

Gender Respect Project

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For further information see:
<http://www.decsy.org.uk>
OR
<http://genderrespect2013.wordpress.com>

Global Perspective: Education

Age group: KS2

Format: Lesson plan

Main curriculum / subject area: PSHE

Other curriculum links: Geography, Literacy

Objectives:

- To learn about the sustainable development goals.
- To consider why some pupils may find it a challenge to access a quality education.

The Sustainable Development Goals:

In 2015, global leaders decided on 17 Sustainable Development Goals to be reached by 2030. These goals, following on from the Millennium Development Goals, aim to eradicate poverty, to realise human rights for all and to balance the three dimensions of sustainable development: the economic, social and environmental. This resource looks particularly at Goals 4 and 5 - Quality Education and Gender Equality.



Simple targets but complex issues

The SDGs may seem like simple targets but in practice tradition and cultural expectations, embedded discrimination, and a lack of funding prevent them from being achieved.

In groups, pupils write down the reasons why they think goal 4 and goal 5 are important. Why do they think boys and girls find it a challenge to get an education in some countries? Why might it be harder for girls to get an education?

Examples: home responsibilities, parental preference to educate their sons, distance, cost (textbook/uniform), early pregnancy and early marriage, lack of female teacher role models, health, sanitation facilities, work, self-esteem, insufficient learning materials, etc.

Compare statistics between different countries, focusing on primary and secondary school participation:

http://www.unicef.org/statistics/index_countrystats.html

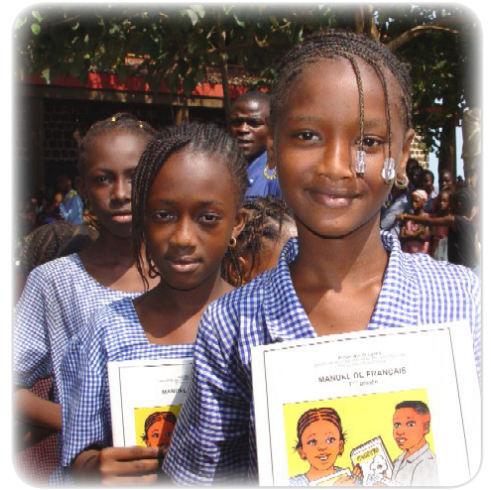


Image: Wikimedia Commons
Author: Laura Lartigue
Source: <http://gemini.info.usaid.gov/photos/displayimage.php?album=735&pos=0>

Case Study: Child Marriage

Watch the following video - <http://www.bbc.co.uk/worldclass/20045275> - to see how 12 year old Oli from Bangladesh challenged the tradition of early marriage.

Bangladesh has one of the highest rates of child marriage in the world, with 20% of girls becoming wives before their 15th birthday, even though 18 is the minimum age allowed by law (BBC World Class: 2012)

With the help of Plan International, Oli's efforts have halved child marriage in his area. Encouragingly this has resulted in more of his friends attending school and finishing their education.

More information about Oli can be found in the lesson plan about child marriage.

For secondary students, the following video shares a similar theme - <http://www.bbc.co.uk/worldclass/20666410>

Case study: Girls' Education

Like Oli, another person who actively campaigned for the right for girls to have an education is Malala Yousafazi from Pakistan. Malala spent most of her teenage years trying to get schools for girls in her region to be re-opened after the Taliban closed them down. In 2012 an assassination attempt on her life brought her campaign to international attention.

The following video explains more: <http://www.bbc.co.uk/newsround/19897634>

Malala made a full recovery and continues to speak out for girls around the world.

Discover her achievements using the following images and captions:

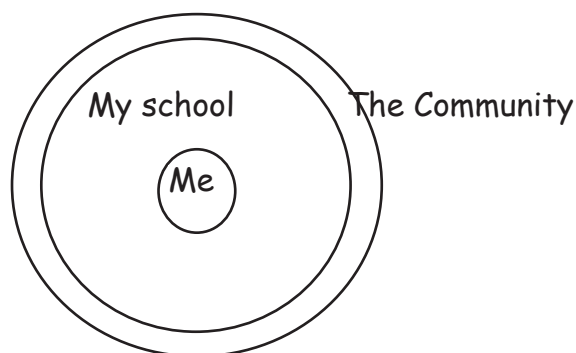
<http://www.policymic.com/articles/77971/12-reasons-why-malala-yousafz-rocked-2013>



Image: Wikimedia Commons
Author: Pete Souza
Source: Flickr

Circle of influence

Thinking of the experiences of Oli and Malala, why not encourage the children to imagine being denied the right to education. Who would they turn to for help? Create a 'circle of influence' diagram. Ask the children to think how they could help campaign and raise awareness here in the UK.



Challenges still remain

In April 2014, over 250 Nigerian school girls were kidnapped from Chibok in the North-East of the country, taken by the terrorist group Boko Haram who oppose secular/Western style education. Concern and responses have been voiced worldwide.

In the following article, Muslim schoolgirls from across the globe give their reactions. Take a read and ask the children to consider their own response:

<http://www.theguardian.com/world/2014/may/08/muslim-girls-react-nigeria-kidnapping>

Boys are excluded from education too

It is important to remember that it is not just girls who are denied the right to an education. Indeed, in parts of the world some boys have also never been to school. The following video introduces Peter and Emmanuel from Kenya who stayed at home to tend their father's goats, unaware that other children were in class:

http://www.unicef.org/education/kenya_67937.html

Follow up work:

The following websites may be useful to generate more discussion:

BBC Newsround, <http://www.bbc.co.uk/newsround/>.

BBC Worldclass, <http://www.bbc.co.uk/worldclass/>

Feed the Minds, <http://www.feedtheminds.org/index.html>

The Girl Effect, <http://www.girleffect.org/news/>

The Guardian Global Development, 'Global Development Voices: Africa's Teachers Interactive', <http://www.theguardian.com/global-development/interactive/2011/oct/31/teachers-opinions-education-africa>

UNWOMEN, 'The gender dimension of the millenium development goals report 2013', <http://www.unwomen.org/en/news/stories/2013/7/the-gender-dimension-of-the-millennium-development-goals-report-2013/>

UN Sustainable Development Goals: <https://sustainabledevelopment.un.org/?menu=1300>

World's Largest Lesson: <http://www.globalgoals.org/2015/09/17/welcome-to-the-worlds-largest-lesson-materials/>