



Send My Friend To School

Lessons, Resources & Action
Years 4 - 8

MAKEPOVERTYHISTORY
www.makepovertyhistory.com.au

GLOBAL CAMPAIGN FOR
EDUCATION
www.campaignforeducation.org

Introduction

Dear Educator

You know the importance of education. Right now, over 100 million children wake up every day without the hope that education offers. These children know AIDS, know poverty, know hard labour, know hunger but they may never know a teacher or sit inside a classroom.

Make Poverty History Australia (MPH) is a campaign calling on the Australian Government to contribute fully to achieving the Millennium Development Goals (MDGs). Goal 3 of the MDGs is to achieve Universal Primary Education by 2015 – every child in school, receiving an education of decent quality.

MPH is proud to be part of the Global Campaign for Education (GCE), an international alliance of people who want every child to get a quality education. In 2005, 5 million people campaigned with GCE in over 115 countries, making cut-out 'friends', delivering these to world leaders and lobbying government officials as they went 'back to school'. These campaigning efforts have already resulted in world leaders taking action, and committing new funds to the goal of ensuring all children have a quality education.

But we still have more work to do. Australia has not yet participated in one of GCE's campaigns in support of basic education. Now is the time for the world to fulfil the promise of the MDGs. Now is the time for Australia to do all it can to ensure that all children, everywhere, receive an education of decent quality.

There are many reasons why children miss out on education: family poverty, limited government budgets, lack of teachers, the impact of AIDS. To get every child into primary school alone we need sufficient budget support through aid and debt cancellation to ensure that enough schools can be opened, and we must make sure there are enough professionally-trained, well-motivated teachers. At least fifteen million teachers, and maybe as many as thirty million, are needed to expand and improve education so that by 2015 every child is able to complete an education of good quality.

Make Poverty History invites you to be part of this exciting and vital campaign activity.

What's in this kit?

Section 1: Activities and resources exploring the importance of education.

Section 2: Activities and resources exploring education and global poverty.

Section 3: Activities and resources for students to respond to the issues they've encountered. Students will decorate and write personal messages on a cut-out 'friend' – emphasising the importance of access to basic education and asking our leaders to help 'Send My Friend To School'.

What's next?

Once the students have participated in the activities on education and poverty and have designed and completed their 'friends', the next step is to engage politicians and the media about the importance of education for ending global poverty.

To do this, you will also need the *Back To School* kit, which has all the resources you need to invite an MP or community leader to a school event, present information about the campaign's calls to the Australian Government, and engage with the media.

We hope that this will be an enriching and empowering experience for you and your students. We know that it could have an enormous impact for students and teachers in impoverished countries.

Thank you for your help and support!

Make Poverty History
(Part of the Global Campaign for Education)

For more information about the campaign, or for extra downloadable resources, galleries and more:

www.makepovertyhistory.com.au

The lessons and resources in these kits have been developed by:

Caritas Australia
Catholic Commission for Justice, Development & Peace
Childfund Australia
Global Campaign For Education
Save the Children Australia
TEAR Australia
World Vision Australia

These activities are most suited for upper-primary and lower-secondary students.

However, they may be adapted for other age groups.

Use the *Education For All* kit for middle-secondary and upper-secondary students.

Section 1:

Activities about education



1. Invite students to draw or paint their favourite part of the school. Invite students to talk about why this part of the school is special to them.

2. In small groups, have students brainstorm ideas why education is important for all children. List these on the board and jointly construct an exposition or argument text on the topic.

3. Conduct a polarized debate on the following topics: (i.e. have one side of the room as an 'Agree' wall and the opposite side as a 'Disagree' wall. Read out the following statements and ask students to place themselves on a line between the two walls indicating how strongly they agree or disagree with each statement. Ask students to explain their position.)

Everyone should be able to go to school.

School should be compulsory for all children between 5-15 years.

Students should be free to talk in class whenever they like.

Students should be allowed to wear whatever they want in school.

Education is a right for all children.

4. Invite students to talk with a partner about their 'ideal' school. Have students share ideas and then write a description of their 'ideal' school.

Section 2:

Activities about poverty

1. In small groups, ask students to choose one of the stories about children in Asia, the Pacific and Africa. Students plan how to introduce their 'friend' and country to the rest of the class (*Finding Out About My Friend Worksheet*). This can be done through an interview with the friend or a presentation about them. Questions can include:

Where does my friend live and who does my friend live with?

What does my friend like doing?

What sort of work does my friend do?

What is life like for my friend in their country?

Why isn't my friend in school or why might my friend drop out of school?

2. Review case studies of children overseas and have students identify the different reasons why they are unable to go to school (*Finding Out About Your Friend worksheet*). Are some factors more common? Discuss how these things could be changed and who has the power to change them.

3. Have students list those things they have in common with their 'friend' and those things that are different between them.

4. Have students research their friend's country and complete the country comparison table (*Finding Out About My Friend's Country worksheet*). The class might do projects on different nations.

5. Jointly construct a Consequence Chart showing the consequences of not going to school for an individual, their family and community (see example below) and a Consequence Chart showing the opposite consequences of going to school.

6. Read and insert sub-headings for the explanation text – Why 115 million children do not go to primary school (*Poverty & Education worksheet*).

7. Complete the cloze activity (*Education For All worksheet*).

8. Complete the crossword: Education For All (Worksheet 6)

Finding Out About My Friend

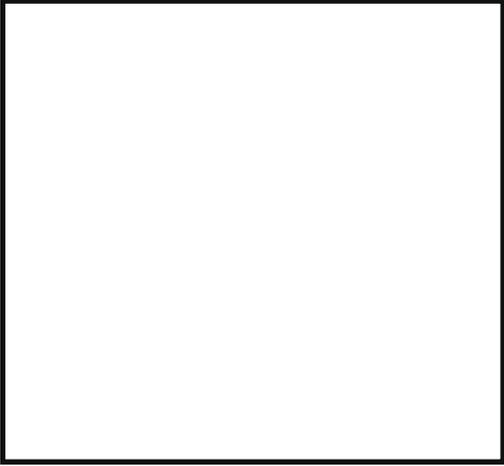
Read through your friend's story and complete the outline below

Name: _____

Age: _____

Country: _____

What does my friend like to do? _____



What does my friend like to eat? _____

Who else is in my friend's family? _____

Why can't my friend go to school? _____

Tick the reasons why each child can't go to school

	Juni	Khulan	Sirapong	Gena	Hanif	Ahmed	Peter & Kallib
School fees							
Sick parents or grandparents							
Household chores or work							
War and conflict							
No school nearby							

Finding Out About My Friend's Country

Compare your friend's country to Australia in the table below

	Australia	
Population	19.9 million	
Male life expectancy	77 years	
Female life expectancy	82 years	
Under-5 child mortality: 1970 (per 1,000 live births)	20	
Under-5 child mortality: 2003 (per 1,000 live births)	6	
Gross National Income per capita (per person) \$US	\$21,650	
Human Development Index ranking	3rd	
Adult male literacy rate	99%	
Adult female literacy rate	99%	
% of children enrolled in primary school	100%	
% female ratio enrolled in primary school	100%	
% of one year-olds immunised against measles	93%	
Maternal mortality (per 100,000 births)	8%	

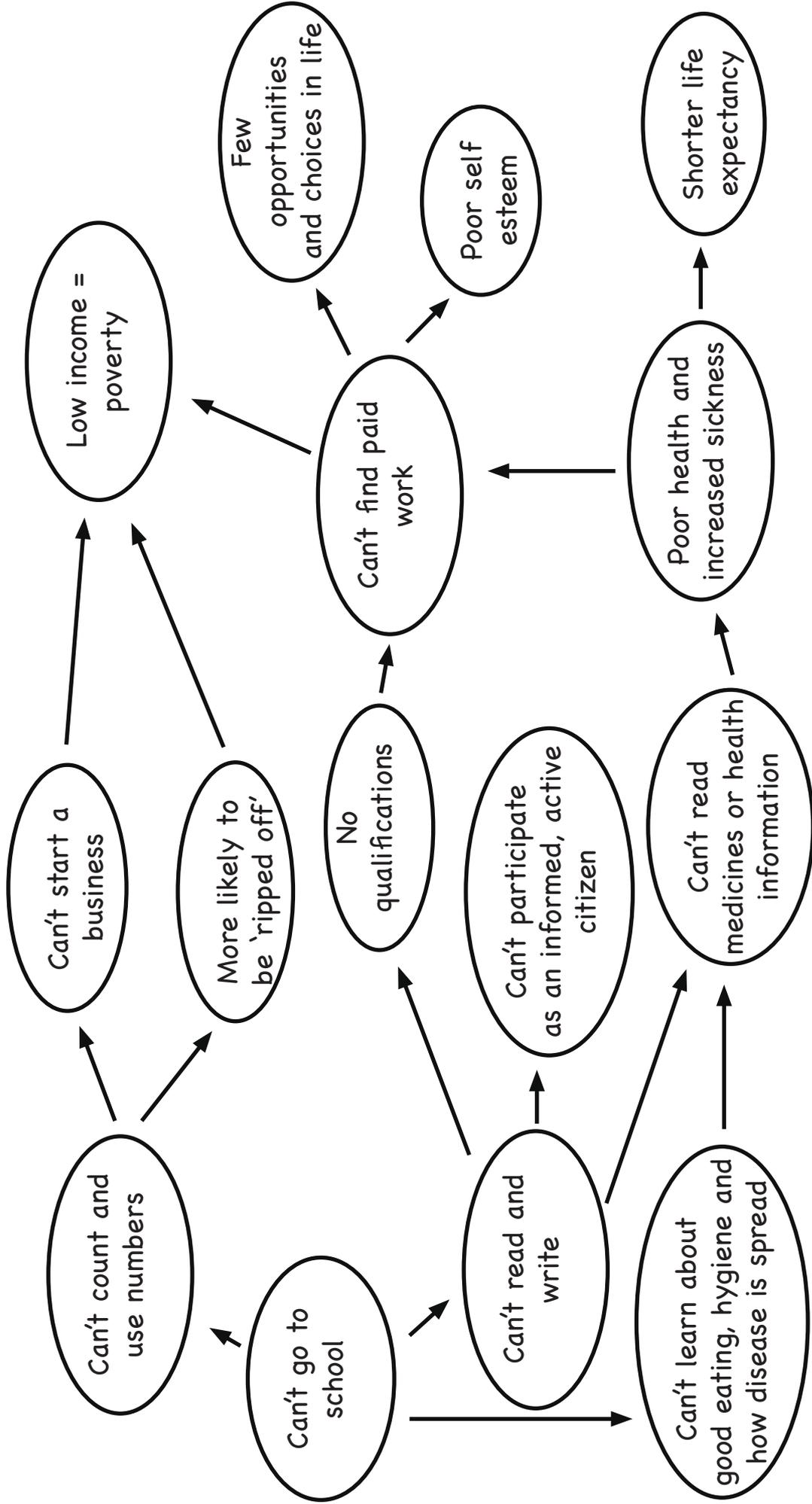
Useful websites to help your research:

<http://hdr.undp.org/statistics/data>

www.unicef.org/infobycountry

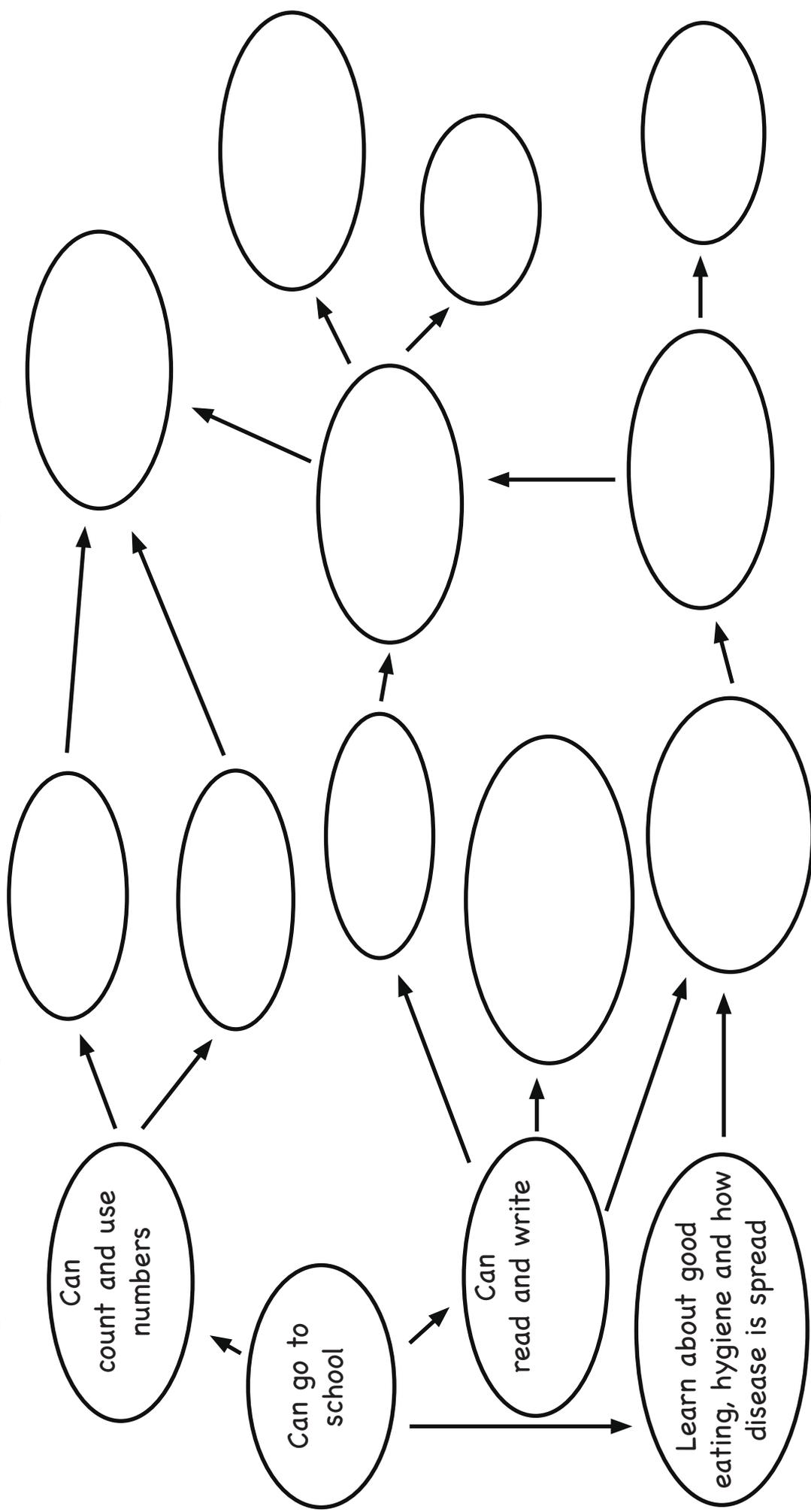
Consequences:

What might happen if you couldn't go to school?



Consequences:

What good things can result from going to school?



Poverty & Education

Choose the best sub-headings

In Australia and other rich countries, all children will spend time in school and learn to read and write. Education is a right for all children that gives people choices and opportunities in life. However, in the world today, 115 million children in the world will never go to primary school. Poverty causes many children to miss out on the chance to go to school. Why? What is it about poor countries that causes so many children to miss out on their right to an education?

Firstly, in most poor countries, both government and private schools charge fees. Governments in poor countries have a limited amount of money and so they charge fees. Many families are too poor to pay the fees and so the children miss out on education. Poor parents struggle to pay for the food and clothes they need.

Secondly, poor families often need their children to help bring in money or help around the home. Children may drop out of school because they are sent out to work. Many children in Africa, especially girls, will spend most of their day walking four to six kilometres to collect water from a well or working in the fields. Also, many girls will stay at home to look after the children and do chores while their mother goes to work.

Thirdly, poor countries struggle to spend enough money to train and pay qualified teachers. Developing countries need to increase the number of teachers and the quality of teachers – and this means they need to increase the pay for teachers too.

Next, schools need to be seen as safe places. In countries where there is war or conflict, for example East Timor or Iraq, children may be kept from school to help keep them safe. Peace is essential if children are going to attend school and be able to concentrate on learning.

Finally, malnutrition and illness are much more common in developing countries. Dirty drinking water and poor sanitation cause diseases that keep children and teachers from attending school – and can even kill them. Also, when parents are sick, children have to go to work or stay at home to do the household chores.

In conclusion, there are many reasons why children in poverty miss out on their right to a basic education. These are factors that can be changed, but poor countries need our help to do that.

health teachers fees child labour conflict

Education For All

Fill in the blanks

In 2000, the leaders of 191 nations, including the Prime Minister of _____, agreed to set eight goals for reducing poverty and improving people's lives around the world by 2015. These are the eight Millennium Development _____ (MDGs) and two of them are about education.

MDG 2: by 2015, all boys and girls in the world will complete primary school.

MDG 3: by 2015, there will be as many _____ in primary and secondary education as there are boys.

Right now, 115 million _____ do not attend a primary school and 64% of these are girls. Some countries have made great _____, while others have not. In Australia, 100% of children complete primary school but in Papua New Guinea only 70% of children finish primary school – 3 out of 10 don't get the chance.

One way for countries like Australia to make sure these goals are reached is to help developing countries to spend more _____ on education so they can get rid of school fees, build new schools, and train more teachers. Rich countries like Australia can make money available to poor countries to spend on _____. This is called aid or Official Development Assistance (ODA).

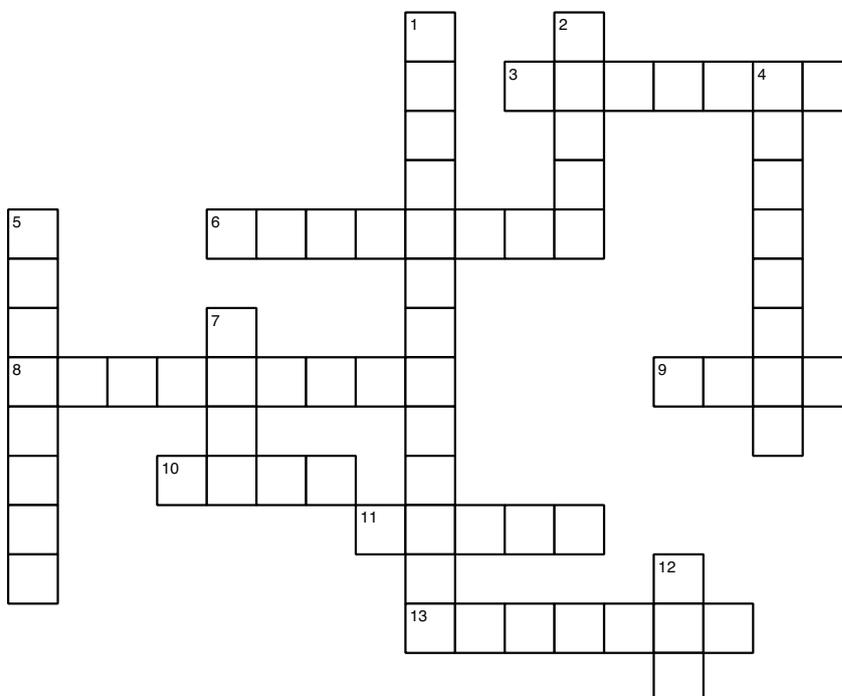
This year, Australian students are joining students from all over the world, to tell politicians how important education is and how we want the Australian government to spend more aid money on education so that every child in the _____ can go to school.

For children in poor countries, education brings _____. It is a right of every child. It isn't just about getting a job. It can change _____.

lives education money progress Goals
children Australia opportunities world girls

Education For All

Complete the crossword



Across

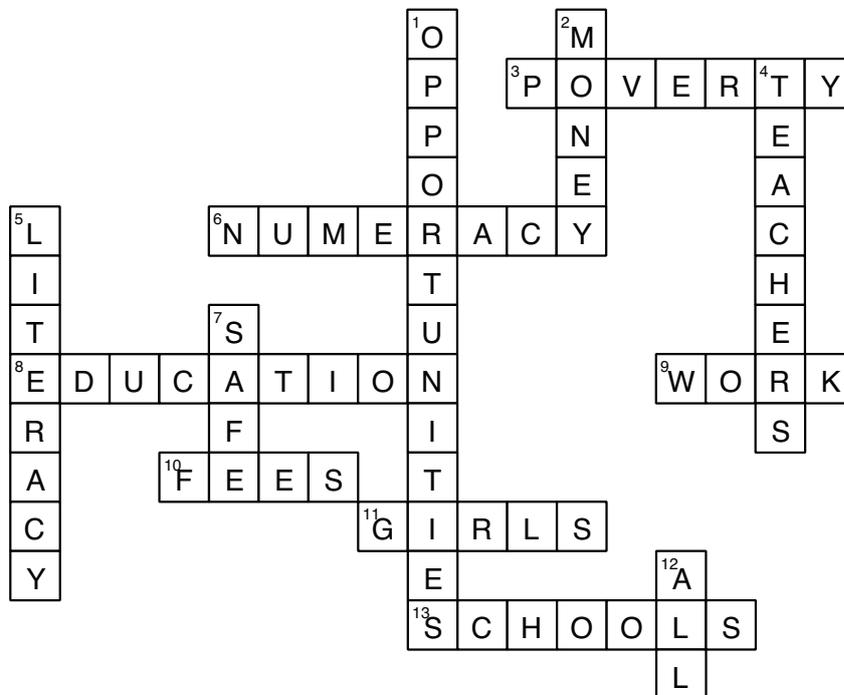
3. Education For All is part of a plan to Make _____ History
6. The ability to count and use numbers
8. Around 115 million children do not receive a primary school _____
9. Instead of going to school, many children have to _____
10. Money paid for children to attend school
11. More _____ miss out on school than boys
13. To achieve Education For All, we need to build more _____

Down

1. Education gives children _____ in life
2. EFA needs governments to spend more _____ on education
4. Poor countries need to train and pay more _____
5. The ability to write and use letters
7. In places of conflict, schools might not be _____
12. EFA stands for Education For _____

Education For All

Crossword answer key



Across

3. Education For All is part of a plan to Make _____ History [poverty]
6. The ability to count and use numbers [numeracy]
8. Around 115 million children do not receive a primary school _____ [education]
9. Instead of going to school, many children have to _____ [work]
10. Money paid for children to attend school [fees]
11. More _____ miss out on school than boys [girls]
13. To achieve Education For All, we need to build more _____ [schools]

Down

1. Education gives children _____ in life [opportunities]
2. EFA needs governments to spend more _____ on education [money]
4. Poor countries need to train and pay more _____ [teachers]
5. The ability to write and use letters [literacy]
7. In places of conflict, schools might not be _____ [safe]
12. EFA stands for Education For _____ [All]

Gena, aged 16

India



At the age of 12, Gena was forced to leave school and work as a housemaid when her father died of AIDS. Three years later her mother also died of AIDS and Gena was forced to take up another job to feed her family, which consists of a brother, sister and grandmother.

Gena now works as a housemaid and in a factory that makes PVC pipes, where she moulds the pipes with the use of hot kerosene. With the responsibility of two siblings to care for, she now works on two jobs from 6.00 am till 10.00 pm and earns 900 rupees (\$35) a month. She wants to help her brother and sister finish primary school but it may be too expensive for her.

Gena's favourite foods are rice and dhal (lentils). She enjoys getting together with her friends and cousins to talk and watch a movie on their TV.

Gena is one of hundreds of children in the Andhra Pradesh region of India who have lost both parents to AIDS and had to drop out of school.

Khulan, aged 4

Mongolia

Enkhmaa lives with her husband and four children. Her four-year-old daughter, Khulan (seen here with her younger sister), learns very quickly and loves to sing. She is their third child and, like most young children, she wants to go to school with her older brothers and learn.

Even though education is free in Mongolia, poor children still drop out of school because their parents are unable to pay the direct and indirect costs of education. 'I have registered Khulan in the school but cannot send her to school because I have no money for school textbooks and uniforms' says Enkhmaa. 'It is more important for the boys to go to school. Khulan will have to help look after her little sister.'



Enkhmaa and her husband are unemployed. They have looked for work but have been unsuccessful. In order to survive, they collect and sell scrap metal. When they cannot find scrap metal they go hungry. Three years ago scrap metal was easy to find and there was a lot of it. But now it is hard to find. 'Usually the scrap metal does not provide enough food for my family,' says Enkhmaa. The family eat cabbage and other vegetables that are not expensive.

It is difficult to say whether their bright little daughters will ever make it to school at all.

Sirapong, aged 11

Thailand

Sirapong is a boy with extraordinary potential growing up in rural northern Thailand.

'My parents are separated and I don't know where either of them are. I have been with my grandmother since I was born. Since she works so hard to look after me, I do the cooking for her, and love her like my mum. Sometimes I don't have anything to cook at night. Then I will go out and look for something, even if it's just weeds we can pick and eat.'

Grandma Kaomaa is not always well enough to work and when she does it's badly paid work, such as sorting spring onions at a local farm for less than a dollar a day. At least they have a house to live in, and neighbours who help sometimes with vegetables, some eggs, or an invitation to dinner.

But there have been days when Sirapong stays away from school at his grandmother's request, because she is ashamed to send him without any lunch, or can't give him the money for his transport.

When he doesn't attend school his teachers worry. Sirapong is a very creative child. He loves playing drums and the traditional Thai guitar, and last year came third in a national drawing competition for primary students. 'I like all my subjects. Mathematics and Thai language are my favourites. But when I grow up I'd like to be an artist if I can.'

His school is very proud of him, especially because in a community of extremely poor families, his is probably the poorest.

Sirapong feels guilty that his grandmother must work so hard and is feeling the pressure to leave school and earn money.



Hanif, aged 15

Bangladesh

Five years ago, Hanif was 10 and he had to drop out of school in order to support his family. His father, Abdul, is a labourer who works hard for other people whenever possible. However, sometimes there is no work and he cannot always bring in enough money to feed and clothe his family.

When Hanif dropped out of school, he worked in a factory making cigarettes. He worked long hours and didn't enjoy it at all. He really wanted to be at school and enjoyed playing cricket with his friends.

Now the family income has improved and it is possible for him to go back to school. Two years ago, an Australian aid and development organisation provided Hanif's family with a goat and a cow for them to breed and sell at the market. They use the milk and sell some of it too. This gives them enough money to help Hanif and his younger siblings to go to school.

However, because he is now 15 and has missed so much school, Hanif has to go to a special school to help him finish his primary school education. He still helps the family by working a temporary job with driving rickshaws. Hanif is determined to become better educated: 'I am taking exams to get admission into grade six. Then I hope I will get admitted into high school.'



Juni, aged 10

Papua New Guinea

When Juni was a baby, her father died. Juni's mother took her six children to live with an uncle. But poverty has forced the family to struggle to meet even basic needs, leaving little left for things like education. Juni is now the only child in her family still attending school. All her siblings were forced to drop out of the school because Juni's mother and uncle could not afford their school fees and there was no school in their village.

Juni lives with her sisters and mother in a round house built from bush materials and kunai grass and bamboo walls. Her brothers live in another house with their uncle. During the drought season, the family is often hungry.

Juni's eldest brother, Henry, who now works, says he will work hard to make sure Juni is able to continue her education. He takes Juni to the school in the next village and helps to pay her fees. Juni loves school and wants to be a teacher. She also loves to play skipping and hopscotch with her friends.

Most parents in this southern highlands community are poor and cannot afford to keep their kids in school. The number of children not completing primary school is high in the Komo area. Therefore, the illiteracy rate is also very high and the children find it hard to break out of the poverty of their parents and grandparents.



Kallib (6) & Peter (12)

Ethiopia

Kallib is six years old and his older brother Peter is twelve. They live with their parents in a town three hundred kilometres from Addis Ababa, the capital city of Ethiopia. Ethiopia is in Africa and is one of the poorest countries in the world. Primary school education in Ethiopia is free, but entry is limited to children who have already obtained basic skills in literacy and numeracy. These skills are taught in the kindergartens, which cover the first three years of childhood education and are not free. If a poor family can't afford to send their children to kindergarten, then they typically don't pass the test to get into primary school.

However, a local church is developing small kindergartens for the children of families who cannot afford to pay kindergarten fees. Existing church buildings are used for the new schools. The teachers, young men and women recruited from the local churches, are given basic training and support to teach essential skills of literacy and numeracy to the children. The project began in October 2005, and the first 50 kindergartens are already operating. In three years time, up to 40,000 children will be enrolled in 157 kindergartens.

Kallib has been going to the new free kindergarten in his neighbourhood since it opened. His parents say he loves it so much that he runs to school in the mornings. Unlike his older brother Peter (12), Kallib will almost certainly go to primary school, and even beyond. Education is a vital pathway out of poverty.



Ahmed, aged 12

Iraq



Being at school was difficult for Ahmed. Not because subjects were challenging or because he would prefer to play soccer with his friends. Growing up in war-torn Iraq, school has not always been a safe place. Living in the middle of ongoing conflict where his school has been frequently damaged, it has often been safer for Ahmed to stay at home and drop out of school. When he did go to the school, he didn't enjoy being there because the toilets didn't function and there was limited water. The fighting had damaged the septic tanks, water pipes and toilets.

'We were unable to use the toilets because they were blocked and dirty. Water is essential at school. However, it was rare. We need to drink, to wash our hands and to clean things. We suffered a lot because of this lack of water,' said Ahmed.

With funding from Australian aid and development organizations, the water and sanitation systems in 74 schools in northern Iraq have been repaired.

'My happiness is indescribable,' exclaimed Ahmed when asked about being at school now and his plans after graduating. 'I hope to finish my schooling and join the college of nursing to serve all the people in my country. Really there are a lot who need nursing due to the hard conditions we are suffering, especially the lack of medicines in general. I hope to do my best to help injured people in future,' said Ahmed.

Like Ahmed, more than 48,000 students and teachers in government schools across northern Iraq are now able to concentrate on learning and teaching. This means less water borne diseases and a new hope that if something like toilets and drinking water can be improved, then maybe the education system and the rest of the country can improve too.

Section 3:

Taking Action: Send My Friend To School



After completing the activities on education and poverty, students now construct cardboard or paper 'friends' to communicate a message about the importance of education to politicians.

This campaign will culminate in Anti-Poverty Week (October 2007), when Make Poverty History will present thousands of 'friends' to the Prime Minister, calling on him to do all he can to ensure that all children receive a decent education.

For full details of this campaign, and how to run your own 'Back To School' event, involving politicians and the media, see the *Back To School Kit*.

'Friends' can be as simple as A4 cut-outs. Life size 'friends' are great for assemblies and fun to make, but more difficult to post. Choose what is best for your class.

- 1) Students can use the template sheet provided or make their own 'friend'.
- 2) Students decorate their 'friend' using paint, texta or collage. Their friend can be in school uniform or national dress.
- 3) On the back, students write their name, school and a message to their Federal MP. The message could begin 'I want you to send my friend to school because...' or 'My friend needs to go to school because...'

5) Display the 'friends' in the school or use them in an assembly and invite parents and your Federal MP (see the *Back To School kit*).

6) Once you're ready to post your 'friends', package them and label the top left hand corner of each package with the number of 'friends' it contains.

The deadline for sending your friends to Make Poverty History is 30 September, 2007.

Send your package to:

Make Poverty History

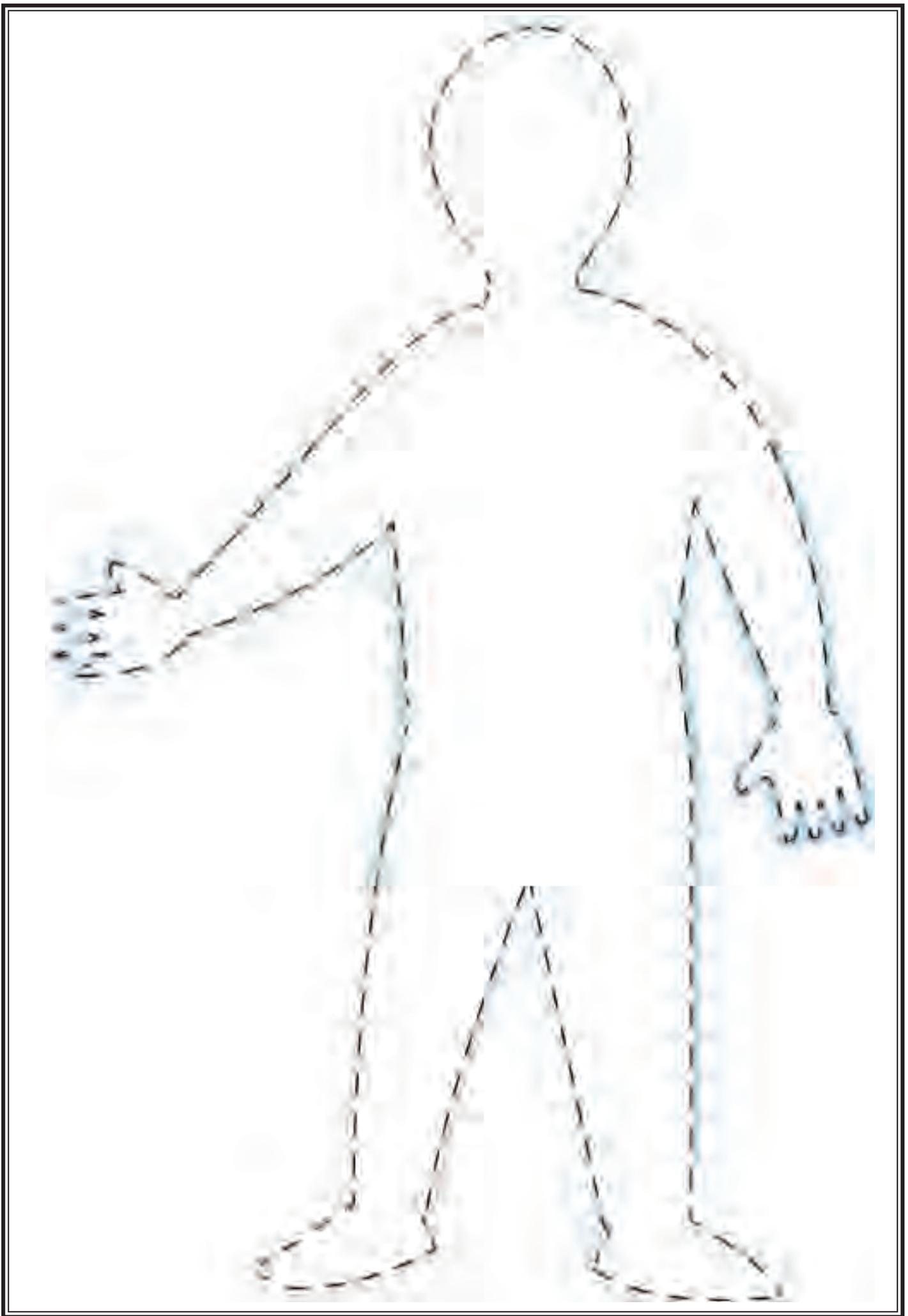
c/o Australian Council for
International Development (ACFID)

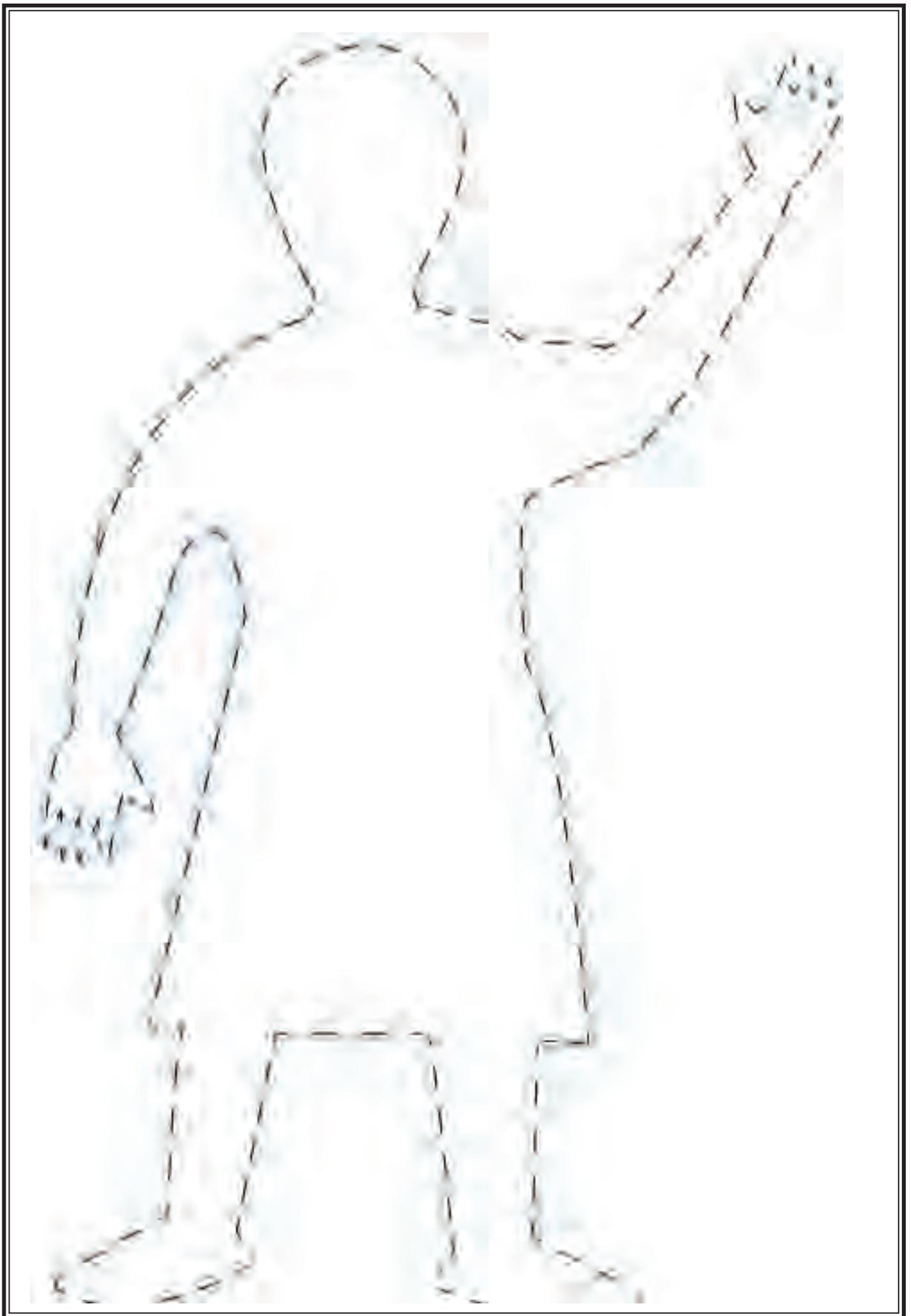
Private bag 3

Deakin ACT 2600

How to make a life-sized 'friend'

- Lay butcher's paper on the floor or tape it to a wall.
- Have a student stand or lie against the butcher's paper, while another student traces their outline.
- Cut out the outline and decorate the 'friend'.





Make Poverty History

Make Poverty History is a coalition of more than 50 aid organizations, church and community groups, along with thousands of individual supporters, mobilising to call on our government to do all it can to achieve the Millennium Development Goals and 'make poverty history'.

As part of its work, Make Poverty History has joined with The Global Campaign for Education to promote education as a basic human right, and mobilise public pressure on governments and the international community to fulfil their promises to provide free, compulsory public basic education for all people.

In 2000, the governments of 191 countries, including Australia, set the Millennium Development Goals. They included two important education goals:

Goal 2: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

Goal 3: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

Some progress has been made – there are now many more children going to school. But we still have a very long way to go and the world is not on target to achieve these goals. There are still more than 100 million children who never attend primary school. We must not rest until all children have access to a full primary education of decent quality.

Make Poverty History calls on the Australian Government to:

- Increase aid to basic education – to at least \$200 million by 2007-08 and \$300 million by 2010
- Cancel bilateral debt for all countries that need it to achieve the Millennium Development Goals (and especially the goal of Universal Primary Education)
- Provide funding support for the Education For All – Fast Track Initiative, so that more countries can receive rapid disbursements of aid to support their national plans to achieve Education For All
- Support countries' long-term education plans including teacher salaries, by providing funding to national education budgets, as well as funding local education projects
- Ensure that the IMF and World Bank do not impose harmful conditions that prevent countries employing sufficient numbers of professional teachers

Make Poverty History calls on poor countries to:

- Increase public spending on education
- Ensure quality teaching by training teachers to a professional standard
- Pay teachers a living wage and give them a say in education policy-making
- Reduce class sizes and improve classroom conditions

Around the world, thousands of schools will be telling their elected politicians that they are watching them! They will be asking them to ensure that every child can receive a full primary education of decent quality.

You can be part of this global action, by inviting your federal MP (or mayor or other community or political leader if your MP is unavailable) to go 'Back To School'. Use the Back To School kit.

Past Global Campaign For Education Action Weeks:

GCE has been mobilising millions of students and teachers worldwide in support of education since 2003. There has not been an active GCE campaign in Australia until this year. Here is a taste of some of the highlights of previous year's activities. For more details, go to:

<www.campaignforeducation.org>

2003 The Biggest Lesson:

Over 2 million people in 70 countries took part in the record-breaking 'Girls' Education: The Biggest Lesson'.

2004: The Biggest Ever Lobby

Children spoke out directly to politicians in meetings, debates and letters as part of the 'World's Biggest Ever Lobby'. More than 2 million people took part, along with 14 heads of state and dozens of ministers.

2005: Send my Friend to School

Children and teachers in 113 countries joined this campaign. An estimated five million young people sent a friend and strong message to the leaders of the G8 rich nations, calling for more aid, debt cancellation and fair trade.

2006: Send My Friend A Teacher

Highlighting the importance of teachers, children from across the world created cut-out teachers, calling on leaders to ensure that the world has enough properly trained and paid teachers to provide education for all.



Over 100 million children can't attend primary school...

The world has promised that by 2015, no child will miss out...

IN 2007, Australian teachers and students can be part of a global movement in support of education.

**This kit contains all the lesson resources needed to take action to support education for all
and
Make Poverty History**

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