**Case Study 1**

**The Right to Education**

**(Primary/ Secondary)**

**What’s happening?**

**The charity Action Aid states that ensuring girls have access to education is vitally important. Where this happens:**

* **Fewer girls marry under the age of 18**
* **Families are smaller and healthier;**
* **More women are able to work and earn a fair wage; and**
* **Women become leaders on a community and national level.**

**However, the statistics are alarming – e.g.**

* **32 million girls across the world miss primary school**
* **2/3 of the 774 million people across the world who are not literate are girls.**
* **Less than 40% of countries ensure equal access to education for boys and girls.**

**Ask the girls how they would feel if they didn't have a chance to learn and if their family expected them to stay home, help with the housework and look after younger children? This is what happens to many girls in developing countries.**

**These resources will help you to better understand this problem, learn about some examples where girls have campaigned for change, and consider what you can do to create change.**

**Introduction:**

**Watch the short video ‘Left Out, Left Behind’ by Plan International here:** <https://youtu.be/o64Fho7HsfE>. The film compares the ' normal ' life of a UK girl with what happens to Nya, an imaginary girl living in a developing country that has been affected by conflict. (Explain to children that problems such as missing school or having to marry early are likely to get worse in areas where there are wars or emergencies – including those caused by climate change).

**After watching the film, ask:**

* **How do the lives of the girl in the UK and that of Nya differ?**
* **What are the opportunities and risks facing both?**
* **How do you think the future of both girls will be?**
* **Is this fair?**

**Research:**

For further information, go to:

* Oxfam: <https://www.oxfam.org.uk/education/resources/explore-girls-education>
* Action Aid: <https://www.actionaid.org.uk/about-us/what-we-do/womens-economic-empowerment/girls-education>

Plan International – Girls’ Education: <https://plan-international.org/education/girls-education>

**Story 1: Shabana Basij-Rasikh – Afghanistan: (Primary/ Secondary)**

**Watch ‘Dare to Educate Afghan Girls’, a talk by Shabana here:** <https://www.youtube.com/watch?v=Ka70-Hb1wFE>, where she describes her family's struggle, despite dangers, to ensure that she is educated.

*(\* Please note that the talk is quite long, and it might be an idea to show just a section of it)*

**Discuss:**

1. Why was it dangerous for Shabana to go to school?
2. What did she have to do in order to get to school?
3. How was school?
4. What was different about her family?
5. What role did her father play as she grew up?
6. What happened to her grandfather?
7. What has changed today?
8. How do you feel about Shabana’s story?

**Response:**

* Imagine that you are Shabana. **Write a diary** describing an ' average ' school day, including your journey to and from school. What are your experiences, your hopes and your fears?
* **Draw or make a cartoon strip** of Shabana and her friends having to dress up like boys, and hiding their books in order to get to school. What dangers do they face along the way?
* Why not create a short **film** about the right of girls to an education?

**Story 2: ‘Empowering Women, Transforming Communities’ – Kakenya Ntaiya (Secondary)**

**Watch ‘Empowering Women, Transforming Communities’, a talk by Kakenya Ntaiya here:** <https://www.youtube.com/watch?v=5nM21P8lJ2I>, where she describes how she transformed her community in a rural area of Kenya by securing an education for girls.

*(\* Please note that the talk is quite long, and it might be an idea to show just a section of it)*

**Discuss:**

1. Why did Kakenya decided to build a school for girls in her village?
2. Apart from lack of access to education, what other problems did the girls face?
3. What did Faith do, and what were the consequences of her actions?
4. Kakenya had to persuade different groups of people in her village about the value and importance of what she was doing. Who were they – and why was it important to support them?

**Response:**

* **Write Faith’s story,** from her perspective.
* **Take the role of Lynette's father**. Write a newspaper article or create an interview describing your daughter's journey and achievements
* Why not create a **short film** about FGM and what we can do to prevent it? (See Case Study 3 also)

**Story 3: Malala Yousafzai: Campiagner for Girls’ Education (Primary / Secondary)**

[](http://www.google.co.uk/url?sa=i&rct=j&q=&source=imgres&cd=&cad=rja&uact=8&ved=0ahUKEwiypMK49cTKAhXMPRQKHUpuBdgQjRwICTAA&url=http://live.worldbank.org/experts/malala-yousafzai&psig=AFQjCNHqVgdD3dv0zDn1-5r9yyEy2Xs49g&ust=1453809736432385)Malala's story is quite famous, but it clearly shows what one person can accomplish if they are determined to work for change.

*Malala Yousafzai was born on July 12, 1997, in Mingora, Pakistan. She went to a school founded by her father, Ziauddin Yousafzai. After the Taliban began attacking girls’ schools in Swat, Malala gave a talk in Peshawar, Pakistan, in September 2008. The title of the conversation was: "How dare the Taliban take away my right to an education?"*

*Early in 2009, Malala began creating blogs for the BBC about living with threats from the Taliban to ban her right to education. She used the mock name Gul Makai to hide who she really was. However, in December of that year, it was disclosed that she was the blogger.*

*When she was 14, Malala and her family discovered that the Taliban had threatened to kill her. Although Malala feared for the safety of her father who was a campaigner against the Taliban, her family did not believe that the fundamentalist group would harm a child. However, on 9 October, on her way home from school, a man came onto the bus in which she was travelling, and asked which girl was Malala. When Malala's friends looked at her, the man shot at her, hitting her on the left side of her head. Two other girls were injured in the attack.*

*Since overcoming her injury, Malala has become an international campaigner for children's right to education. On her 16th birthday, she gave a talk to the UN on this theme. In 2014, she won the Nobel Peace Prize.*

**Discuss:**

1. What in Malala’s story created the greatest impression on you?
2. Is she a heroine? What qualities does she have?
3. What factors do you think helped her to succeed in her campaign?

**Response:**

* **Imagine the conversation around the dinner table** in Malala’s parents’ house upon hearing that the Taliban had threatened to kill her. Write a script!
* You are one of Malala's friends who was on the bus with her when she was shot. **Write a report** of what happened exactly, and how people felt.

**Story 4: Who’s campaign? The role of Boys in the Campaign to Empower Women (Primary/Secondary)**

Is empowering girls a campaign for them only? What is the role of boys?

a) Look at the video made about a campaign organised by boys at a school in Sydney, Australia here: [https://www.youtube.com/watch?v=JgIg6z5nXGI](https://ssl.microsofttranslator.com/bv.aspx?ref=TVert&from=&to=en&a=https://www.youtube.com/watch?v=JgIg6z5nXGI)

**Discuss:**

1. What do you think about what the boys did?
2. According to the video, how did their views change during the campaign?
3. What do you think are the examples of gender inequality that are most evident in your school/community/generally?
4. What can be done about them?

b) You can see another example of a man expressing his view on gender inequality in the UK here: [https://www.youtube.com/watch?v=IG5LyMYsvTs](https://ssl.microsofttranslator.com/bv.aspx?ref=TVert&from=&to=en&a=https://www.youtube.com/watch?v=IG5LyMYsvTs) (Explaining Inequality between Boys and Girls using Cereal).

**Discuss:**

1. **What do you think about the statistics and examples used?**
2. **Does the idea of using milk and cereal work?**
3. **What impact do you think this video would have on boys/girls?**

**Action**

* **Organise an event** in your school/community to raise awareness of the lack of access to education by girls. You can show one of the films named here, or invite a speaker.
* **Write a letter to your local newspaper** or **do a radio interview** to raise awareness of inequalities between boys and girls (particularly in relation to education)
* **Plan a campaign** to put pressure on the UK/Assembly Government to create change (e.g. equality in terms of careers/sport for girls/education to overcome stereotypes......)

You can write to your Member of Parliament or Assembly Member using the ' Write to Them ' website: [www.writetothem.com/](https://ssl.microsofttranslator.com/bv.aspx?ref=TVert&from=&to=en&a=www.writetothem.com/)

