
The Girl Factor

A Resource on Gender and the Right to Education



Lessons support learning outcomes for grades 8 to 12 in Social Studies, Geography, World Issues, Humanities, Family Studies, Dramatic Arts.

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World Vision Canada
Education and Public Engagement
1 World Drive, Mississauga, ON L5T 2Y4
Phone: 1-800-268-1650
Email: global_ed@worldvision.ca
www.worldvision.ca/resources

Canadian Global Campaign for Education
321 Chapel St. Ottawa, Ontario, K1N 7Z2
Phone: 613 232 3569 ext. 248 / +1 800 661 2633
Email: info@cgce.ca
www.cgce.ca

Writers: Leigh Eagles and Nancy Del Col

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THE GIRL FACTOR:

A Resource on Gender and the Right to Education

Learning Objectives:	Students will explore the barriers to education for boys and girls; examine factors impeding girls' access to education and identify the importance of investing in girl's education; employ critical thinking, problem solving and group collaboration skills.
Total Unit Time:	Four 60 minutes lessons (longer with optional activities)
Group Size:	25 to 30
Strategies:	Small and large group discussion, Think Pair Share, consensus building; writing reflections, role play, group debrief
Materials:	Sticky notes, markers, pencils, laptop and projector, photocopied handouts and Role Play Cards
Preparation:	<p>Download and cue the following videos for viewing:</p> <p><i>The Girl Effect: the Clock is Ticking</i> (Youtube) 3:05 http://www.youtube.com/watch?v=1e8xgF0JtVg&feature=related</p> <p><i>Two Girls Born on the Same Day</i>(Send My Friend to School)2:25 http://www.sendmyfriend.org/teach/films/two-girls</p> <p><i>Am I Beautiful: the Power of the Pen</i> (World Vision) 4:19 http://worldvisionmedia.ca/beauty/?p=416</p> <p>Photocopy a class set of <i>Fact Sheet: Is This Fair?</i> (Appendix 1)</p> <p>Photocopy <i>Gender Role Play Cards</i> (Appendix 2) for each pair of students.</p> <p>Photocopy sets of <i>Second Chance Case Studies</i> (Appendix 3) for groups of 3 to 4 students.</p>

PART 1: SCHOOL'S OUT (90 minutes)

Introduction: Four Corners

Announce to students that all the schools in their community have been closed until further notice and without explanation. Ask: What is your reaction to this (hypothetical) situation?

Ask students to move to one of four corners of the room representing their reaction (put signs on the wall):

1. Ecstatic: this is the best thing that could happen!
2. A little bit happy: could be fun for a while, but what if it goes on a long time?
3. Disappointed: you were looking forward to some great school events that you are participating in.
4. Dejected: this is the worst thing that could happen, especially when you're working on your grades and big assignments are due.

Once students have chosen a corner, allow 5 minutes for small groups to discuss why they made this choice. Each group will elect a spokesperson to share their reasoning with the rest of the class. (*NOTE: This is just a sharing of ideas. Do not allow other students to judge or debate the reasoning.*) After all groups have spoken, ask if anyone would like to change groups. Conduct a head count of the numbers in each group and record them on the board or chart paper to return to and review later.

School's Out Brainstorming Exercise

Share the following statistics from the UNESCO Global Monitoring Report 2010 with the class:

- In 2008 there were 67 million primary school-aged children out of school
- 28 million of these (42%) live in conflict affected countries
- In sub-Saharan Africa, 10 million children drop out of school every year.

Working in small groups, ask students what they know about why children in developing countries do not go to school. Write down each idea on a sticky note, the more the better. Instruct students to stick these up on the board or wall. Read out the sticky notes, including duplicates, and ask the class to decide whether the reason applies mostly to girls, boys, or both. Organize the sticky notes into the three categories (groupings or T-chart). This will provide a visual profile of barriers to education for girls and boys. Use the following questions to prompt discussion or written journal responses:

- What do you think kids are doing if they aren't in school?
- How might one's gender affect access to education and enrollment?
- What prevents girls from going to school?

- How might getting access to school differ for girls and boys?
- List the benefits of investing in girls' education. List the benefits of investing in boys' education. Which benefits are similar or different?

Note to Educators: *students might draw on their own experiences in this discussion, rather than considering what children in developing countries might be facing. Guide them to think about the developing world context as well.*

Is this Fair? Video and Fact Sheet Discussion

1. Begin this activity by showing the YouTube video *The Girl Effect: the Clock is Ticking*. <http://www.youtube.com/watch?v=1e8xgF0JtVg&feature=related>

Distribute *Fact Sheet: Is This Fair?* (Appendix 1) and share this quotation with students.

Girls suffer more from the effects of poverty because it costs more to educate a girl than a boy – it is the cost of tuition plus the “opportunity cost” or the cost to the family of the loss of her labour within the household, in the field, and at the marketplace. The “opportunity cost” for boys is not as high. Source: Keeping the Promise (2006), p. 1

2. *Discussion:* Barriers to education exist for both boys and girls. Engage in a discussion with the class about barriers to education based on gender. What barriers do boys face? What barriers do girls face? How do they compare? Why is the situation more difficult for girls than boys? What factors in *The Girl Effect* illustrate this (e.g. HIV/AIDS, early marriage)? What does “opportunity cost” mean when referring to girl’s education?

3. *Reflection:* Share with students the following comment by Kofi Annan, the former UN Secretary General: “*Study after study has taught us that there is no tool for development more effective than the education of girls. To educate girls is to reduce poverty.*”

Instruct students to partner with a classmate and review the Fact Sheet. Choose two statistics that support Kofi Annan’s comment. Review the five main benefits of girl’s secondary education. Write a brief reflection to share with the class discussing why investing in girls’ education is important. Display written statements in a visual display. (*Optional extension:* Students conduct further research on a topic of interest arising from the Fact Sheet)

4. Watch *Two Girls Born on the Same Day*. <http://www.sendmyfriend.org/teach/films/two-girls>
In pairs, have students write captions for the contrasting scenes of the two girls’ lives.

Note to Educators: *For more statistics visit INEE Pocket Guide to Gender at: http://www.ineesite.org/index.php/post/member_inee_pocket_guide_to_gender/*

PART 2: GENDER ROLE PLAY ACTIVITY¹ (60 minutes)

In this facilitated role play students work in pairs (see Note to Educators). The aim of this activity is to create awareness about gender inequality and identify some of the barriers girls face in accessing education. Use the *Gender Role Play Cards* (Appendix 2).

Step 1: Distribute one set of role play cards to each pair. Instruct one student to adopt the A role and the other to take on the B role. Allow a few minutes to read and reflect on their roles. Begin the role play with A saying to B: “I have a problem and I hope you can help me.” Remind students to act out their roles as if they were in their character’s shoes. Provide enough space, time and privacy for the pairs to fully explore the situations. It is not necessary for the role play to result in a resolution of the problem.

Step 2: After a few minutes stop the role play action by calling out “Freeze!” Ask for two or three pairs to volunteer to re-enact their role play, and discuss how they felt in their character’s positions.

Step 3: Resume the role play. After a few more minutes, call “Freeze!” again. Instruct students to exchange cards and reverse roles. Continue for a few more minutes, then move on to reflection and debrief.

Note to Educators: *the impact of the Gender Role Play will differ according to the make-up of the student pairs participating. Girl-boy pairs can develop awareness of the other gender’s experience, as well as notions of gender equality with regards to education. Girl-girl pairs can explore personal convictions and experiences and relate them to their own experiences with school. Boy-boy pairs can explore an empathetic position of being a girl and experiencing gender discrimination. All students will become aware of the obstacles girls in developing countries face in achieving access to education.*

Reflection and Debrief

Debrief after the role play activity using the following questions. Students can share in small groups and present one or two key ideas to the larger group. Ask them to share their most original insights or ideas.

- What did you learn from doing this activity?
- What were your thoughts and feelings in the role of the girl? Of the boy? How did the plot of your role play change when you switched to the part of the other gender?
- What challenges face girls wanting to go to school? Consider political, social, economic, and cultural factors. Also think of factors that manifest at the family, community and country level.

¹ Fountain, S (1991). *Gender Issues: An Activity File*. Cheltenham: Stanley Thornes and Global Campaign for Education: <http://www.campaignforeducation.org/en/why-education-for-all/real-lives/>

- At the end of the role play, what advice would you give to your character? What about his/her situation could be changed? Who or what needs to intervene to make that change possible?

PART 3: SECOND CHANCE CASE STUDIES (60 minutes)

Use the four Case Studies (Appendix 3) to encourage thinking and discussion on how both lack of schooling opportunities and access to learning impacts the lives of girls, boys and women in Brazil, Afghanistan and India.

Organize the class into small groups of 3 or 4 students. Distribute one or more case studies to each group for reading and discussion. Ask groups to assign a recorder of ideas and someone to report out to the class. Using the Reflection questions at the end of each case study, encourage students to read beyond the obvious facts and reflect critically on the challenges and opportunities faced by real people who were denied an education but then given a second chance. For example, cultural norms in India and Afghanistan present significant challenges to girls being educated.

Before reading the Case Studies, have students review the video *Two Girls Born on the Same Day*. This video depicts the life stories of two girls born on the same day in Johannesburg, South Africa. One goes to school, the other does not.

<http://www.sendmyfriend.org/teach/films/two-girls>

Education Case Studies: Optional follow-up activities

1. Role play a scene depicting the home situation of a case study subject before this person obtains schooling, and a second scene set at a future date once they have completed their studies. The juxtaposed scenes should present a problem or conflict and the outcome or resolution of that problem.

2. Writing in role: choose one case study subject and write a letter in role expressing either the desire for an education or how their life has changed since getting one. Share the letters by reading them out loud or displaying them for a gallery walk. Suggested recipients can be: family members or friends, the Minister of Education, another case study subject, a newspaper editor, etc.

3. Watch the video *Am I Beautiful: the Power of the Pen* at <http://worldvisionmedia.ca/beauty/?p=416>

Referring to the Case Studies and the video, complete a T-chart comparing education in Canada to education in developing countries. Consider access, curriculum content, material resources, class sizes, student attitudes, quality of instruction, academic expectations, future opportunities, etc.

PART 4: TAKE ACTION: PROBLEMS TO OPPORTUNITIES (30 minutes)

Many interventions and educational initiatives have made a difference in improving access to education, such as the Education for All (EFA) initiative. Primary school enrollment is on the rise, with the total number of out of school children dropping from 103 million to 77 million.²

- What can communities, governments, and aid organizations do to improve girls' access to education?
- Revisit your responses to the *School's Out* hypothetical situation. Compare your experiences and perspectives on education to those of young people in developing countries? What privileges or rights do you have that they do not?
- As students, how can you leverage your privileges and rights in your school and community to raise awareness about the issue of girls' access to education?
- Brainstorm an action that you, your class or school can do for Global Action Week, an awareness and advocacy event held in April each year by the Global Campaign for Education. The purpose of this week is to keep alive the MDG2 and Education for All goals with governments, educators and the general public. Go to the Canadian Global Campaign for Education's website for information on this and previous years' actions, such as the Big Story, at <http://www.cgce.ca/gaw-about>

Bibliography

Fountain, S. (1991). *Gender Issues: An Activity File*. Cheltenham: Stanley Thornes

The Mother and Child Health and Education Trust website: <http://educationforgirls.org/>

Rihani, M. (2006). *Keeping the Promise: Five Benefits of Girls' Secondary Education*. Academy for Educational Development. Washington: AED Center for Gender Equity.
<http://cge.fhi360.org/loader.cfm?url=/commons/security/getfile.cfm&PageID=705>

² The World Bank: Education for All.

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20374062~menuPK:540090~pagePK:148956~piPK:216618~theSitePK:282386,00.html#EFA>

Further Resources

Canadian Global Campaign for Education: The Big Story (Kagiso Malope)

<http://www.youtube.com/watch?v=0teuQESTjd0>

CIDA's Gender Equality Policy: http://www.sice.oas.org/Genderandtrade/CIDA_GENDER-E_Policies.pdf

Education for All: Global Monitoring Report: <http://www.unesco.org/en/efareport/about-the-report/efa-development-goals>

The Mother and Child Health and Education Trust: Education for Girls: <http://educationforgirls.org>

Global Campaign for Education: Make it Right for Girls (video)

http://www.youtube.com/watch?v=w3r9Bcgr8sY&feature=channel_video_title

Global Campaign for Education: Global Action Week: www.globalactionweek.org

INEE Pocket Guide to Gender

http://www.ineesite.org/index.php/post/member_inee_pocket_guide_to_gender/

Centre for Gender Equity: Publications and Multi-Media <http://cge.aed.org/Publications/CGE.cfm>

Path to Promise Video: Girls Making the Grade (AED)

<http://www.aed.org/News/Multimedia/Paths-to-Promise.cfm>

Plan Canada: Because I Am a Girl website: <http://plancanada.ca/becauseiamagirl/>

Plan Canada 2011 Girl Report: So, what about boys? <http://becauseiamagirl.ca/2011GirlReport>

The Girl Effect Toolkit: <http://www.girleffect.org/mobilize/share-it>

Send My Friend to School. *Two Girls Born on the Same Day* (video)

<http://www.sendmyfriend.org/teach/films/two-girls>

UNICEF International Women's Day Podcast: http://www.unicef.org/gender/index_52934.html

UNDP Thematic Paper on MDG 3: Promote Gender Equality & Empower Women:

http://www.undg.org/docs/11421/MDG3_1954-UNDG-MDG3-LR.pdf

World Bank: Girl's Education website: www.worldbank.org/education/girls

World Vision Canada. (2011). *Am I Beautiful: the Power of the Pen* (video)

<http://worldvisionmedia.ca/beauty/?p=416>

World Vision Report: No Forced Marriage (podcast)

<http://www.worldvision.org/worldvision/radio.nsf/0/D84744DF2D205BED8825742D006BEB2F?OpenDocument>

World Vision (2008). *Before She's Ready: 15 Places Girls Marry by 15*.

[http://www.worldvision.org/resources.nsf/main/early-marriage.pdf/\\$file/early-marriage.pdf](http://www.worldvision.org/resources.nsf/main/early-marriage.pdf/$file/early-marriage.pdf)

Appendix 1

FACT SHEET: Is This Fair?

The Facts:

What Happens When Girls Don't Get a Chance?

- Approximately 25 % of girls in developing countries are not in school.
- In 2009 around 35 million girls were out of school compared to 31 million boys.
- Almost 50 % of the world's out of school girls are in Sub-Saharan Africa. Around 25 % are in South Asia.
- One girl in 7 in developing countries marries before age fifteen. 38 % marry before age 18.
- 25 to 50 % of girls in developing countries become mothers before age 18.
- Pregnancy is the leading cause of death among girls aged 15 to 19 worldwide.
- 75% of HIV-infected youth in Africa are girls.

What Happens When We Invest in Girls' Education?

- An extra year of primary school boosts a girl's eventual wage by 10-20 %.
- An extra year of secondary school boosts a girl's wages by 15-25 %.
- When you educate a girl you educate her family and a nation as well.
- When women and girls earn income they re-invest 90 % back into their families, as compared to only 30-40 % for men.
- When a girl in the developing world receives 7+ years of education, she marries 4 years later, and has 2.2 fewer children.

Five Main Benefits of Secondary Education for Girls:

1. Increased primary school enrollment and completion.
2. Social benefits such as improved economic growth, health care and education.
3. Adult women have healthier children.
4. Prevention strategy against HIV and AIDS.
5. A tool for poverty alleviation.

* Sources:

The Mother and Child Health and Education Trust website: <http://educationforgirls.org/>

World Bank: Girl's Education website: www.worldbank.org/education/girls

Center for Gender Equity: "Keeping The Promise: Five Benefits of Girls Secondary Education" (2006) <http://cge.aed.org/Publications/CGE.cfm>.

Appendix 2: Gender Role Play Cards³

SCENARIO 1: HIV and AIDS, GENDER & EDUCATION

A: You are a 16 year-old girl named Sofia from rural Tanzania. You are the oldest of seven siblings, with four sisters and two brothers. You really want to go to school and be like the other girls in their school uniforms. You know that if you go to school, one day you will be able to help your family by getting a good job that pays well. Last year your father died from HIV and AIDS and now your mother is very ill from HIV and AIDS as well. Your chances of going to school are slim if your mother passes away, since you will then be the female head of the household. Your brothers are more likely to go to school over you since males are valued as more productive workers in Tanzanian culture and more worthy of an education. The anti-retroviral (ARV) medication your mother is on is expensive and finding money for food for your family is difficult. These days you wake at 4 am to walk a long distance to the market to sell fruits and vegetables. All this means you may never have the chance to wear a school uniform like other girls.

SCENARIO 1: HIV and AIDS, GENDER & EDUCATION

B: You are a 16 year-old boy named Tuponile from rural Tanzania. You are the oldest of seven siblings, with four brothers and two sisters. You and your brothers attend school but not your two sisters. Last year your father died from HIV and AIDS and now your mother is very ill as well. Your mother will pay for you and your brothers to go to school but not your sisters. Males are valued as more productive workers in Tanzanian culture and more worthy of an education. Since your mother is ill your two sisters have had to take over the housework as well as selling fruit at the market in order to pay for your school fees. Your sister gets up at 4 am but you get to sleep until 7 am. You love walking to school every morning with your friends, all of you wearing the same school uniform. You feel a bit guilty that your sisters don't have the same opportunity as you to get an education but with your mother ill, someone has to care for the household.

Education is possibly the best tool for tackling poverty. When someone gets educated, they will eventually earn more and be better able to support their family.



SCENARIO 2: CULTURE, GENDER & EDUCATION

A: You are a 13 year-old girl named Sakina who lives in the far northwest of Nigeria. As few as one in three girls are enrolled in school and many more drop out because of poverty and cultural beliefs. In your culture, school is reserved first for the boy child, with the girls' role being in the home and to one day get married. You used to go to primary school in Tudun Kose but now you are told you are too old to go and there isn't enough money to send you to the far away secondary school. Your parents are preparing for you to get married soon. You spend your day fetching water and pounding millet to make grain for your family's meals. When you see other girls going to school you are happy for them but wish you could go too.

³ Adapted from GCE stories at: <http://www.campaignforeducation.org/en/why-education-for-all/real-lives/>

SCENARIO 2: CULTURE, GENDER & EDUCATION

B: You are a 13 year-old boy named Adebayo who lives in the far northwest of Nigeria, where as few as one in three girls are enrolled in school and many more drop out due to severe poverty and cultural beliefs. As a boy, you went to primary school and are now starting secondary school. You get to travel far away to go to school and live in a dormitory. In your culture the boy child is educated first with the hopes he will one day find a job to help sustain the family. When you came home to visit after the first semester you asked your parents if your sister could join you at school. Your sister would love to go to school but your parents inform you that since she will be married soon, it is a waste to invest in an education for her. Besides she is needed at home to do chores.

Girls represent 60% of all children out of school. Education saves lives by giving women and girls the confidence and power to make better choices for themselves and their children.



SCENARIO 3: CONFLICT, GENDER & EDUCATION

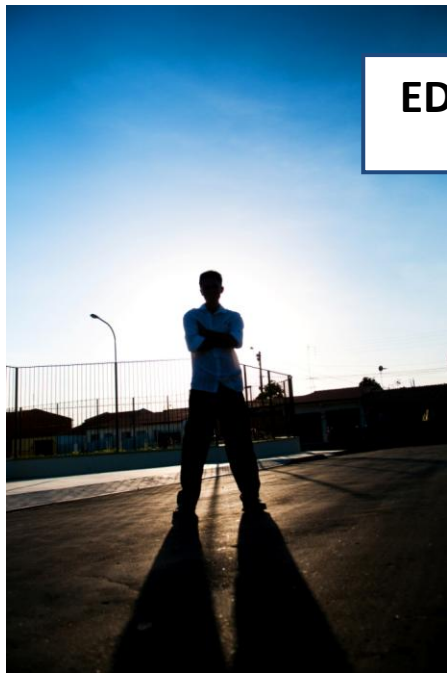
A: You are a 15-year old girl and an only child named Ara. You work on the streets of Herat, Afghanistan. Your father is in the military, leaving you and your mother in charge of finding income sources for your family. When you were six you had to drop out of school because of the war and worked in a clothes shop to help pay for your family's food. Since the shop was bombed a few years ago, you now sell scrap metal you have scavenged on the streets. You wish you could go to school like the girls in the novels you read. Recently your mother heard about a project that helps working children like you get back to school. You get books and a uniform, and attend classes to catch up on the learning you've missed. Your father says "No" when you ask to go to school because he worries about your safety: radical religious sects that believe girls should not be educated have been known to attack them on the way to school. You think this is not fair. Your friend Fahran, who is a boy, gets to go.

SCENARIO 3: CONFLICT, GENDER & EDUCATION

B: You are a 15-year old boy and an only child named Fahran. You work on the streets of Herat, Afghanistan. Your father is disabled, which leaves you and your mother in charge of finding income sources for your family. When you were ten you had to drop out of school because of the war and since then have worked selling shopping bags on the street to bring some income to the family. You wish you could return to school with your friends. Recently your mother heard about a project that helps working children like you get back to school. Kids get books and a uniform, and attend classes that help catch them up on the learning they've missed. Your parents are excited to let you attend school again, although your father warns that one day you may be needed to fight in the army.

Globally, nearly 250 million children have to work to help their families. They miss out on school, playing sports, and making friends. For children in conflict-affected states attending school is even more difficult because of the danger of schools being targeted in the war.

Appendix 3: Second Chance Case Studies



EDUCATION CASE STUDY #1

Student Name: Alberto*

Project Name: Future Market

Sponsor: World Vision Canada

A technology training program for youth living in Brazil's slums is arming kids with the skills they need to escape a life of poverty, drugs and gang violence.

The sprawling city of Fortaleza, in northern Brazil, is deceiving. Sun sparkles off steel and glass hotel and condominium structures in this dense urban region. The country has one of the fastest-growing economies in the world today. But in the shadow of this promise is an ugly reality: unimaginable poverty, a voracious drug trade and violence that thrives in the *favelas* (slums) filled with families and children who seem to have been forgotten.

Many people are afraid to leave their homes, or have to pay a drug dealer for permission to step outside in their own communities. "It's often like a war zone and kids know they could be killed at any time," says Elizabeth Araniva, a regional program manager with World Vision Canada. But there is hope. Future Market—a World Vision technology training program—offers disadvantaged youth in the *favelas*, aged 14 and up, an alternative to a life of drugs, violence, fear and poverty.

In the Future Market program students take courses from computer programming and graphic design to software development and network maintenance. "Kids can make C\$300 in one week delivering cocaine and crack for dealers," says Carmilson Brito, manager for World Vision Brazil's office in Fortaleza. "They are called 'little airplanes' and many start as young as age eight. That's why it's important to give young people technology skills so they can earn a good living."

Alberto: The Comeback Kid

Alberto*, 24, is a former drug dealer who ran with some of the biggest players in the area's cocaine business. "I wasn't afraid of anything—except being killed," says Alberto. "I used to be so fearful of that happening, I wouldn't turn off the lights at night." As a trafficker, Alberto says his lifeline was his cell phone. He used it to score the best deals, and stay in the know on the whereabouts of rival gangs and the police. The irony is that this very same piece of technology has transformed his life.

After joining the Future Market program, Alberto impressed his teacher with his willingness to learn and change his life. "My teacher really helped me get out of drug trafficking safely," he says. "He told me, 'Alberto, you have to do it slowly, step by step; otherwise they will come and kill you.'" His instructor turned out to be not just a tech teacher, but the trusted adviser that Alberto had longed for in his teens.

"My father used to betray my mother with other women and she was the one who worked to support the family. She was angry a lot," says Alberto of his childhood. "When I needed help and someone to talk to, there was no one. I remember when I was about 17 years old I turned to other people. That's when I learnt about drug trafficking. I didn't think about it being wrong. I just did it to make money."

That life is a distant memory now. "When I started taking the Future Market course, I was like a child or a baby being born again," says Alberto. "I slowly started to grow into the new person I am today. I changed my clothes, I cut my hair, I changed the way I speak. I had a new chance, someone trusted me and I changed."

Alberto has completed one course in cell phone maintenance and repair and is now enrolled in a more advanced program. He's also completing his high school diploma. By day he works at a transportation company and in the evenings he repairs cell phones, hoping he can soon find a full-time job in this area. "I am fighting for my future," says Alberto, "and going after what I want."

** Alberto's full name and photograph are not revealed to protect his identity*

Adapted from the original story by Kathryn Dorrell, World Vision (2011)

Reflections:

1. List the obstacles that prevented Alberto from attending school. Consider social, cultural, economic and personal challenges in his situation.
2. What interventions were needed to return Alberto to schooling? Who were the players involved (individuals or groups)? What accommodations, risks or sacrifices needed to be made?
3. Describe how Alberto's world has changed. What is the impact of his training on both his current situation and future opportunities?



EDUCATION CASE STUDY #2

Student Names: Marilene and Daniele

Project Name: Future Market

Sponsor: World Vision Canada

A technology training program for youth living in Brazil's slums is arming kids with the skills they need to escape a life of poverty, drugs and gang violence.

Brazil has one of the fastest-growing economies in the world today. But in the shadow of this promise is an ugly reality: unimaginable poverty, a voracious drug trade and violence in the *favelas* (slums). Many people are afraid to leave their homes, or have to pay a drug dealer for permission to step outside in their own communities.

But there is hope. Future Market—a World Vision technology training program—offers disadvantaged youth in the *favelas*, aged 14 and up, an alternative to a life of drugs, violence, fear and poverty. In the Future Market program students take courses from computer programming and graphic design to software development and network maintenance. “Kids can make C\$300 in one week delivering cocaine and crack for dealers,” says Carmilson Brito, manager for World Vision Brazil’s office in Fortaleza. “They are called ‘little airplanes’ and many start as young as age eight. That’s why it’s important to give young people technology skills so they can earn a good living.”

Marilene Silvestri: The Girl Who Beat All the Odds

Mari has a vivid memory of the first time she ever used a computer. It was a few years ago and she was staring nervously at a monitor in a Future Market classroom. “I was afraid that if I started typing I would break it,” says Mari. Today Mari is taking a second, more advanced IT course and working on the financial systems for *O Povo*, a major newspaper in Fortaleza. Mari, now 21, grew up as the eldest of four children with a single mother who earns minimum wage. Her community of São Miguel, about an hour’s drive from downtown Fortaleza, is one of the most dangerous in all of Brazil. “No one wants to go there, not even the police,” says Marcia Monte, a coordinator with the Future Market program. Drug dealers walk about in broad daylight with guns in hand. The evidence of the terror they wreak in the

community is seen in the entranceway to Mari's modest family home, which is riddled with bullet holes; one almost pierced through the wall into her mother's bedroom.

Then there's Mari's skin colour: she is black. Afro-Brazilians frequently face discrimination and often find themselves living on the fringes of society. But Mari dared to envision a different future. "I knew that if I learnt technology skills, I would have a much better chance of getting a good job and financial independence."

Today, Mari wants nothing more than to stay in the very place most people long to escape. She's a beacon of hope in a community where too many children have forgotten how to dream. "I want to stay here and study social work," says Mari, "and use my technology skills with social work so I can help São Miguel have its own IT program."

Daniele Chaves do Nascimento: The Conqueror

"I really had a difficult life," says Daniele, 23. "That's why when I look at myself today, I know that I am a conqueror." Daniele grew up in Planalto Ayrton Senna, where she still lives. It's one of the most violent and poor neighbourhoods in the Fortaleza region, where the streets are eerily quiet during the day because families prefer to stay safely indoors. Daniele has never met her father. Her mother remarried when Daniele was quite young and gave birth to a second daughter. But that marriage didn't last long, and as Daniele's mother struggled, she was largely unavailable to her children. "I remember the first food that my sister ate, I bought for her," says Daniele. "I was a baby taking care of a baby."

In 2009, Daniele joined the Future Market program and feeling overwhelmed when she arrived for her studies. But her teachers saw her intelligence and quick ability to learn. "They made me feel good about myself," says Daniele, who took courses in graphic design and mastered Photoshop and Illustrator. "Future Market gave me the ability to dream and to know that I could have more."

Daniele is proud of the fact that her computer skills put a live radio show on the air each day. "Once I got my job, I loved it," she says. But her true passion lies with photography. "I dream of having my own studio one day," says Daniele. "The program gave me the confidence to do this."

Adapted from the original story by Kathryn Dorrell, World Vision (2011)

Reflections:

1. List the obstacles that prevent both Mari and Daniele from being schooled. Consider social, cultural, economic and personal challenges in their situations.
2. What interventions were needed to support both young women in enrolling in skills training? Who were the players involved (individuals or groups)? What risks or sacrifices would they need to make?
3. Describe how Mari and Daniele's worlds have changed. What is the impact of their studies on both their current situation and future opportunities?



EDUCATION CASE STUDY #3

Student Names: Fatima and Ahra

Project Name:

Women's Economic Literacy and Livelihoods (WELL)

Sponsor: World Vision Hong Kong and World Vision US



It is estimated that only 12 percent of Afghan women can read. Women's literacy in Afghanistan is among the lowest in the world. An educated woman is more likely to make sure her children are also educated and able to maintain better standards of health.

Fatima and Ahra: A Second Chance

In the northwestern province of Ghor, Afghanistan, 22 year-old Fatima displays her new writing skills, recording numbers on a chalkboard during a World Vision funded literacy and vocational class. One of 25 female participants, this is a first-time opportunity for Fatima and other village women who have only dreamed of being able to read and write.

"We can read numbers now. We can calculate the number of goats we have and their value. We can count money," says Fatima, pleased with her accomplishments in the first months of the program.

"Before, we couldn't read our own names and now we are reading and writing," adds 30 year-old Ahra, whose husband was shot and killed by the Taliban ten years ago. "In our time, there was no school for girls," Ahra continues. "No school, no teachers, and so much fighting. We were migrating from place to place, looking for security."

By the age of 12, both Fatima and Ahra were married. Fatima has five children, although one did not survive infancy. Today, both women hope for something better for their children. "We were never allowed to participate in school," says Ahra. "Just we did work in the house. We spend our whole days cooking and caring for our families. Now, this is our time! We have come to learn. This is what we want."

Today, Fatima and Ahra attend morning classes in a home-based classroom where they study Dari language and mathematics. "Life under the Taliban was too hard," Ahra recalls. "In our lives, we never had educated people to support us with schooling. We had no schools. So this, now, is a good opportunity to learn." The local elders and mullahs, or religious leaders, suggested the women should participate in the class. "They told us that studying is good and useful for your future," says Ahra. "There are some women who wish they could come to this class, but still they are too busy in the house," says Fatima. "There is no one to care for her children when she is gone."

"We would hope there are some among us who will become teachers," Ahra says. "This would be good for our community. We, the older women, maybe cannot become teachers...but perhaps from our children." She looks toward her daughter, Iqrima, 14, who is also in the class. Reflecting on women's lack of education, Ahra says, "There are no professionals to care for women here. Only an old woman who attends the births. But we don't know why our infants die." Fatima, like Ahra, has dreams for her two daughters. "I want my daughters to be literate and educated before they marry. Their lives will be better that way...we lost everything from our childhood when we were married so early. I hope that my daughters become adults, 18 or 20 years before they marry."

Story by Mary Kate MacIsaac, World Vision (2009)

Reflections:

1. List the obstacles that prevented both Fatima and Ahra from being schooled. Consider social, cultural, economic and personal challenges in their situations.
2. What interventions were needed to support both women in attending school? Who were the players involved who helped make this happen (individuals or groups)? What accommodations, risks or sacrifices needed to be made?
3. Describe how Fatima and Ahra's worlds have changed. What is the impact of their studies on both their current situations and future opportunities?



EDUCATION CASE STUDY #4

Student Name: Poonam

Project Name: Formal and Non-Formal Education for Child-Labourers

Sponsor: World Vision Canada



In North Delhi, securing the cooperation of parents represents a major challenge in preventing child labour and returning children to school. Adults who may themselves be illiterate and uneducated place more value on keeping girls at home to do household chores.

Poonam: No Longer Invisible

India is home to the highest number of child labourers in the world. In 2006, a UNICEF survey found that 12 per cent of children between the ages of five and 14 were regularly engaged in child labour. Many other children are on the streets begging or scavenging and those who live at home spend hours caring for siblings, cooking and doing household chores while their parents work. All out-of-school children are considered to be child labourers, whether they work in so-called hazardous industries or work as part of family labour. In India, an estimated 100 million children are out of school: 60 per cent of these are girls.

In North Delhi, World Vision works with about 3200 children involved in various forms of child labour. Child labour is both a result and a cause of poverty. Families in Delhi's urban slums often count on a child's income to survive. Yet, when children are sent to work, they are deprived of their childhoods, their right to a basic education and the skills they need to escape a lifetime of poverty and suffering.

Fifteen-year-old Poonam is one of thousands of evicted slum dwellers living on the outskirts of New Delhi. She was denied admission to the local government school when her family was resettled from the slums of Rohini to Holambi Kalan. She was made to stay home and take care of her siblings and do all the household chores while her parents worked.

Through the help of World Vision's Non-Formal Education (NFE) Program, Poonam was able to attend NFE classes and start studying again. Her teacher worked with the family until Poonam's parents allowed her to attend classes in the morning. Staff at the NFE centre helped her with her studies and she was able to pass the Class VIII exam through a program run by the National Institute of Open Schooling.

Seeing her keenness to learn, she has been enrolled by her teachers in grade 10 through an open learning program and continues to study both at home and at the NFE centre. Poonam is also one of 58 girls selected to study in a six-month nursing assistant certificate course through Jan Shikshan Sansthan – a vocational skills and literacy program created by the Government of India to provide life skills education for poor, illiterate, neo-literate and un-reached populations.

This course will equip Poonam with basic medical nursing skills and allow her to intern at a hospital, providing her with valuable experience for securing a good job when her studies are complete.

Poonam is an active leader in her children's club and a role model for many girls who are not able to attend school because they take care of siblings and do household work, or are employed in factories or as domestic servants.

From *The future in their hands: A program review*, World Vision (2010)

Reflections:

1. List the obstacles that prevented Poonam from attending school. Consider social, cultural, economic and personal challenges in her situation.
2. What interventions were needed to return Poonam to her studies? Who were the players involved (individuals or groups)? What accommodations, risks or sacrifices needed to be made?
3. Describe how Poonam's world has changed. What is the impact of her studies on both her current situation and future opportunities?

World Vision is a Christian relief, development, and advocacy organization dedicated to working with children, families and communities to overcome poverty and injustice. As followers of Jesus, we are motivated by God's love for all people regardless of religion, race, ethnicity or gender.

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Contact us at:

Education and Public Engagement

World Vision Canada

1 World Drive

Mississauga, ON L5T 2Y4

Phone: 1-800-268-1650 ext: 3192

Fax: 905-696-2166

Email: global_ed@worldvision.ca