

Why will 40 million children in Africa not be at school today?

Objective:

- To find out what pupils think are the problems faced by African countries in providing education for all primary school age children.

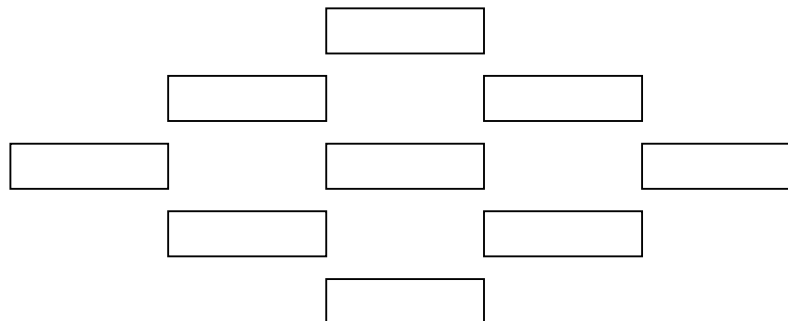
You will need:

- Copies of the 'Reasons' statements cut up (one set for each group).

Time required: Approximately 30 minutes

Instructions:

- Give a set of the 'Reasons' statements to each group of 4/5 in the class.
- Ask the groups to read the statements and decide, as a group, why they think 40 million children in Africa will not be at school today?
- Tell the groups to arrange the nine 'Reasons' statements in a diamond pattern, so that the whole group agrees with the arrangement. The statement the group agrees with the most is at the top, the one they disagree with most at the bottom, and the others placed in between.



- Ask each group to feedback their thoughts about the question; make a record of the most common 'Reason' statements.
- The groups will need to look at and discuss each statement separately, if the final decision is to be a considered one. The mechanics of the making of the diamond encourages discussion, although the discussion itself is the most important part of the activity.
- Bilingual groups may value the opportunity to operate in common language groups.

Discussion:

- Groups could feedback their first and last choices and discuss why they were chosen.
- Finally, in groups, talk about how the group came to its conclusions. Did the group come to the same choice easily? Was everyone involved?

Teacher Notes:

- Depending upon the age and ability of the class the 'Reason' statements can be used to explore a range of issues:
 - *Prejudice* – statements like 'Because they don't want to go to school' and 'Because they don't need an education', can be used to explore the negative ideas and images the class have of children in developing countries.
 - *Cultural* – statements like 'Because they can get their education elsewhere', and 'Because it is more important to educate boys' can be used to explore how different cultures view education.
 - *Economic* – statements like 'Because they can't afford to go to school', 'Because girls are needed to work in the home' and 'Because they have to earn money for their families' can be used to explore how poverty restricts access to education.
 - *Political* – statements like 'Because there are not enough teachers', 'Because schools are not near to where they live' and 'Because there are not enough schools' can be used to explore the reasons why some governments are unable to provide an education service for all.
- The 'Obstacles' sheet can be used as background information to make the link between the difficulties African countries have in providing an education for all and global economics and politics.

Reasons

Because they don't want to go to school.

Because they can get their education elsewhere.

Because they can not afford to go to school.

Because they have to work to earn money.

Because there are not enough schools and teachers.

Because girls are needed to work in the home.

Because they do not need an education.

Because the schools are not near to where they live.

Because it is more important to educate boys.

Obstacles to primary education for all in Africa

The governments of African countries would like to provide primary education for all their children by 2015 but have difficulties finding the money to pay for it. The main obstacles are:

Trade:

African countries don't get enough money from the sale of their products on the world market – foods like cocoa and coffee, minerals like copper and manufactured goods like clothes. African producers are also adversely affected by subsidies paid to producers in rich nations and by tariffs which make it difficult for African products to enter 'western' markets.

The Commission for Africa has called on rich nations to dismantle the unfair subsidies they pay to their producers and lower tariff barriers on African goods. At the G8 conference in July 2005, rich countries made a commitment to work towards cutting subsidies and tariffs, but did not agree how, or on a timetable for doing so.

Debt:

African countries have to use the money they earn to pay interest on international loans. These debts are owed to both individual countries and financial institutions like the World Bank and International Monetary Fund (IMF).

The Commission for Africa has called on rich nations to cancel 100% of the debt owed by poor countries in sub-Saharan Africa. At the G8 conference in July 2005, rich countries agreed to cancel the debts of the 18 poorest nations in Africa. However, critics argue that this cancellation comes with strings attached and that the debt relief package is being used as a way to force countries to open up to private inward investment and privatisation.

Aid:

African countries have often had little say in how international aid is to be spent – donor countries tend to fund large scale projects such as hydro-electric dams which do not always benefit the poor.

The Commission for Africa has called on rich nations to donate an additional US\$25billion per year to Africa and commit to giving 0.7% of their annual income in aid. This aid should be predictable and untied they say. At the G8 conference in July 2005, rich countries agreed to increase aid to the developing world by \$50 billion and much of this will go to Africa. However, there was no agreement on donating 0.7% of their annual income towards aid; European countries have agreed to work towards this figure by 2015.

Education

Learning Objectives:

- To help pupils understand the situation for many children in different African countries, especially in relation to poverty.
- To raise awareness of the importance of education in our own lives and as a means of reducing poverty both in the UK and in Africa.

You will need:

- Access to the internet:
http://www.oxfam.org.uk/coolplanet/beyondwave/daytwo_am.htm (optional). This Oxfam link and the background information and activities on education and poverty could be used in conjunction with this activity.
- Copies of 'Emma's Story' (one copy for each group).
- Copies of the "Reasons Why It Is Important to Go to School" sheet cut up (one copy for each group).



Instructions:

Preparatory Activities:

- Do the suggested activities from the Oxfam website (optional).
- Link with 'Emma's Story' and focus on Education as a Right.

Why Education is Important:

- Ask the children to think individually about their own experience of school.
 - Can they remember their first day?
 - How did they feel?
 - How do they feel now?
 - What do they like best about school?
 - What would they change?
- Divide the class into groups of three or four and ask them to think about why education is important.
- Ask the groups to feedback and give their reasons (note responses on a flipchart).

Reasons Why it is Important to Go to School:

Part1:

- Now give each group a copy of 'Reasons Why it is Important to Go to School' (A or B depending upon reading and comprehension ability).
- Ask the groups to prioritise the statements in terms of most important (at the top) and least important (at the bottom).
- Ask each group to feedback their most and least important reasons.
- Discuss similarities and differences in responses.

Part2:

- Give each group copies of 'Emma's Story' to read and ask them to discuss the following questions:
 - Why is education important to Emma?
 - What difference did it make to her life?
- Ask each group to feedback to the whole class (note responses on a flipchart).
- Compare the reasons that the class suggested and those from the story. Which are similar? Which are different? Why?

A: Reasons Why It Is Important to Go to School

To learn to read and write	To develop as a citizen and take part in your community and nation
To be able to understand the situation and environment in which you live	To develop thinking skills, recognise bias, for example the difference between fact and opinion
To know and understand something about other places and our links to them	To become a confident person who recognises their own rights and responsibilities and those of other people
To learn what is fair/unfair and right/wrong and act accordingly	To grow in self-knowledge and respect for other people
To learn how to live in harmony with other people	To grow healthily physically, spiritually, emotionally and socially in our relationships.
To be able to make the most of opportunities later in adult life in employment and other areas of life	To be able to know and understand why some people are poor and to take action to change it
To be able to develop our own talents and skills and enjoy art, music, stories, poetry, dance	To break the link between poverty, ignorance and ill-health

B: Reasons Why It Is Important To Go To School

To learn to read and write	To know how to be part of a group and make a contribution to it
To understand what is going on in your own life and environment	To learn and develop thinking skills
To learn how to live well with people around you who are different	To learn about other people's lives in different parts of the world and how we are linked to them
To grow healthily in all aspects of our person: in our bodies, hearts and minds	To know what is wrong/ right, fair and unfair
To know your own rights and responsibilities and protect those of others	To be able to stand up for what is right
To enjoy books, music, art and develop our own talents and gifts	To be able to have more choices in your adult life, for example in the job you have

New Pupil Brochure

Objectives:

- To support children in their understanding of the disruption that armed conflict causes to the patterns of every day life.
- To encourage children to empathise with Emma and her situation.

You will need :

- Copies of Emma's story.
- Access to computers or paper with which to make the 'New Pupil Brochure'.

Time: 45-60 minutes

Instructions

- Read 'Emma's Story' to the class.
- Talk through the main events in Emma's story and the consequences of the conflict in her life. Highlight the number of moves and the reasons for them.
- Ask the children about their own experience of having to leave a place, friends etc. and the challenge of going to new places and meeting new people.
- Tell them they are going to write a brochure for new pupils in school. Ask them to reflect on how they feel in new situations.
 - What would make them feel welcome?
 - What information might they need?
 - What would help them relax and feel at home?
 - Are there ways of behaving that make it easier for new pupils?
 - Can they name the values and human rights on which this kind of behaviour is based?
 - How do the children welcome newcomers into their class and school community?

Note: Remind the children that not everyone speaks English so it is important to include visual material.



Should I Stay Or Should I Go?

Objectives :

- To understand the situation regarding health care in Sierra Leone.
- To empathise with Jariatu and the many health professionals in Sierra Leone in making difficult choices.

You will need:

- Copies of 'Jariatu's Story'
- Copies of the 'Reasons Statements' cut up (one set for each group).

Time: 45- 60 minutes

Instructions:

- Read Jariatu's Story to the children and clarify any words or ideas they don't understand.
- Divide the pupils into small groups. Give each group copies of 'Jariatu's Story'. Ask them to make a list of all the reasons why Jaraitu should stay in Sierra Leone and all the reasons why Jariatu should come to the UK.
- Ask each of the groups to give one reason for staying in Sierra Leone and one reason for coming to the UK (make a list on the flipchart / board).
- Ask the children what they would do if they were Jariatu.
 - Would they stay at home or come to the UK?
 - How would they feel about their decision?
- As an extension to the above activity and discussion each group could be given a cut up set of 'Reasons Statements' and asked to sort them into two piles:
 - **Reasons for Jariatu to move away from Sierra Leone to the UK**
 - **Reasons for Jariatu to stay in Sierra Leone.**
- When they have finished dividing up the Reason Statements' ask the groups to feedback and discuss their choices.



Reasons to Leave Sierra Leone and Come to UK

Pay unreliable and small compared to UK	More choice in the kind of work available
Better pay and working conditions in the UK	Fewer people die unnecessarily, (Mortality rates lower)
Can do further training and get promotion	London is exciting
Centres of medical excellence/good hospitals	Earn more money and send some home for the family
Better equipment and more medicines available	Frustration at not having the things you need to treat patients
Health care funded better in UK	More nurses on the wards to care for people (better patient /nurse ratio)
Fear of more fighting between government and rebels in Sierra Leone	

Reasons to Stay in Sierra Leone

There is a great need for nurses in Sierra Leone	Staying at home and with people and things that are familiar
Investment has been made by Jariatu's sister	You enjoy the work you are doing
Effects of the war on the people and country	You care about your patients
You can use your skills to be part of the re-building of your country	You will be lonely and miss your family and friends
London has more expensive living costs	You will have to use English which is not your first language though you speak it well
You might suffer from racist behaviour in UK	Your family needs you to support them with your salary

Should Jariatu Stay or go?

Objectives:

- To explore the reasons why skilled people from Africa come to work in the UK.

You will need:

- Copies of the role play characters.
- To arrange the classroom so that the children doing the roles are facing the rest of the class.

Instructions:

Role Play

- Allocate the roles to pupils (more than one pupil can take the part of any of the roles if they are too long).
- Set the scene – Jariatu is a nurse from Sierra Leone working in the UK. Should Jariatu stay in the UK or return to Sierra Leone?
- Ask the roles in turn to give reasons why they think Jariatu should either stay in the UK or return to Sierra Leone.
- The rest of the class listen to all the presentations and decide whether Jariatu should stay in the UK or return to Sierra Leone. If there is anything on which they need clarification they can ask any of the roles questions.
- In reaching a conclusion it may be helpful to encourage the children to think about whose needs are the most important.
- Having listened to all the arguments the class vote. Ask the pupils for their reasons for voting one way or the other.
- Depending on the maturity of the children you may wish to discuss some of the moral issues that the “Brain-drain” raises.



Question Chain

- Ask the children to make a chain of questions, for example :

Why do doctors and nurses leave Sierra Leone and other African countries?

...because the governments there cannot pay for their skills...

...because they are attracted by better pay and conditions in Europe and the USA....

Why can't the government pay for their skills?

...because of repaying their international debt...

...because of receiving inadequate aid...

Why are they in debt?

...because they borrowed money for making improvements like building schools and hospitals and have to pay it back...

...because they don't earn enough from trade...

Why don't they earn enough from trade?

...because of the unfair trade rules imposed by the rich countries...

....because they get taxed if they process any of the raw materials for export...

Role Play Cards

Jariatu Sesay

My name is Jariatu Sesay and I come from Sierra Leone, West Africa. I was brought up in the countryside where there were few clinics and doctors. When I was very young I decided that I wanted to become a nurse when I grew up. I began my nursing training at a time when Sierra Leone was involved in a terrible war.

I became a nurse at a hospital in Freetown as soon as I passed the exams. There were almost no medicines or equipment at the hospital where I worked. If people did not have the money to buy medicines then they could not be treated. The government often did not pay us for months at a time. Often there were not enough nurses on the ward as they could not get to work because they didn't have the bus fare to get there.

I volunteered to work on a medical ship for a couple of months. My volunteer expenses for this work were more than my previous salary had been. My friends at the hospital had stopped going there to work, as they had to look for other paid work to feed their families. Then I heard from colleagues that there was a shortage of qualified nurses in the UK and that I could earn a good salary there. I left Sierra Leone at the end of 2003 and started work in a London hospital as a nurse. It is so good to be in a hospital where there are medicines and the things you need to treat sick people.

I earn a lot more than I did whilst nursing in Sierra Leone and there are more opportunities for getting a better job. I can send some money home for my mother and sister. However, life in London is not easy for me. I miss my home and family and I am lonely. It is hard to know what to do for the best.

Government Health Minister in Sierra Leone

I am very worried because we do not have enough doctors and nurses. This is partly because we don't have the money to train them but it is also because those that we do train leave our country and go to countries like England. We are very concerned because it takes a lot of money to pay for education and training for someone to be a doctor or a nurse and we are not a wealthy country. It is very bad for us. It is not fair that rich countries get our doctors and nurses. Poor, sick people here cannot be treated because we haven't enough doctors and nurses. I can understand that opportunities are better in England and they get paid more but I think they should stay here and look after their own people. We need them more. You should be training your own doctors, not taking ours. Do you know that 12,500 doctors who are working in the UK come from African countries which are short of doctors?

Patient in Sierra Leone

I had been injured in the war here. It went on for 10 long years. I was not a soldier but I was injured when the building I was in was bombed. It took ages to get to the hospital and I had to wait for hours for a nurse to be free to treat my wounds. You see, we are very short of trained staff. When I did eventually receive attention the nurse was exhausted because there had been so many people hurt and so few doctors and nurses to see to them. We had no antibiotics or other medicines, so I was in a lot of pain. I had a very hard time. Our country needs better health services. The doctors and nurses who have trained here should stay and work here, not in other countries.

Role Play Cards

Doctor in Sierra Leone

I can understand why so many of my friends who are doctors want to leave and go abroad. The government needs to sort out the problems and improve our hospitals, give us what we need to explore causes of illnesses so that we can find cures, then people will stay. They need to listen to their people.

They would gladly have stayed if they got a decent wage, were paid regularly and on time. We have the right to use our skills to earn enough to cover the basic needs of our families. It is the "pushing factors" rather than the "pulling" that is causing people to leave.

Jariatu's Sister

I knew for ages that Jariatu wanted to be a nurse, when we were little we played hospitals a lot of the time! She used to get upset when people in our village died of illnesses because they had no doctor or medicines. I had a job at a college training teachers and I saved money so that Jariatu could train as a nurse. In Sierra Leone you have to pay for training. Besides the fees she needed money to live on and buy books so it wasn't easy. I can sympathise with her feeling fed-up and upset working in the hospital in Freetown, with nothing that you needed to treat the patients. I was very shocked when she found out about jobs in England; I didn't think she would go. After all there are loads of people here who need nursing. They won't get anything out of all the money I spent getting her trained. Also I am left to support my mother and nieces and nephews on my own. But most of all I miss her; we were good friends and helped each other if there were problems. I worry about her being so far away in a strange land with people who don't understand our way of doing things.

Patient in the United Kingdom

I was on the waiting list for an operation for months because the hospital had to close the ward as they did not have enough nurses. I was getting very upset because I was feeling very ill and was in pain. You can imagine how relieved I was to get the letter telling me to come into hospital. It seems that a number of nurses from abroad have come to work here so now the ward can be re-opened.

I don't care where they have come from as long as my operation can happen soon! It will be such a relief.

Government Minister in United Kingdom

We need people to work in our hospitals and have to ask in other countries if there are trained people who are interested in coming here. Last year nearly half of our new nurses came from abroad. This means of course that they are losing skilled people whom they need too. But we have set rules to try and be fair when we are advertising for people from other countries. In fact in some countries we don't advertise at all. Of course people are free to apply to come here if they want to. We won't say no because we need their skills. We can offer more money and our hospitals are better to work in. We can offer new career choices to them. If they go back to Sierra Leone they will take their new skills and experience with them and then the country will benefit. We are aware of the concerns in African countries and are now making more places in medical schools to train more doctors. Anyway if we turn them away they will probably go to countries like the United States or Australia.



Water Conservation

Learning Objectives:

- To help children to be aware of the importance and worldwide scarcity of water as a resource.
- To link our actions to implications for developing nations
- To give children practical ideas of what they could do at home/school to save water

You will need:

- 10 litres of water in a tank and measuring jug
- 1litre plastic bottle, cistern, (toilet roll)
- Kettle and mug
- Toothbrush, and beaker
- Bowl of water from washing salad or potatoes, a vegetable (organic), washing up scrubber
- Hose and watering can
- Copies of the Record Sheet (one for each group)



Time: 30 minutes

Instructions:

Introduction

- Ask the children what proportion of their body is water (65%), hence its importance. What proportion of the earth is covered with water? (70%).
- Using 10 Litres of water in a water tank to represent the total amount of water in the world, ask the children what proportion is fresh as opposed to largely unusable salt/sea water (3%). Using a jug, measure this quantity out (300ml). Of this, 2% (200ml) is tied up in the ice caps leaving 1% (100ml) [use ice cube trays as clue to this]. Pour 200ml back into the larger container, leaving the small amount (100ml) to compare with large unusable volume (9.9L). Note that only 0.01% of water on the earth is drinking quality so that in our analogy 1 millilitre is available to drink i.e. 1 hundredth of the so called 'fresh' water - ref pollution).

Clue Scenarios

- Set up the following five clue scenarios:
 1. *1litre plastic bottle, cistern, (toilet roll)*
1litre of water can be saved every flush if a 1L bottle full of water/other ballast is placed in the cistern. 5 visits per day = 5L saving. (Use the 'water tank' from the initial demo as the 'cistern' with the toilet roll as a clue to it being a WC flush tank)
 2. *Kettle, mug*
Boil only what you use. On average most people use 10L for drinks and boil twice that, therefore potential 10L/day saving. The main saving here however is the reduced electricity to boil a reduced amount of water.
 3. *Toothbrush, beaker*
Use beaker of water instead of leaving the tap running. Potential for 10L/day saving.
 4. *Bowl of water from washing salad or potatoes, a vegetable (organic), washing up scrubber*
As above: not leaving tap running. Use resulting soily water to water plants. Potential saving 5L/day.
 5. *Hose versus watering can*
Use a watering can to water garden, rather than a hose.

- Split the children into 5 groups, each with a Record Sheet, and rotate around 5 numbered scenarios.
- The children have to work out what the clue is indicating regarding water savings that could be made and estimate what amount may be saved.

Discussion:

- Ask each group the method of water saving, asking for help from other groups if necessary. An individual could potentially save 50-100L a day which is 1-2 thirds of the average daily UK usage per person of 150L. Therefore a potential £500-£1000 saving on an average water bill of £1500 could be made. Compare the average consumption in the UK with the average water consumption of a person in the developing world: 10L/day.
- What other water-saving methods can you think of at home/school? [e.g. using mulch in the garden to reduce need for watering the garden, collecting rainwater in a water butt, ensure dishwasher/washing machine full, water efficient washing machines, take a shower (30L) as opposed to a bath (90L), wash car with bucket of water instead of a hose (300L saving) etc].

(Make sure the 10L of water used in tank is used for plant watering etc!)

From an original activity by David Wilde

Record Sheet

For each numbered situation, explain how a water saving could be made using the available clues. How much could be saved daily?

1.

2.

3.

4.

5.

Water and Cholera

Objectives:

- To explore the health problems caused by drinking polluted water.
- To identify the solutions to problems caused by drinking polluted water.

You will need:

- One copy of the Cholera in Benue State case study to read to the children
- Copies of the 'Problems and Solutions' sheet (one copy for each pair of pupils)

Time: 45-60 minutes

Instructions:

- Read the case study. Explain anything that is not clear e.g. that germs can live in water.
- Children, working in pairs, read the Problems/ Solutions list. After discussion with each other they match up each problem with a solution, by drawing a line or an arrow.
- The children choose one of the problems and create an education poster on the solutions or create a comic strip for use as a teaching aid for hygiene education, using the information provided.



Extension ideas:

- Link this work with work on Victorian public health care and the difference that it made to the well-being of city dwellers in particular.
- Carry out a "Thought Shower" with pupils, identifying ways in which we use water. They may need some prompting on public and industrial use. On a personal level they could keep a water diary over a few days, perhaps over a weekend, to monitor the ways and amounts of water their family uses.
- Do the Water Conservation activity (see: www.learningafrica.org.uk/general/primary)

Resources:

The following resources will help address water related issues in the classroom:

- **Clean Water, A Right for All.** Active project work for children aged 7 to 12. Covers broad environmental issues as well as those more directly water related. Available from UNICEF
- **H2knOw: a Water Activity Pack for Schools.** Contains information on water issues and its use and includes class room activities such as quizzes and games, photo sheets on water and health, access to water. Available from Christian Aid.
- **Water Literate.** Raising issues about water, development and sustainability in rural Tanzania. Photos and activities for persuasive writing, poetry and stories for KS2 (upper primary). Available from Water Aid
- **Water Numerate.** Maths lessons linked to Global Citizenship for Year 6 Term 3 and Year 7 Term 1, with photo posters. Available from Water Aid

Websites:

- **Cool Planet:** www.oxfam.org.uk/coolplanet/water An online resource "Water for All", a slide show with photos, activities, case study for 9 to 11 year olds.
- **Water Aid:** Ages 7-11: http://www.wateraid.org.uk/learn_zone/under_11/ Ages 11-14: http://www.wateraid.org.uk/learn_zone/1114/default.asp Country information, case studies and an online game.

Problems and Solutions

PROBLEMS	SOLUTIONS
1. Shortage of water	A. Proper waste disposal by local council
2. Waste going into the river	B. Keeping food covered, away from flies
3. Lack of hygienic toilets	C. Using water from clean sources
4. Lack of education about healthy living	D. Washing hands before handling food or eating
5. Food contaminated by flies	E. Washing hands after using the toilet
6. Flies carrying germs and diseases	F. Building latrines away from water sources
7. Water source being infected by polluted water	G. Government responsible for clean water provision
8. Stagnant water (water that is still / not moving)	H. Community taking responsibility for keeping the area clean and free of rubbish
9. Rubbish left lying about	I. Education programmes for everyone especially women

Answers: 1/G; 2/A; 3/E; 4/I; 5/B; 6/D; 7/F; 8/C; 9/H