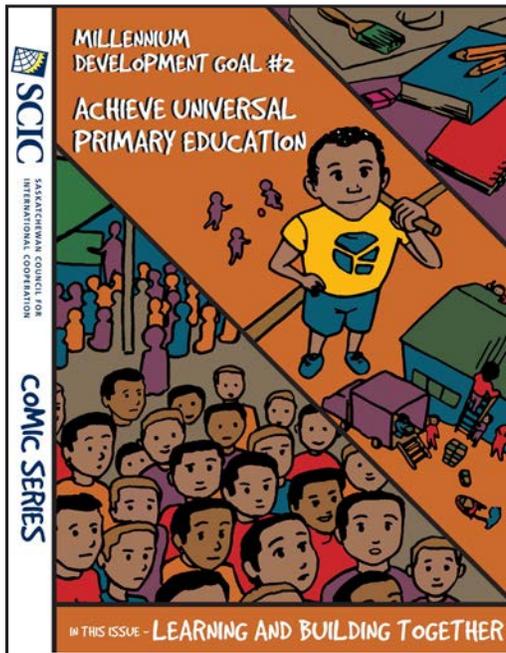


GOAL 2: Achieve Universal Primary Education

MAKE SURE THAT ALL CHILDREN START AND FINISH PRIMARY SCHOOL.



THIS COMIC TAKES PLACE IN BURUNDI
CONTINENT: **AFRICA**
CAPITAL: **BUJUMBURA**
LANGUAGE: **KIRUNDI, FRENCH**
SPORT: **BASKETBALL, TRACK & FIELD**
POPULATION (2010): **10,216,190**



Although it is a very small country, Burundi is one of the poorest countries in the world. Almost 80% of the population lives in poverty, and many children cannot go to school because they cannot afford to. Instead, children must work and earn money to help buy food and basic necessities for their families. Read this comic about Emanuel's life in Burundi, and find out how he and his friends were able to get an education. What problems does Emanuel have to face in Burundi's new education system? How will the community work together to help educate the children?

GOAL 2 – RELATED LEARNING IDEAS:

1. Burundi has an extensive history of war and impoverishment. Have students read about Burundi, and pick one issue in Burundi's history that they wish to research. Students can work individually on this project, or in groups. Project ideas can range from presentations, to research papers, to photo essays.
2. Have students create an organization portfolio for UNICEF. What kinds of services does this organization offer? What are their goals? Encourage students to look in-depth at specific campaigns that UNICEF supports such as the "School in a Box." How do such campaigns help children like Emanuel?
3. UNICEF has a yearly campaign in October called "Make October Count for Kids!" Have students research this campaign, and what Canadians worldwide have been doing to support children worldwide during this month. As a class, join this initiative, and have students create events throughout the month or week to raise funds to send to UNICEF. At the end of the campaign, have students reflect on what they learnt through journal or essay writing.

Source: Wikipedia

"The object of education is to prepare the young to educate themselves throughout their lives."
– Robert Maynard Hutchins

DID YOU KNOW?

- In 2010, 61 million children of primary school age were out of school. It's expected that 47% of them will never enter school, and only 26% are expected to attend school in the future.
- Children, and especially girls, from poor and rural households are the least likely to attend school. Gender disparity—unequal access to education for boys and girls—persists in 75% of countries around the world.
- About 1000 children are infected with HIV each day. Women with education past the primary level are more likely to be knowledgeable about preventing the spread of HIV/AIDS.
- In 2010, there were 19 countries with more than 500,000 children out of school. In Nigeria alone, a country in West Africa with a total population of over 170 million people, there were 10.5 million children out of school.
- Almost 2/3 of the world's illiterate population are women. Women with formal education are less likely to experience domestic violence, gender or sexual-based discrimination in the workplace and society, and are more likely to be active participants in the political process.
- Nelson Mandela said: "Education is the most powerful weapon which you can use to change the world."

Source: United Nations, Goal 2 Fact Sheet; UNESCO Institute for Statistics

GLOSSARY

COOPERATIVE: working or acting together willingly for a common purpose or benefit.

DEBT: something that is owed or that one is bound to pay to or perform for another.

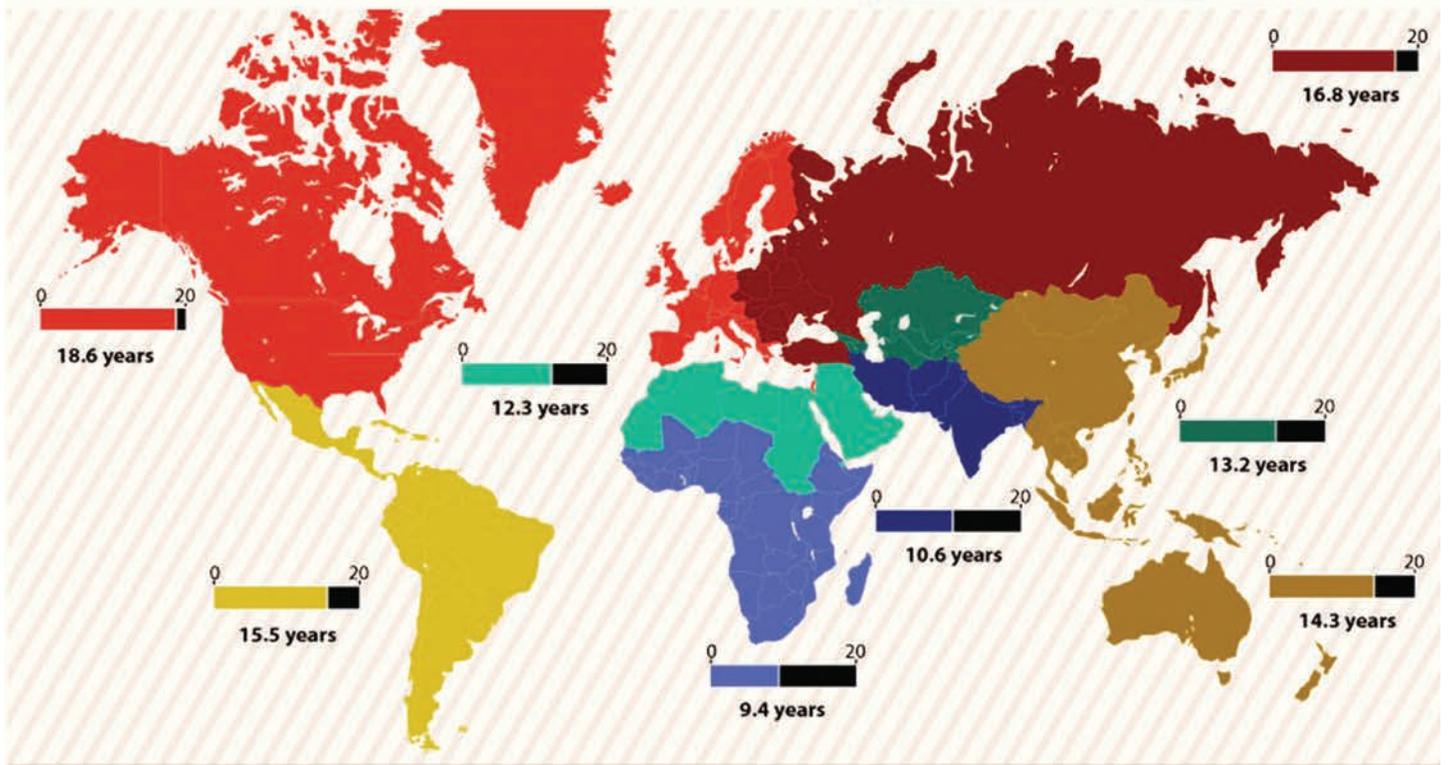
EDUCATION: the act or process of acquiring knowledge, especially systematically during childhood and adolescence.

UNICEF: United Nations Children's Fund: an agency, created by the United Nations, that is concerned with improving the health and nutrition of children and mothers throughout the world.

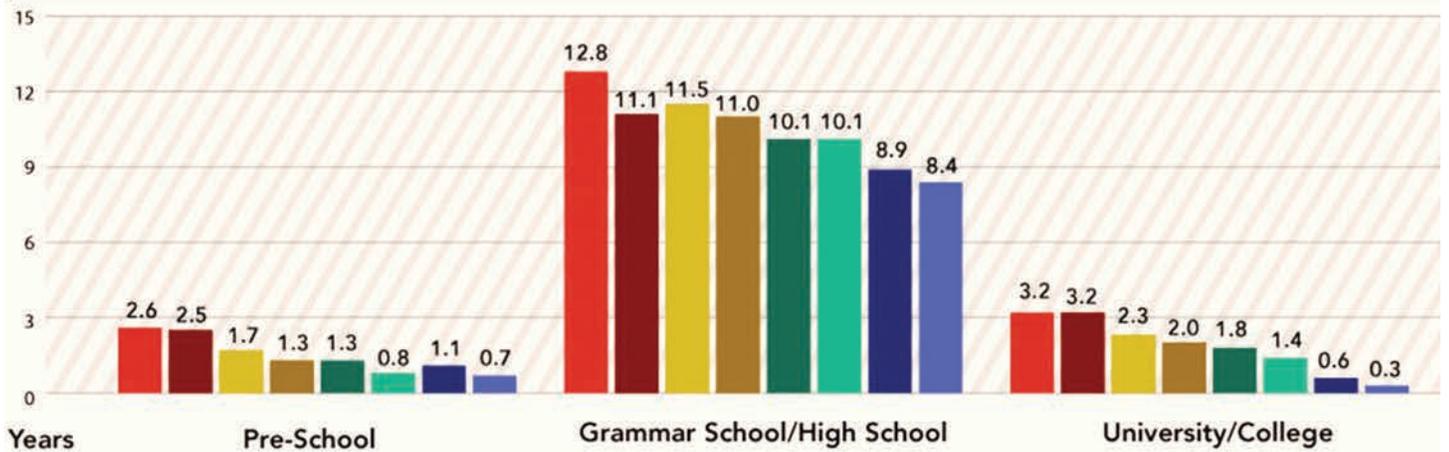
EDUCATION LEVELS AROUND THE WORLD

▶ YEARS OF EDUCATION BY REGION

More Years ◀  ▶ Less Years



- NORTH AMERICA AND WESTERN EUROPE
- CENTRAL AND EASTERN EUROPE
- CENTRAL ASIA
- ARAB STATES
- LATIN AMERICA AND THE CARIBBEAN
- EAST ASIA AND THE PACIFIC
- SOUTH AND WEST ASIA
- SUB-SAHARAN AFRICA



SOURCE
 Global Education Digest 2008: Comparing Education Statistics across the World
 By UNESCO Institute of Statistics
 Link: <http://unesdoc.unesco.org/images/0017/001787/178740e.pdf>

Activity: Symbols of Education

PURPOSE:

To help students understand and appreciate the right to education.

William Blake said, "Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave." It is no wonder many regimes suppress education especially among women, our first teachers.

SUBJECT AND GRADE

Social Studies /Art; Grades 6-8

TIMING:

1-2 hours

MATERIALS

Computer

Internet

Magazines

Scissors

Glue

Camera

BACKGROUND/CONTEXT:

Something students take for granted and sometimes fail to appreciate is the right to an education. The research for this project should renew young people's appreciation for the education opportunities they have in North America. Children who walk through war zones to get to class, children without shoes or adequate food showing up for school, and poor families scraping together meagre resources to buy a school uniform, understand that education is their ticket to a better life. The creation of an object that will be immediately recognized as an education icon can highlight the importance of a child's right to education.

PROCEDURE:

1. Present material and have students conduct on-line research on education challenges in developing countries.
2. Students will search through magazines to find symbols that best represent education.
3. Students will create multimedia collages of icons of education, or may take photographs connected to education and mount a photography display. Another alternative is posters that illustrate the link between education and personal achievement.

Activity: Education and Conflict

PURPOSE

To help students understand how conflict stops people from going to school.

SUBJECT AND GRADE

Social Studies; Grades 6-8

TIMING

3 hours

MATERIALS

Newspapers

Computer

Internet

Materials for display

PROCEDURE

1. Explain that in many countries children miss out on their education because of conflict. Give some examples such as Israel and Palestine, Sierra Leone (where many children became child soldiers) and the conflict in Darfur.
2. Read James' story (below) to the class.
3. Ask students to look through multiple newspapers and identify situations around the world where young people are being prevented from receiving an education because of war and conflict. Alternatively, students can look through newspapers at home in the preceding week and bring in relevant articles. They could also search for suitable articles on websites of newspapers.
4. Students can use these articles to produce a display. They could mark up the countries affected on a map of the world.

“JAMES’ STORY”

'It first happened in 1991,' says James. 'That's when the rebels came to our village in Lofa County in Liberia. They beat my father and put him in jail. Then they asked me if I would join them ...

I said yes, because I wanted to protect my father because I was sure they were going to kill him.

I was six years old. Then they sent us to fight at the front lines. I did that for the next five years ...

There is nothing more bad than war.' James stopped being a soldier after five years of fighting in the bush.

He is now 18 years old. He has been going to school since he left the front lines.

'I've been asked to fight again, but I've refused. My education is too important to me and I still have a lot to learn in life.

If I am educated, I will have a better future, much better than my past.'

—Interview conducted on 20 May 2003, Monrovia, Liberia

Source: www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/files/goal_2.pdf

Activity: What Can We Do?

PURPOSE

To encourage young people to think of a variety of ways in which they might take action on a rights issue.

SUBJECT AND GRADE

Social Studies; Grade 8

TIMING:

1 hour

MATERIALS

Computers

Internet

PROCEDURE

1. In groups, students will research prominent children's rights issues happening around the world (ex. child labour, child soldiers etc).
2. Ask groups to brainstorm possible actions that could be taken to address this issue. The purpose of a brainstorm is to generate as many ideas as possible. Encourage students to think creatively; even suggestions which seem far-fetched are acceptable.
3. Have students review and evaluate the list with the class.
4. Ask students if they can anticipate any difficulties in carrying out each suggestion on the list. Discuss the types of difficulties—time required, money or other resources needed, danger, community resistance, etc. Decide with the group if these difficulties would make the project impossible to carry out, or whether there might be ways to overcome them.

DISCUSSION:

What is the International Convention on the Rights of the Child?

It is the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights.

In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too.

The Convention sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life.

The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child.

Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child.

The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services.

By agreeing to undertake the obligations of the Convention (by ratifying or acceding to it), national governments have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community.

States Parties to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.

How can young people promote the convention? (ex: write letters to newspaper editors to express ideas on children's rights; pressure the government to abide by articles in the convention; etc.)

Source: "Child Protection." UNICEF www.unicef.org/teachers/protection/only_right.htm