



EDUCATION AS WE DON'T KNOW IT

Time	45–90 minutes
Level	upper-intermediate
Skills	speaking
Knowledge goal	raising awareness of education in developing countries and exploring ways to improve it, discussing the role of NGOs (non-governmental organizations)
Materials	Ss' worksheet: p. S1 – Education quiz per group or pair, p. S2 – topics for Lead-in and Variation 2

1 Lead-in

- Small groups of Ss discuss their opinions on various topics. Distribute a set of slips (p. S2) to each group. Each student takes a topic in turn and starts a discussion.
- **Plus optional language enrichment.**
For a more guided practice of phrases used when giving and asking for opinions and to add an element of fun, you can hand out slips of paper with phrases on them (p. S2). In the discussion, Ss try to use their phrases. For each phrase they use, they get a point (or more points if you want to make this activity part of what is going to come). Each person can keep track of their points by putting the phrase-cards aside once they have used them and counting them at the end. They can use each phrase only once.

2 Main activity – Education Quiz

- Ss work in pairs or small groups that they'll stay in for the rest of the lesson. Ss try to work out the answers. Tell them this is a charity quiz. The more points they win, the more they will be able to help. Set a time limit.
- Check answers and possibly give some extra information from the Key. For each correct item, Ss get 1,000 Euro. If they are close or partially right, you can subtract some points. The money will be used later after the presentations.

3 Follow-up – discussion

How much did the Ss already know and how much of the information was new to them?

Did anything surprise them?

Do they think the commitment of UN countries mentioned in Q2 can be met?

What can be done about education in developing countries on a political level?

What can NGOs do?

What can ordinary people do?

4 Follow-up – preparing presentations

- Ss prepare presentations about various NGOs, charities and projects that help to improve the quality of education in developing countries. Ss' task is to present the project or organization as if they were at a conference or public meeting trying to raise money.
- The presentations can take different forms: they can be just oral, with the help of a projector or with the use of a poster that the Ss create. They should take about 4–5 minutes.
- In larger classes, Ss can give the presentations in groups. The number of presentations that will be given in a row shouldn't be higher than 5-6.
- Give Ss a list of websites to choose from (see p. T2) or they do their own research. They look up all the necessary information and prepare whatever they need for the presentation (either as homework or during lessons). Or you can print out the information before the lesson at www.globalissues.eu and give Ss the infosheets in the lesson.
- Each S or group in turn gives their presentation. The others listen carefully and decide who is going to get their "money" or how they are going to divide it among the projects. They cannot support their own project.
- Ss make their "donations" and explain their decisions. Before they make their decisions, give them a few minutes to discuss it in their groups.
- At the end, you can hold a discussion about the results:
Which of the charities were the most successful? Why?
What do they think of projects helping poor countries?
Do they think it is the responsibility of people from Western countries to help?
Can they imagine a world where poverty would not exist?

KEY TO EDUCATION QUIZ

1. 1 – Guinea, 2 – Mali, 3 – Ghana, 4 – Niger, 5 – Nigeria, 6 – Chad, 7 – Congo, 8 – Burundi, 9 – Eritrea, 10 – Ethiopia (Source: Global Monitoring report on Education for All 2008)
2. FALSE. 2015. One of the Millennium Development Goals sets the objective of seeing that all children - girls as well as boys - go to school and finish primary education. Primary schooling must be entirely free of charge and be compulsory for every child.
3. E.g. child labour, school fees, the cost of uniforms and textbooks, lack of schools, lack of teachers, traditions, early marriages, orphaning due to HIV/AIDS, conflicts, hunger.
4. B) Abolishing school fees. Countries such as Burundi, the Democratic Republic of the Congo, Ethiopia, Ghana, Kenya, Malawi, Mozambique, Tanzania and Uganda have abolished school fees, which has led to a surge in enrolment (Source: MDG Monitor, November 2007)
5. TRUE (Source: MDG Monitor, November 2007)
6. textbook. Moreover, in some African countries, between 25% and 40% of teachers reported that they did not possess a book or guide in the subjects they taught (Source: Global Monitoring report on Education for All 2008)
7. C) Afghanistan. Until the fall of the Taliban. In 2004, some 1.3 million girls were enrolled in government primary schools, a major accomplishment given that, in 2001, the number was recorded as zero. (Source: Global Monitoring report on Education for All 2008)
8. A) 15 (Source: Toward universal primary education: investments, incentives and institutions, 2005)
9. C) lack of separate latrines for girls (although corporal punishment and sexual harassment by boys and male teachers is also a problem). According to the Ugandan Health Minister, Dr. Crispus Kiyonga, "Lack of latrines, especially separate latrines for girls, was identified as the worst school experience for girls.... Privacy issues relating to sanitation are a major factor forcing girls out of school" (Source: World Bank 2004)
10. A) terminal illness. In sub-Saharan Africa, deaths and resignations due to HIV/AIDS constitute an important cause of teacher attrition. E.g. In Mozambique, in-service deaths increased by about 72% between 2000 and 2004; the HIV infection rate among teachers was about 15% in 2002 and may reach 17% by 2015. (Source: Global Monitoring report on Education for All 2008)
11. C) absent. And only 25 percent of them actively teaching. Teachers remained on site an average of four hours, rather than the prescribed six, and for a variety of reasons they did not attend school at all for almost a third of the school year (Source: PROBE 1999).

EXAMPLES OF PROJECTS FOR EDUCATION

Project SCHOOL FEEDING

http://www.wfp.org/food_aid/

World Food Programme (WFP) provides school meals or take-home food rations to help offset the loss of the child's contribution to the family's livelihood.

Project ONE LAPTOP PER CHILD

<http://www.laptop.org/>

OLPC provides children around the world with new opportunities to explore, experiment and express themselves by giving them a laptop.

Campaign HEALTH AND EDUCATION FOR ALL

<http://www.oxfam.org/en/campaigns/>

OXFAM (an international confederation of 13 organizations) calls on the international community to enable governments to provide quality health care and education for everybody.

UNICEF

<http://www.supportunicef.org>

UNICEF offers various ways to support children in poor countries – buying cards or gifts, making donations, offering careers or volunteering.

Projects of local NGOs

<http://www.skolavafrice.cz>, <http://www.buildaschoolinafrica.org>

Your donation will help to build primary schools in Africa.

Sponsor a child

<http://www.humanistinarovinu.cz>, <http://www.charita-adopce.cz>,
<http://www.magnachildrenatrisk.org/regular-giving>,
<http://www.children.org/>

Your money will enable children from developing countries to go to school, have textbooks and uniforms.

Volunteering in your country

<http://www.unicef.cz>, <http://www.unicef.at/>

Find out how even you can help children in poor countries just by giving up a few hours of your free time!





THINKING ABOUT EDUCATION

- 1** In all of these countries more than 30 % of the children don't go to school. Put the numbers beside the country names.

Burundi [bu'rundi]
 Eritrea [eri'treɪə]
 Chad [tʃaɛd]
 Congo [kɒŋgəʊ]
 Ethiopia [i:'θi'əʊpjə]
 Niger [naɪdʒə]
 Ghana [gɑ:nə]
 Guinea [gini]
 Mali [ma:li]
 Nigeria [nai'dʒjəriə]



- 2** What do you think? True or false?

UN member states agreed that by the year 2050 all children in the world should be able to complete primary education.

- 3** Suggest at least three reasons why children in developing countries stay out of school or drop out early.

- 4** In Kenya, enrolment of primary school children increased dramatically with 1.2 million extra children in school in 2003 alone; by 2004, the number had climbed to 7.2 million

What is the main reason for this development?

- a) massive foreign aid
- b) abolishing school fees
- c) the country is getting wealthier

- 5** True or false?

In Sub-Saharan Africa, school fees consume nearly a quarter of a poor family's income.

- 6** Complete the following sentence.

Many classrooms in developing countries, especially in poor and rural areas, possess only one, typically kept by the teacher.

- 7** Which country's government prohibited the education of girls until 2001?

- a) Iraq
- b) Iran
- c) Afghanistan

- 8** Guess the percentage.

Girls in rural areas register the lowest levels of primary school completion, especially in Sub-Saharan Africa. In Benin, Burkina Faso, Guinea, Madagascar, Mozambique, and Niger primary school completion among rural girls is percent

- a) 15
- b) 25
- c) 35

- 9** What was identified as the worst school experience for girls in Uganda?

- a) corporal punishment
- b) sexual harassment
- c) lack of separate toilets for girls

- 10** Complete this statement.

In Sub-Saharan Africa there is a serious shortage of teachers compounded by their frequent resignations. In Lesotho and Malawi, about a third of all teacher departures are due to

- a) terminal illness
- b) old age
- c) low salary



- 11** Complete the statement.

The quality of teaching in developing countries is often questionable. Surprise visits to schools in four Indian states found 33 percent of head teachers

- a) drunk
- b) asleep
- c) absent

Lead-in:

School uniforms	The ideal number of students in a class
Free education x school fees	Corporal punishment at school
The ideal English textbook	The ideal teacher
Early specialization x late specialization	Learning English via the internet

Optional language enrichment:

What do you think of...?	I think you're right.	I don't think...
How do you find...?	That's just how I feel.	Yes, but...
How do you feel about...?	I think so, too.	Well, I must say...
Exactly!	I'd say...	I doubt...
Absolutely!	I believe...	Nonsense!
According to...	I know for sure...	Oh, come on!
In my view,...	I entirely agree with you.	You can't really mean that!
To my mind,...	That's not the way I see it.	You must be joking!

