

Dear Head Teacher, Teacher, or Colleague

**Re: The UNGEI and Global Campaign for Education's - Big Story Lesson
2011 Global Action Week: "It's a right, make it right! Education for Girls and Women NOW!"**

The East Asia Pacific Regional United Nations Girls' Education Initiative (EAP UNGEI) is working with the Global Campaign for Education and invites your school to take part in **The Big Story Lesson between the 2nd and 8th May 2011**. In over 100 countries all over the world, millions of children and adults will be participating in the Big Story, to listen to inspiring stories of remarkable women and girls who have made it through school, some of them, despite many odds stacked against them. We hope that your school can participate in this important lesson and that it will be as educational as it will be entertaining for the learners.

The Big Story Lesson is on the importance of women and girls having an education. Many women and girls cannot read or write because they have never been to school. Some have been to school, but had to drop out because there was no money to send them to school. Leaders have promised that they will create conditions that make it possible for women and girls to go to school and we hope that this promise is kept in 2011.

The teachers and children in your school will have the chance to join with millions of others and be part of this exciting global event. The lesson plan experience will be shared with UNGEI partners across the region – particularly through the drawing activity at the end of the lesson. At the end of the lesson we would like you to validate your participation on line so that your school is counted with thousands of other schools all over the world.

We have prepared a few resources to help you take part in the Big Story Lesson.

- The Big Story lesson plan
- Drawing activity instructions

We hope you will consider taking part in this exciting activity in support of giving every girl and woman a chance to have an education.

Yours Sincerely,

2011 Global Action Week: THE “BIG STORY” LESSON PLAN
“It’s a right, make it right! Education for Girls and Women NOW!”

OBJECTIVES

1. To discuss the fact that millions of children and adults have never had the chance to go to school and that the majority of these are women and girls.
2. To raise awareness and encourage students to look at the world from a gender perspective.
3. To discuss the promises made by world leaders and the fact that they haven’t acted on this promise.
4. To show how students can send a message as part of this worldwide effort.

At the end of the lesson learners should:

- Understand the benefits that can result from educating girls.
- Appreciate the differences in the way of life of other children from different parts of the world.
- Understand the things that make it possible for girls to be in school as well as the obstacles that keep them out.

PART A

SECTION A: INTRODUCTION (5 minutes)

The teacher explains that children in countries all over the world are taking part along with some of the world’s most remarkable women in the Big Story Lesson in solidarity with millions of women and girls who do not have an education.

The teacher asks the class if they know how many people are out of school and how many of those are women and girls.

The teacher could share some basic facts:

- 72 million children around the world are out of school;
- Of those, 54 per cent (approximately 39 million) are girls; and
- Two-thirds of illiterate adults are women.

An uneducated girl is more likely to:

- Marry early;
- Have malnourished children and lose children to disease; and
- Be poor.

The teacher asks learners if they know any woman or girl who has done something remarkable. Did this woman go to school?

SECTION B – GENDER ROLES AND EDUCATION

The teacher asks if learners can identify circumstances that increase differences between boys and girls with negative effects on their education.

The teacher asks the importance of educational opportunities for females in developing countries.

(For advanced classes discuss the Convention on the Rights of the Child). Brief summary:

- The Convention on the Rights of the Child (CRC) was adopted in 1989 and is the first legally binding international instrument to incorporate the full range of human rights.
- It spells out the basic human rights that children everywhere have regardless of their status, religion, race, etc. This includes: 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.
- The Convention has achieved near-universal acceptance, having now been ratified by 194 countries.
- By agreeing to undertake the obligations of the CRC (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.

The teacher shares some knowledge about and discusses geography, different cultures and living conditions for children in least developed countries.

The teacher asks learners what they think can be done to promote equal opportunities for males and females in education.

The teacher asks learners to name some jobs they know about and ask them if these jobs are done typically by men and/or women

The teacher asks them what chores they are required to do at home. Are there some chores that are done typically by men/women? Is this division fair?

The teacher asks learners how they would feel if their parents told them that they would not be able to go to school because there are too many chores to be done at home.

The teacher asks learners why schooling is important and reasons why some children, particularly girls, don't go to school.

Some of the responses could be:

- *Some children live in conflict areas or are affected by natural disasters;*
- *In some cultures, girls are not given priority when funds for education are limited;*
- *Girls may be forced to drop out of school, into early marriage so that they can dedicate themselves to housework;*
- *Some children live very far away from schools and getting to school may be dangerous so they are kept at home. Girls may especially be targets for harassment and violence;*
- *Poverty: some children are forced to contribute to the family income by being child labourers;*
- *They do not have money to buy books and uniforms;*
- *They do not have money to pay school fees;*

- *There are not enough schools to take in everyone; and*
- *There are not enough teachers.*

SECTION C – WHAT CAN BE DONE ABOUT IT (10 Minutes)

The teacher asks learners what they think would make it easier for girls to be in school. Some answers might include:

- *Increase government support for girls' education in the developing world;*
- *Provide sanitation facilities for girls to protect their privacy;*
- *Remove stereotypes in illustrations that make girls seem inferior;*
- *Remove school fees and other hidden costs towards education; and*
- *Encourage boys and men to be advocates for women and girls' education.*

The teacher asks the whole class the following questions. If there is a politician, you may call on them to answer some of the questions:

- *How many children in the world are not in school?*
- *Which group is most disadvantaged when it comes to education?*
- *Name a famous woman who is educated*
- *Name some reasons why education is important.*
- *What must be done to improve education for boys and girls?*

SECTION D. ACTIVITY (30 Minutes)

The teacher asks learners to think of reasons why it is important to educate girls. Through an illustration/drawing, ask students to respond to the question, "How does girls' education help us all?"

Please refer to the attached drawing contest flyer for more instructions. (The drawing contest is on a voluntary basis. The activity can be done without entering for the contest, i.e. children and schools can keep the drawings.).

Some example responses could include:

- *An educated girl will grow up to be an educated woman and is likely to be healthier, economically empowered and her children are more likely to go to school;*
- *Educated women provide better health care for themselves and their children; and*
- *Early marriages can be postponed and the incidence of disease like AIDS is reduced.*

The teacher asks the class to imagine what their lives would be like if girls never went to school?

- *Teacher lets 2-3 children say the impact of not having an education.*

The teacher gives examples of the benefits of educating everyone including girls. Some examples could include:

- *Educated people are healthier people because they will make healthier choices in life and they also have access to information on healthy living.*
- *Education combats hunger. Women who are educated are more likely to have children who are well nourished.*
- *Education saves lives. A child born to an educated mother is two times more likely to survive to the age of five.*
- *Education helps end poverty.*

The teacher asks if the class thinks it is fair that not all women and girls get the chance to go to school.

Drawing Contest 2011

“How does girls’ education help us all?”

Partners of the United Nations Girls’ Education Initiative (UNGEI), East Asia and the Pacific (EAP) and South Asia (SA), are pleased to invite entries for the 3rd contest on promoting gender equality in education.

This year, you are welcome to submit drawings that will illustrate your thoughts on **how girls’ education can help us all.**

Awards

- The 13 winning drawings will be featured in UNGEI (EAP and SA) “Gender in Education Calendar 2012,” which will be distributed widely throughout the Asia-Pacific region.
- The contest winners will receive official certificates of merit.
- The winning drawings will also be posted on the organizers’ respective websites. Additionally, winning drawings and all other entries in the contest will be used by UNGEI partner agencies in their respective publications, presentations, websites and promotional and advocacy materials.

Drawing specifications

The drawings should depict the contestants’ views on “How girls’ education helps us all.”

- Drawings must be submitted in A4 size.
- Drawings can be in color or black/white.
- You can use any materials (crayons, pencils, paint, etc.) you like.
- Drawings can depict, for example:
 - Sports activities
 - Activities at home
 - Playing together
 - School environment

Copyright

By submitting a drawing, the contestant grants the organizing agency-members of UNGEI (EAP and SA) the right to use the entry and his/her name, country name and age for credit purposes in publications,

presentations, websites, documents and promotional materials related to the work of the aforementioned organizations, without any compensation, notification, or permission.

Who is Eligible?

- The contest is open to all nationals and residents in Asia and the Pacific.
- Contestants must be 18 years of age or under.
- Girls and boys alike are encouraged to participate.

Number of Entries

Each participant may submit one or more drawings.

How to Submit?

Please fill out the attached personal information form and indicate on the back of each drawing your full name, age, sex and country.

Submission of the drawings implies consent to specify the participants’ first name, age, and country in UNGEI publications and websites. No other identifying information will be published.

Drawings may be submitted in either hard copies or digital mode:

Please mail your entries by post to:

UNESCO Bangkok
APPEAL Unit
920 Sukhumvit Road, Prakanong, Klongtoey
Bangkok 10110, Thailand

Or by email to: gender.bgk@unesco.org

(Digital submissions of drawings must be in a TIFF, EPS or JPEG format with a resolution of at least 300 dpi)

Submission Deadline

All entries must be received by 1 August, 2011.

Voting

All drawings received will undergo a two-round voting process: 1) a first round of voting by UNGEI partners; 2) a second round of voting will be organized online and will be open to the public.

Winning drawings will be announced in November 2011.

For more information, please write to us at: gender.bgk@unesco.org

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Drawing Contest 2011

“How does girls’ education help us all?”

Registration Form

For each drawing and for each contestant, please indicate in English:

First name:

Family name:

Age:

Sex:

Country:

Postal address:

Email address:

Submission of the drawings implies consent to specify the participants first name, age, and country. No other identifying information will be used.

Signature of child

Signature of guardian/teacher