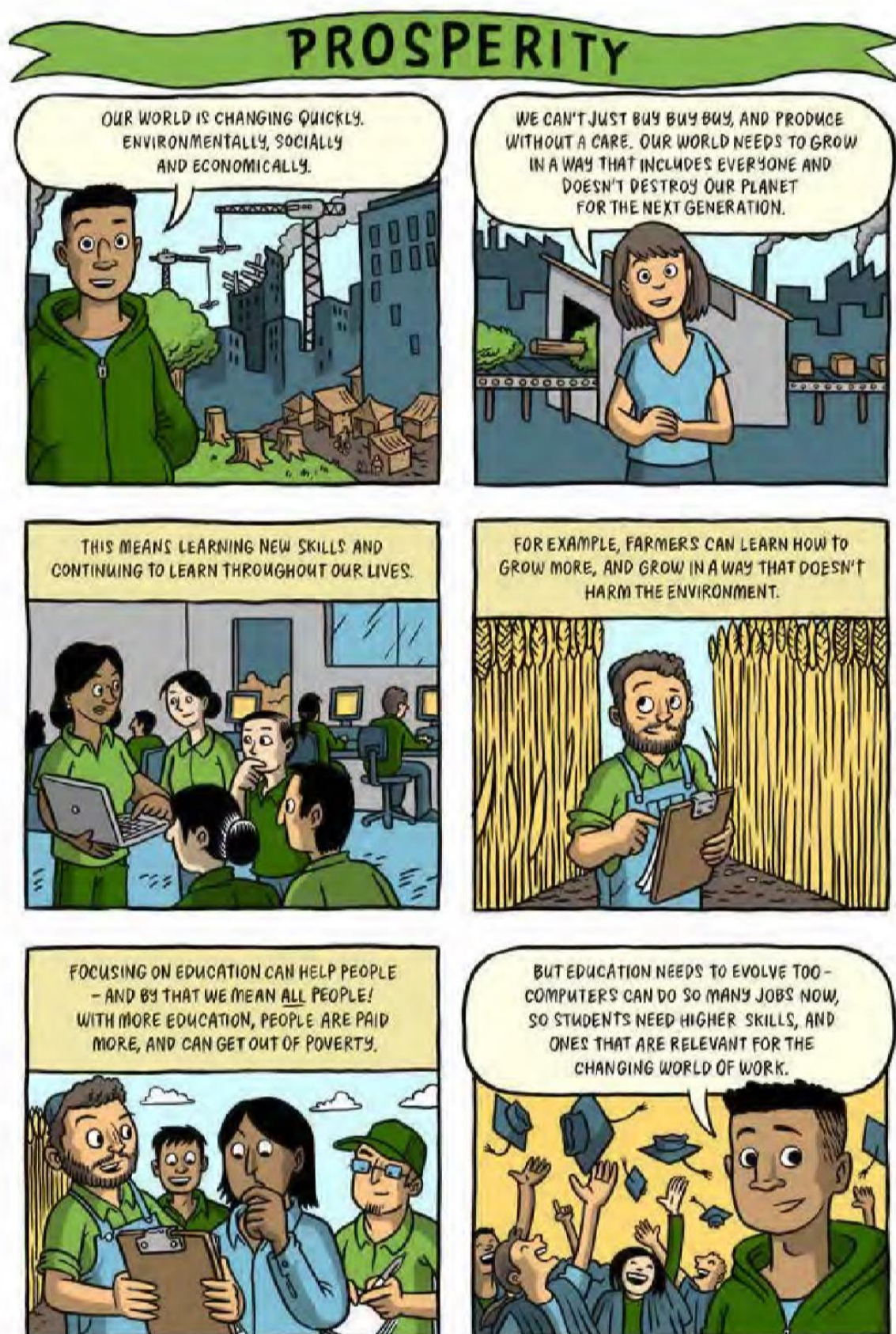


Source: United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics.

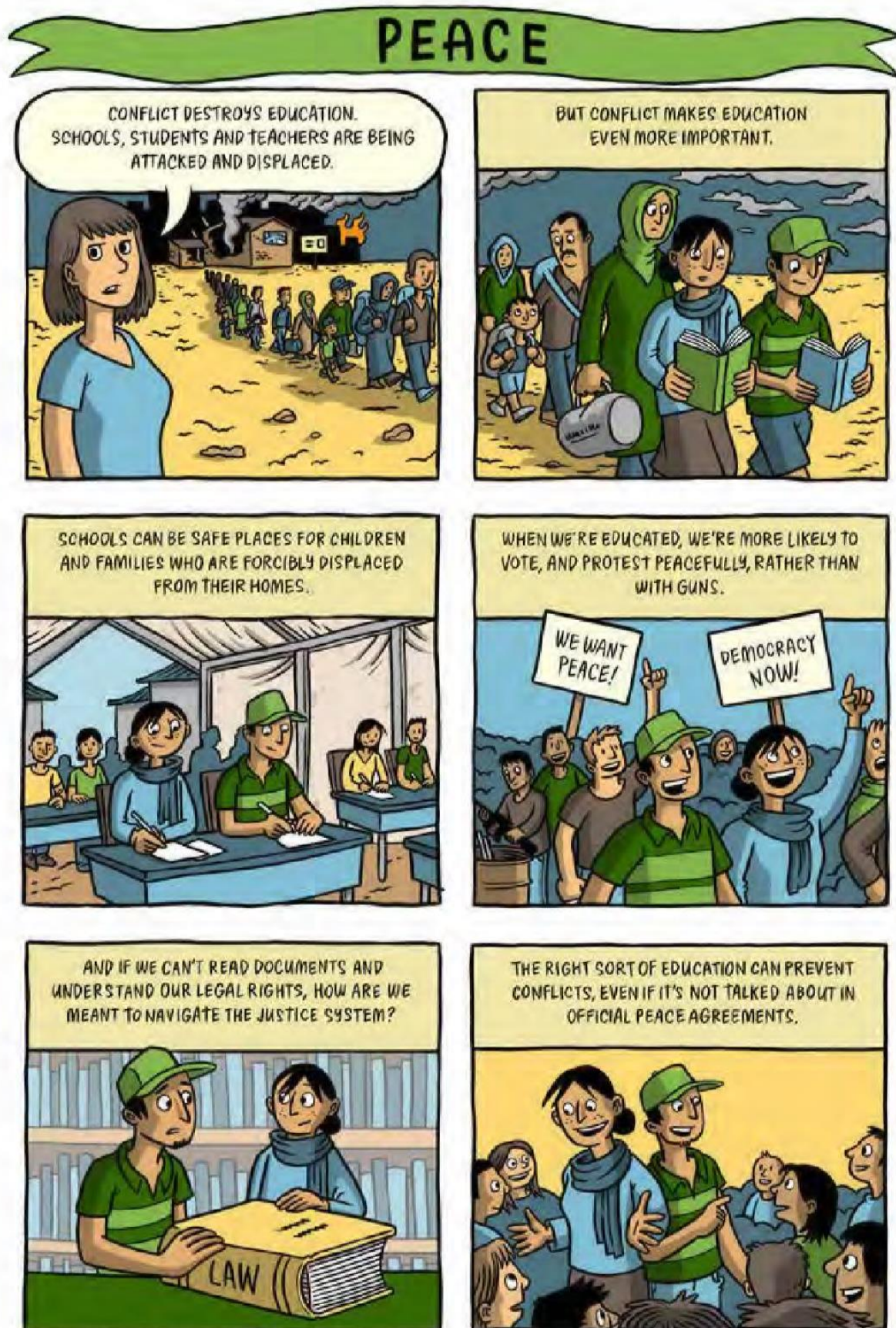
Lesson 2: The importance of education

PLANET

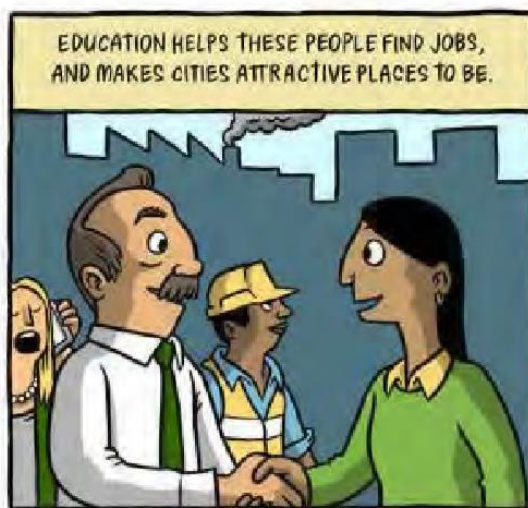
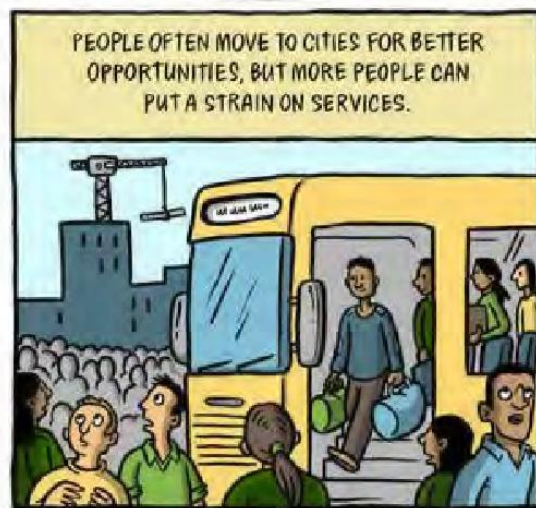


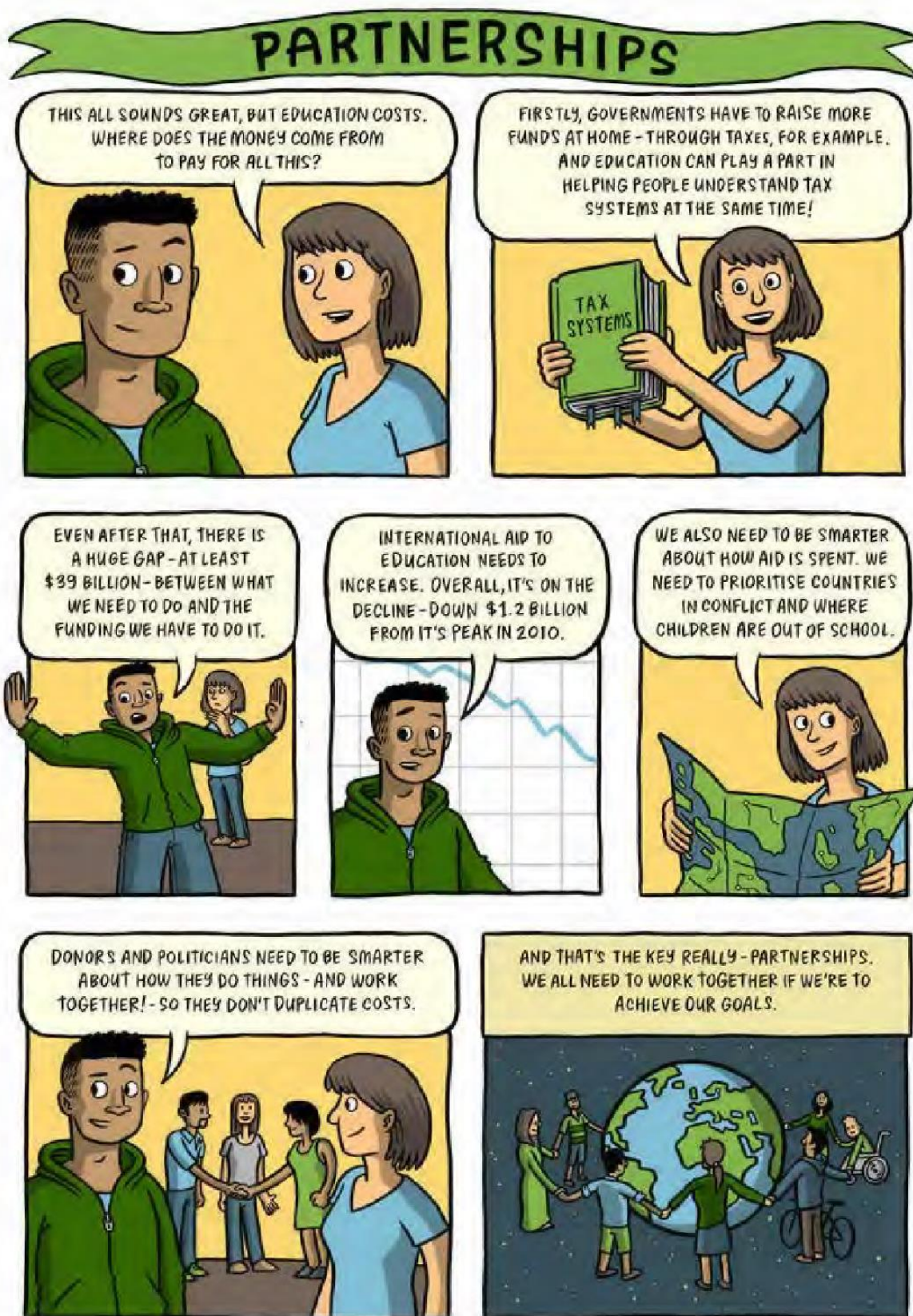






PLACES





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://gblctzn.me/1LAtcWs>

Lesson 3: Diamond 9 ranking activity

A lack of funding for education

Having no teacher, or having an untrained teacher

No classroom or a lack of learning materials

The exclusion of children with disabilities

Being the ‘wrong’ gender

Living in a country in conflict or at risk of conflict

Distance from home to school

Hunger and poor nutrition

The expense of education (formal or informal fees)

Lesson 4: Global conflict map



Lesson 5: Malala wins Nobel Peace Prize

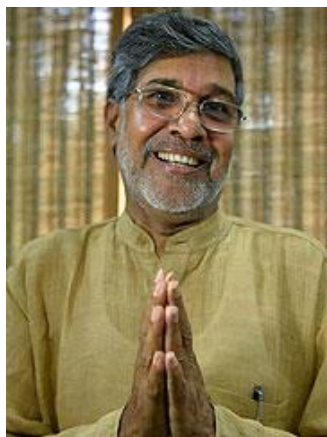
By Cameron Keady with TIME and AP Reporting (October 10, 2014)



CHRISTOPHER FURLONG – GETTY IMAGES

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

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.



A Voice for the Voiceless

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.

CHANDAN KHANNA—AFP/GETTY IMAGES

Kailash Satyarthi greets journalists at his home office in New Delhi, India.

Prize for Peace

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 is 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

[Nobelity 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.