



## 1. Materials & Worksheets

Activity 1: Quiz .....	4
Activity 2 – A: Literacy (Simulation) .....	7
Activity 2 – B: Education and Funds (Simulation).....	11
Activity 3: Let's read essays from active children (Readings & Discussions)	14
Activity 4 : What is the necessary aid for education?(Role Play)	19
Activity 5: Let's propose policy (Discussions & Writings)	35

## 2. Follow-up Guidance & Implementation Report .....

39

● If you write a letter to the prime minister or the foreign minister, JNNE will deliver it to the Japanese government.

● The teaching material is comprised of several parts, with content for primary school students to adults.

### Malala's Speech:

"Why is it that countries which we call 'strong' are so powerful in creating wars but are so weak in bringing peace? Why is it that giving guns is so easy but giving books is so hard? Why is it, why is it that making tanks is so easy, but building schools is so hard?"

### 世界一大きな授業2015

主催：教育協力NGOネットワーク(JNNE) <途上国で教育協力を行うNGO 23団体のネットワーク>

共催：プラン・ジャパン

助成：庭野平和財団

協賛：リコー社会貢献クラブ・FreeWill、KUMON English Immersion Camp

協力：地球対話ラボ

後援：文部科学省、外務省、全国連合小学校長会、全日本中学校長会、全国高等学校長協会、日本ユネスコ国内委員会、ユネスコ・アジア文化センター、動く→動かす、国際協力機構、国際連合広報センター、国際ボランティア学生協会、ガールスカウト日本連盟、「持続可能な開発のための教育の10年」推進会議、児童労働ネットワーク、なんとかしなきゃ！プロジェクト、ボーイスカウト日本連盟

実施団体：「世界一大きな授業」は教育協力NGOネットワーク(JNNE)に参加する次の団体が実施しています

開発教育協会、グッドネーバーズ・ジャパン、シャンティ国際ボランティア会、日本YMCA同盟、プラン・ジャパン、フリー・ザ・チルドレン・ジャパン、ラオスのこども

## What is The World's Biggest Lesson?

There are still 57.8 million children who are not able to go to school and 781 million illiterate adults. In 2000, the international society set the "Education for All" goal to guarantee the right to education and promised to reach the goal by 2015.

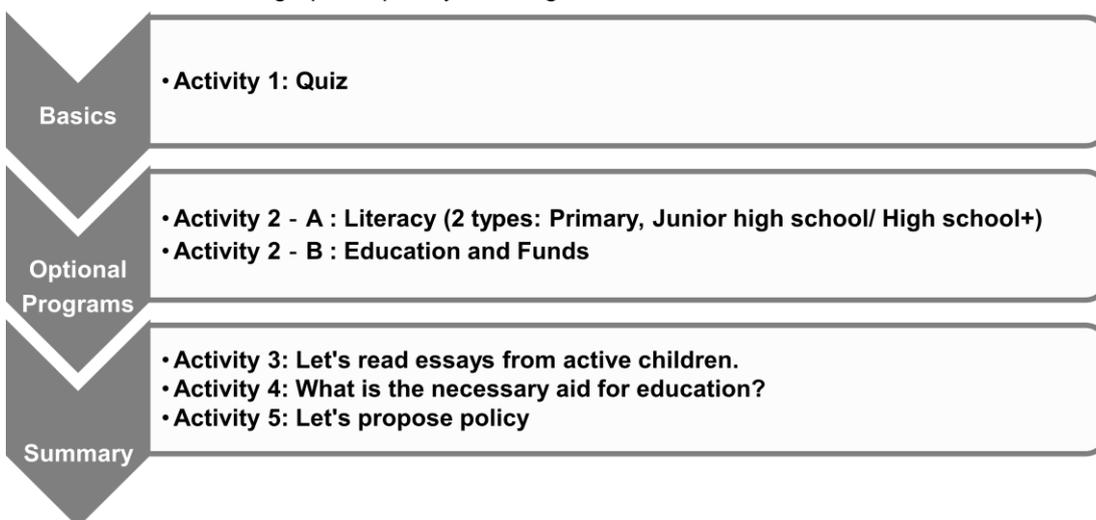
"The World's Biggest Lesson" is an event which holds a lesson all over the world at the same time, to realize the importance of education by understanding the world's educational situations. As previous years, this year we will hold this event in more than 100 countries to deliver the participants' voices to the government, hoping that they will reflect them in education policies. It first started in 2003 with the phrase "Education for All" as the watchword. In 2008 the number of participants reached 8.85 million, which was registered with the Guinness World Records organization. Japan had 70 thousand participants in 2014. Let's think about what we can do in Japan, by learning the situation of those children who are not able to go to school.

### ■Purpose of this teaching material

1. To learn about the educational situation in the world and consider the importance of education.
2. To be aware that there are children who are working for a better world and to think about what we can do ourselves.
3. To learn about current Japanese educational assistance.

### ■Activities

- Activity 1 contains basic and general information. Make sure that all the participants join this activity.
- Activity 2 is an optional program. Pick one out of the two, following the target group or theme.
- Activities 3-5 are developed programs for conclusion. Pick one out of the three, following the target group or theme.
- Target Group: 4th grade to adults
- Time: More than 45 minutes (it will take about 3 hours if you carry out all the activities) Required number: 20-40 participants
- Method: Encourage participatory learning



### ■About Participatory Learning

What is most important in practicing participatory learning is an inclusive environment in which everybody can feel comfortable speaking out. It is strongly recommended to make rules at the beginning and to make sure that everybody understands them, such as 'there is no pressure to speak' and 'do not reject ideas'.

## How to utilize “The World’s Biggest Lesson” material

“The World’s Biggest Lesson” has been held every year since 2003.

We understand that those who join this lesson each year or usually work on development education hope to get materials that talk about much “deeper” aspects.

On the other hand, for those who join for the first time or work with students of primary and junior high schools, we would like to provide materials that are enjoyable and make it easy to understand the basics.

We are trying to improve our materials every year, little by little, to satisfy various needs.

We encourage you to use these materials freely, according to your own needs.

You don’t need to cover all the activities. Choose the ones that fit your class time or targets.

### ■For those who join for the first time (Primary+ / 45minutes)

- ① Activity 1 “Quiz”: Learn about current situations of education in the world
- ② Either Activity 2-A “Literacy” or 2-B “Education and Funds”
- ③ Activity 5 “Let’s propose policy!”

### ■For those who have joined for more than once (Junior High+ / 60minutes)

- ① Activity 3 “Let’s read essays on active children”: Choose one of the two essays, or Activity 4 “What is the necessary aid for education?”
- ② Activity 5 “Let’s propose policy!”

### ■For those who have joined for more than once or those who practice development education on a daily basis (High School+ / 90 minutes)

- ① Activity 4 “What is the necessary aid for education?”
- ② Activity 5 “Let’s propose policy!”

### ■Watch how these materials are used in class on YouTube !

You can watch how Junior High students have carried out activities 1(quiz), 2-A (Literacy), 2-B (Education and Funds) and 5 (Let’s propose policy!) in a 5 minutes video. (The video was taken in 2013)

<https://www.youtube.com/watch?v=E7mB-MIQ0SI>



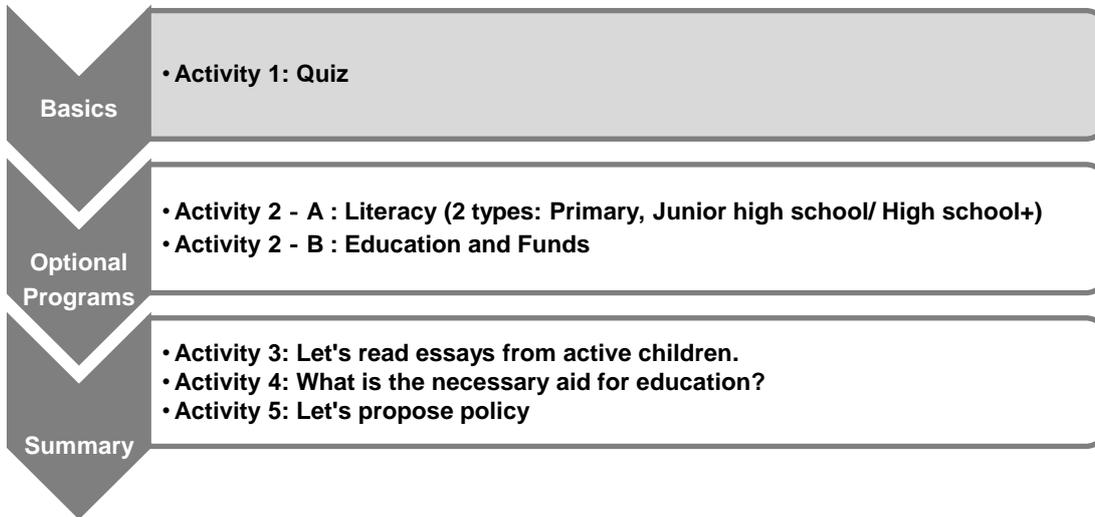
### ■For further resources

You can find various English resources on the global website of “the World’s Biggest Lesson” (Global Campaign for Education).

<http://www.campaignforeducation.org/en/>

# 1. Basic Materials & Worksheet

## Activity 1: Quiz



### ■Targets

4th grade to adults

### ■Time

15 minutes

### ■Purpose

To learn about the educational situation in the world

### ■Material

- Worksheet (p5)
- A world map (if available)

### ■How to lead the activity

1. Explain what “The World Biggest Lesson” is.
2. Give the whole class the quiz, using the participatory learning method such as “the four corners of the room” and encouraging students to raise hands. You may also distribute the quiz sheet on page 5 to small groups so that they can think as a group.
3. Check the answers with “answers and comments on the quiz” on page 5. The world map is helpful for the participants to know the exact locations of countries mentioned.

### ■Tips for Participatory Learning: “The four corners of the room”

For “The four corners of the room” method, you put answers and letters, such as “A” “B” “C” “D”, on each wall before the quiz starts. It is an easy activity that simply requires participants to move to each corner which holds the correct answer. After everyone moves for the first question, ask why they chose that corner. Then you move on to the next question, again people choose an answer and move to the appropriate corner. After several questions, ask the whole class what they thought of the quiz. This activity is helpful to visualize various opinions. In addition, participants can relax by moving their bodies, which creates a more comfortable atmosphere to speak out.

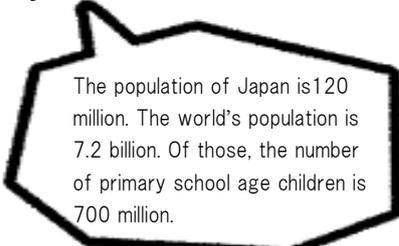
Cited from: <http://www.dear.or.jp/activity/menu01.html>



## Let's try! "The World's Biggest Lesson" Quiz!

**Q1 How many children in the world do not attend primary school?**

- A. One out of five (Approximately 140 million)
- B. One out of twelve (Approximately 58 million)
- C. One out of twenty five (Approximately 27 million)
- D. One out of a hundred (Approximately 14 million)



The population of Japan is 120 million. The world's population is 7.2 billion. Of those, the number of primary school age children is 700 million.

**Q2 What are the possible reasons why children cannot attend primary school?**

- A. Because there are not enough schools and teachers
- B. Because they have to work as their family is poor
- C. Because parents or neighbors told them they do not need to go.
- D. Because the school is broken by the wars and conflicts or unavailable because of the army.

**Q3 How many children in the world drop out of primary school?**

- A. One out of three
- B. One out of four
- C. One out of ten
- D. One out of twenty



**Q4 How many teachers are needed to have all children educated at school ?**

- A. 60 thousand
- B. 600 thousand
- C. 1 million
- D. 1.6 million

**Q5 Approximately how many adults in the world cannot read or write?**

- A. One out of two (Approximately 1.55 billion)
- B. One out of six (Approximately 780 million)
- C. One out of eighteen (Approximately 230 million)
- D. One out of fifty (Approximately 60 million)



## ■ Quiz Answers and Comments

### Q1 How many children in the world do not attend primary school?

**Answer: B. One out of twelve**

One out of twelve, which is approximately 57.8 million students are not able to go to primary school. The number of children who cannot go to school has decreased by 50 million since 1999 as a result of all developing nations, governments and international society's efforts to increase educational funds, the abolishment of tuition fees and the rising quality of teachers. However, three quarters of this decrease was achieved from 1999 to 2004 and no progress has been seen between the years 2008 and 2010. There is no prospect of enrolling in school for the forty-seven out of a hundred students who cannot go to school today.

### Q2 What are the possible reasons why children cannot go to primary school?

**Answer: All are correct**

All of the answers are correct. Various problems have caused this situation, such as war, poverty, lack of understanding for education and social discrimination against the weak such as girls or those with disabilities. For girls, they are often attacked on the way to school, and need to do housework such as getting water. They are also discouraged from going to school because there are no 'girls only' toilets. They also may not be able to drink clean water and there are often very few female teachers at school. In particular half of students who cannot go to primary school live in conflict areas and these students have increased from 2008. Over the past decade, in at least 25 countries schools have been used as military sites, shooting sites, a weapon stores and jails. Furthermore, within the 5 years, schools in 70 counties have been damaged due to political issues, military influence, ideology, cliques, religion and ethnicity.

### Q3 How many children in the world drop out of primary school?

**Answer: B. One out of four**

The enrolment rate has increased significantly as a consequence of the efforts of people in developing countries, governments and international society. However, there is a large number of children who quit primary or junior high school due to poverty, household chores and lack of understanding from family or neighbours after they get in. Particularly, one out of three point five students in developing countries and one out of two in Sub-Saharan Africa, drop out of school. The quality of education has also come to be a fundamental issue since one third of elementary school-aged students cannot acquire basic academic skills whether they got to school or not.

### Q4 How many teachers are needed to have all the children educated at school ?

**Answer: D. 1.6 million teachers**

Improvement of quality of education depends on the quality of teachers, but in reality, there are few qualified teachers and the salary paid is also insufficient. In one third of countries in the world, the number of primary school teachers who are trained at national level of programs is less than 75%.

### Q5 Approximately how many adults in the world cannot read or write?

**Answer: B. One out of six**

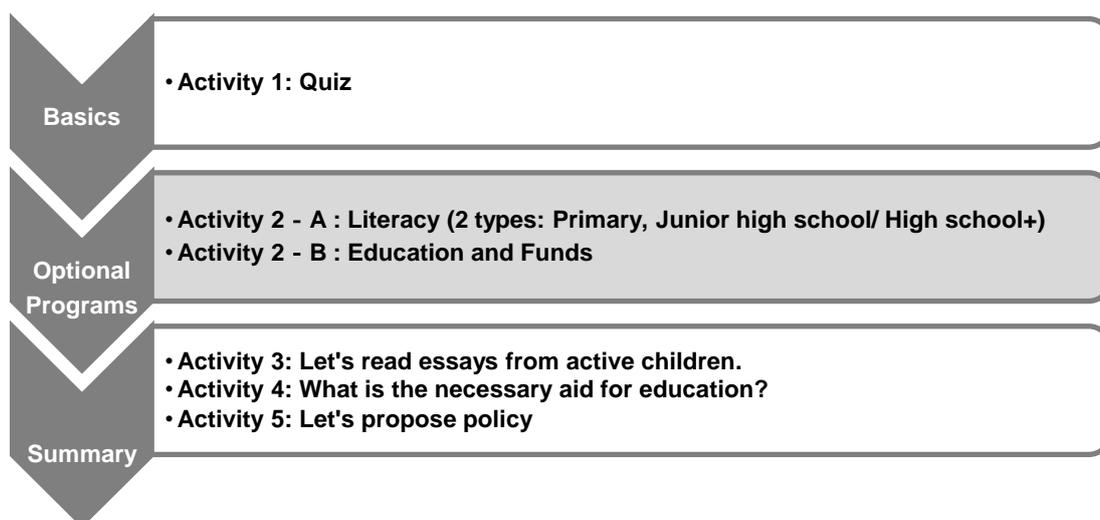
780 million adults, which equals one out of six adults, are illiterate. Two thirds of them are women. When you are illiterate, you are not only disadvantaged as you cannot get access to essential information but you also cannot convey your own opinion on documents, which restricts your social rights.

Resource: EFA Global Monitoring Report 2013-2014, "Guide line for protecting schools and universities from military use during armed conflict", 2014, Save the Children Japan

Watch the video on how to proceed with this activity:

 <https://www.youtube.com/watch?v=E7mB-MIQ0SI>

## Activity 2-A: Literacy Rate



### ■ Purpose

1. To learn about illiteracy in the world.
2. To experience what it is like to be incapable of reading (There are two types – one for primary/ junior high school students and another for high school/university students)
3. Consider causes that make children illiterate and problems caused by illiteracy.

### ■ Materials

#### <Materials – for both types>

- A world map

#### <For primary / junior high school students – How to lead the activity 1 >

- Printing labels (p8)
- Three plastic cups or bottles
- A small amount of water, salt and sugar

#### <For high school / university students - How to lead the activity 2>

- Worksheet/help-wanted ads (p9 Print out enough copies for all participants)  
Put labels on the cups which contain water, salted and sugared water



### ■ Time

30 minutes

### ■ Introduction

Start with introductory phrases, such as “Through the previous quiz, we learned that one out of every six adults is illiterate. What do you think would happen if you could not read or write?”

Watch the video on how to proceed with this activity.

 <https://www.youtube.com/watch?v=E7mB-MIQ0SI>

## ■How to lead activity 1

### <For primary/junior high school students, - Choosing a medicine bottle>

**Preparation :** Put salt water, sugar water and just water in individual bottles. Cut off the labels below and attach label A, "poison," to the salt water, label B, "antifebrile," to the sugar water and label C, "nutrition," to the water.

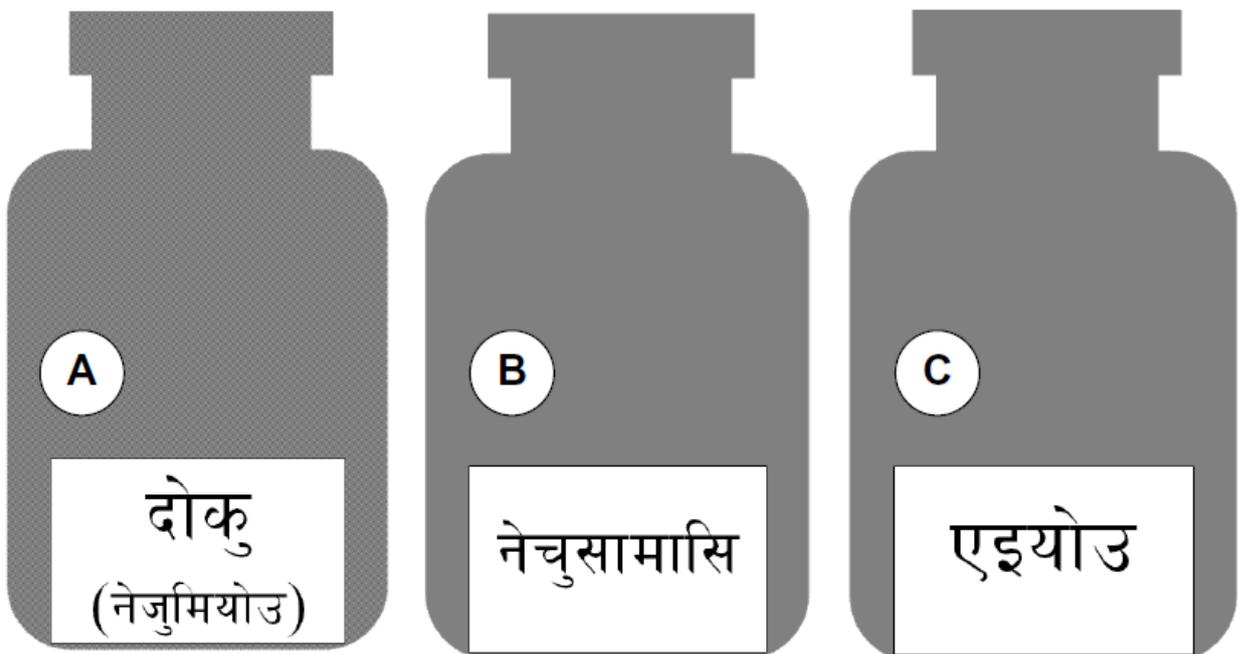
1. Read the story: Facilitator to read out the story below to the whole class.
2. Pick up a bottle: Either a group or an individual chooses which bottle to drink. Share which bottle they chose and why they chose the bottle with the whole class. After one representative of each group drinks from his/her bottle, the facilitator is to tell them the meaning of each label.
3. Reflection: Discuss how they felt when they chose the bottle and found out the meaning of the label with the whole class.

## Story

Your mother is suffering from a high fever. However, there is no doctor in the village. To get to a doctor, you have to walk through mountain roads for a whole day and take a bus for seven hours. In the village, a teacher keeps a little bit of medicine at her house and she shares them in emergency situations. You visit the teacher's place but she is out to town. You see some medicine bottles on the shelf but no one except the teacher can read what is written on the bottles. Though there are three familiar bottles which the teacher gave to you when you had a fever before, you cannot tell the difference. What do you do? What would happen if your mother drank from the bottle you picked?

## ■Printing Labels

The labels on the bottles, written in the characters used in Nepal and India, each means "A: Poison (for mice), "B: Antifebrile" and "C: Nutrition."



## ■How to lead the activity 2

### <For high school/university students – Finding a job>

1. Preparation: Print out the three advertisements A to C for all participants. Cut them into two pieces, tracing the perforated line (Thai / Japanese).
2. Read the adverts: Pass out the Thai parts on the left to the groups and ask them to try to read them.
3. As a group, they decide which job they would apply for.
4. Share which adverts they chose and why they chose them as a group with the whole class.
5. The facilitator should explain the meaning of the advertisements A to C.
6. Reflection: Discuss with the whole class how they felt when they chose the adverts and found out the meaning of them.
7. Ask the questions below and discuss with the whole class.

### ■Ask questions

“What do you think you cannot do if you cannot read or write?”

Cannot read books/ cannot write your own names/ cannot calculate/ cannot read maps/ cannot behave confidently etc.

“What can you do when you can read and write?”

Can study, read books, use the internet, write letters, write emails, write novels, express yourself, get access to new information

### ■Worksheet/Help-wanted Ads

In the Thai job descriptions below, A says “Good pay,” B says “Fair conditions” and C does not provide enough information.

✂ キリトリ

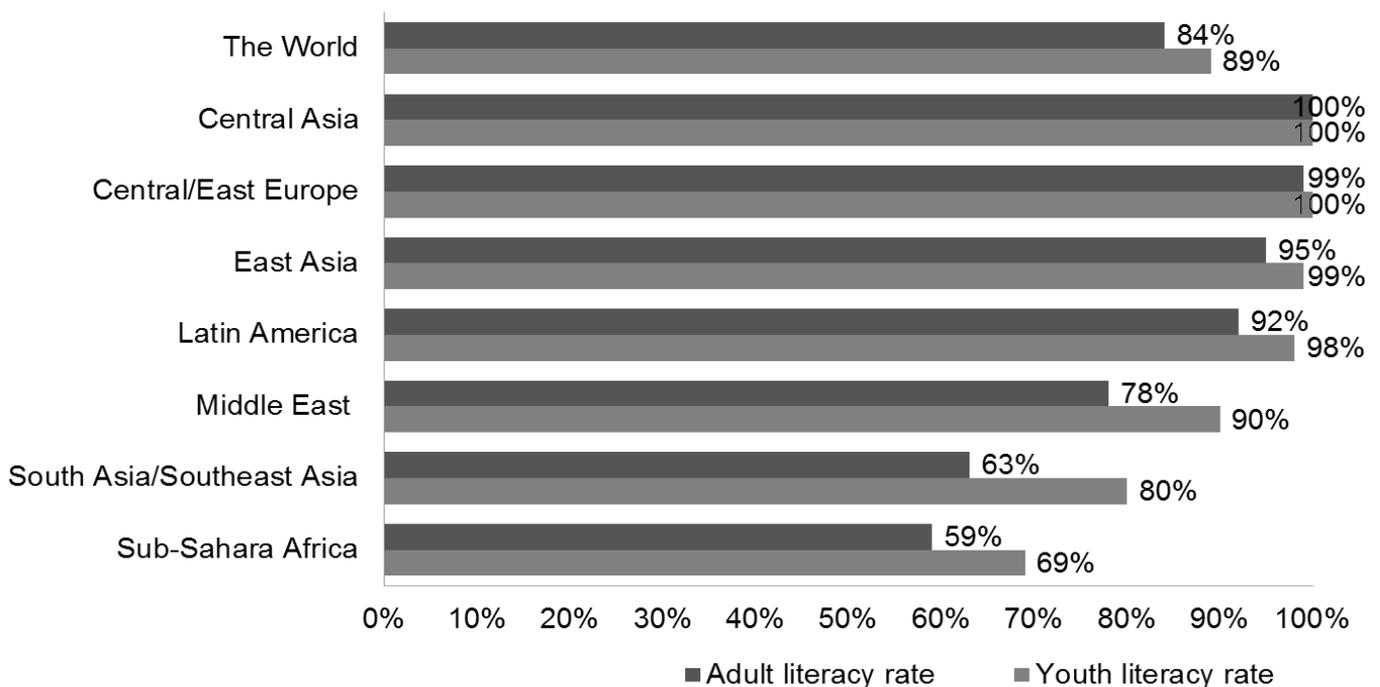
A	ลักษณะงาน: งานในสำนักงาน ระยะเวลาทำงาน: 6 ชั่วโมงต่อวัน ค่าจ้าง: 550 บาท	Job Offer A ▪ Job content: Desk work ▪ Working hours: 6 hours/day ▪ Salary: 550 Bhat
B	ลักษณะงาน: งานในสำนักงาน ระยะเวลาทำงาน: 10 ชั่วโมงต่อวัน ค่าจ้าง: 250 บาท	Job Offer B ▪ Job Content: Desk Work ▪ Working hours: 10 hours/day ▪ Salary: 250 Bhat
C	ลักษณะงาน: พนักงานเสิร์ฟ ระยะเวลาทำงาน: 8 ชั่วโมงต่อวัน ระยะทาง: 500 เมตรจากสถานี	Job Offer C ▪ Job Content: Waiter/Waitress ▪ Working hours: 8 hours/day ▪ Distance: 500 meters from the station

## ■ Commentary: What is literacy?

### What is literacy?

Literacy is the ability to read, write and calculate which are all essential in daily life. Currently, 780 million adults, which equates to one in six, are illiterate. The number of illiterate students has decreased by 12% since 1990, but only 1% of this decrease has been accomplished since 2000. Particularly, 59% of adults in Sub-Saharan Africa have literacy and 41% of them are illiterate. Moreover, 60% of illiterate people are women. When you are illiterate, you are not only disadvantaged as you cannot get access to essential information but you also cannot convey your own opinion on documents, which restricts your social rights. As this has negative effects not only to individuals, but also to the development of the country and the region, literacy rate is used as a measurement of how much basic education is spread in the country.

## Literacy Rate in the World



Resource : EFA Global Monitoring Report 2013/4、The UNESCO Institute of Statistics

### ■ Further Resource: Map

You can download a world map that shows literacy rates in the world from The links below.

#### • UNICEF (Japanese):

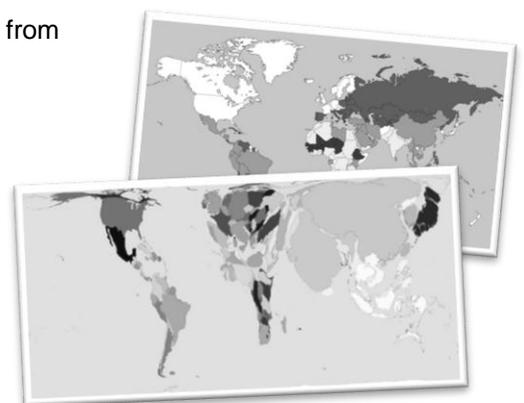
ユニセフ : 「子どもと先生の広場」 世界の子どもデータ 「識字」

[http://www.unicef.or.jp/kodomo/data/bod5\\_6.htm](http://www.unicef.or.jp/kodomo/data/bod5_6.htm)

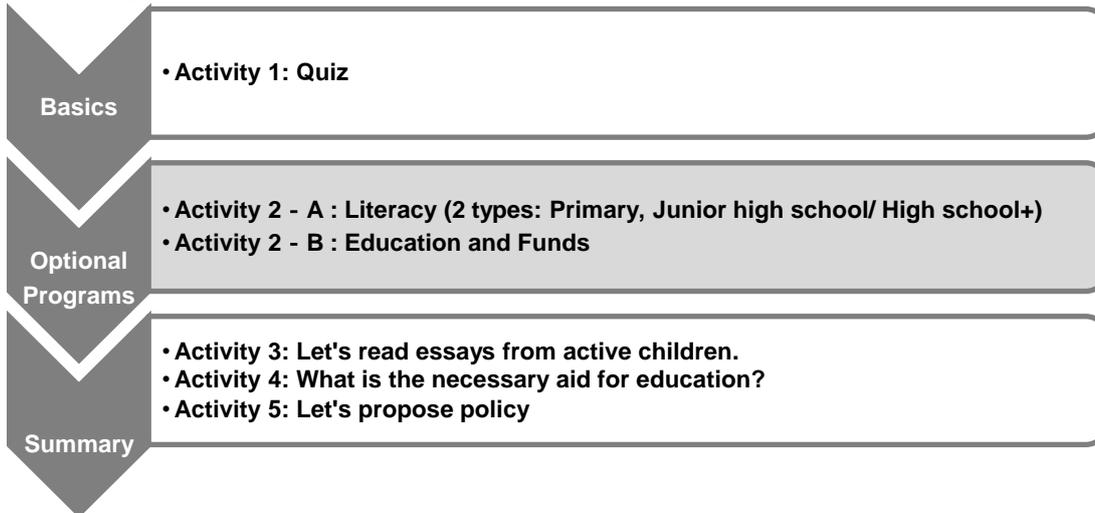
#### • Worldmapper(English)

World map that shows the literacy in adults by area size

<http://www.worldmapper.org/display.php?selected=19>



## Activity 2-B: Education and Funds



### ■Purpose

1. To learn about the insufficiency of educational funds
2. To know that the entire world needs to cooperate to spread education

### ■Materials

- 19 meters of ribbon or rope
- Cut into three pieces of 13cm, 63cm and 17m
- Printing labels (p12)
- Resource (p13)
- 

### ■Time

30 minutes



Students surprised at the outcome of the ribbon activity

### ■Introduction

Start with introductory phrases, such as “Through the previous quiz, we learned why children cannot go to school. One of the reasons was that the number of teachers and schools is insufficient. There are some problems which can be solved by increasing budgets and funds.”

### ■How to lead the activity

1. Quiz: “How much do you think we need a year for all the children in the world to go to school and for all adults to learn and how to read and write?  
※Hint: Of the 95.9 trillion yen of the whole Japanese budget, about 5.4 trillion yen was used for education and science.  
A. 10 trillion yen    B. 8 trillion yen    C. 5 trillion yen    D. 1 trillion yen (Answer : C. 5 trillion yen)
2. Tell them:  
“For all the children in the world to go to school and for all adults to learn how to read and write, we need 5.3 trillion yen. Of this, 4 trillion yen can be expected from the government budget for education in developing countries but the remaining of 1.3 trillion yen must be funded by wealthier countries.
3. Compare the length of the ribbons: “How much is 1.3 trillion yen? Let’s compare it with the size of the video game market and military funds all over the world. Ask 3 pairs of students (six students in total) to come to

the front of the class and pass the rolled ribbons to each pair. Ask one student to hold one end, have the ribbons stretched out in order and finally compare the lengths.

※It is effective to make the long ribbons straight so that everyone in the room can see the whole length of them.

Also, before this activity begins, you should hide the actual size of each ribbon by putting them in a box or an envelope, so that everyone can enjoy the surprise.

※The necessary amount for children all over the world to go to school for a year with the

① The Education funds for all the children in the world to go to school for a year. : 1.3 trillion yen →13cm

② Global video game market: 6.3 trillion yen (Famitsu, 2014) →63 cm

③ Global military funds: 177 trillion yen (Stockholm International Peace Research Institute, 2013)→17m

4 Tell the participants that children all over the world can go to school for a year with the military funds of just 3 days.

5. Reflection: Ask the whole class what they thought of the activity.

6. Exchange opinions: Discuss what might be possible if the educational funds increased.

### ■Commentary: Funds for education

For all children in the world to go to school and for all the adults to learn how to read and write, 5.3 trillion yen per year is necessary. Of this, the governments in developing nations can spend 4 trillion yen by increasing their educational budgets but as for the remaining 1.3 trillion yen, the developed nations need assistance.

Of the necessary amount, however, only about 300 billion yen has been spent in reality. Developed nations need to spend another 1 trillion yen. If developed nations shared the amount of money following the wealth of each country, Japan would need to provide 130 billion yen. However, the Japanese government currently supplies only 10.9 billion yen (2013). Japan needs to provide 12 times more than this.

The percentage of ODA for basic education is only 0.6%, which is less than half of the 1.9% of other developed nations. On the other hand, a public opinion poll (Association of International Cooperation, 2009) shows that 39% of Japanese people think that the ODA needs to be used for educational support. Japanese people do think the ODA should be spent on helping poverty, public health, refugees, education, and those who are suffering from natural disasters. (Resource : OECD/DAC Data Base 2013, EFA Global Monitoring Report <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/infographics-figures/financing-education-by-2015-and-beyond/>)

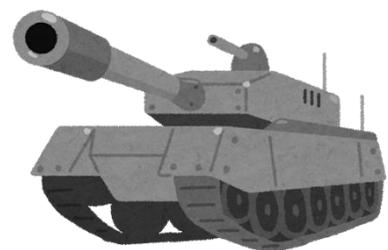
### ■Printing Labels (You can print out to ex. Attach at the end of each ribbon)



**Education**



**Video Games**

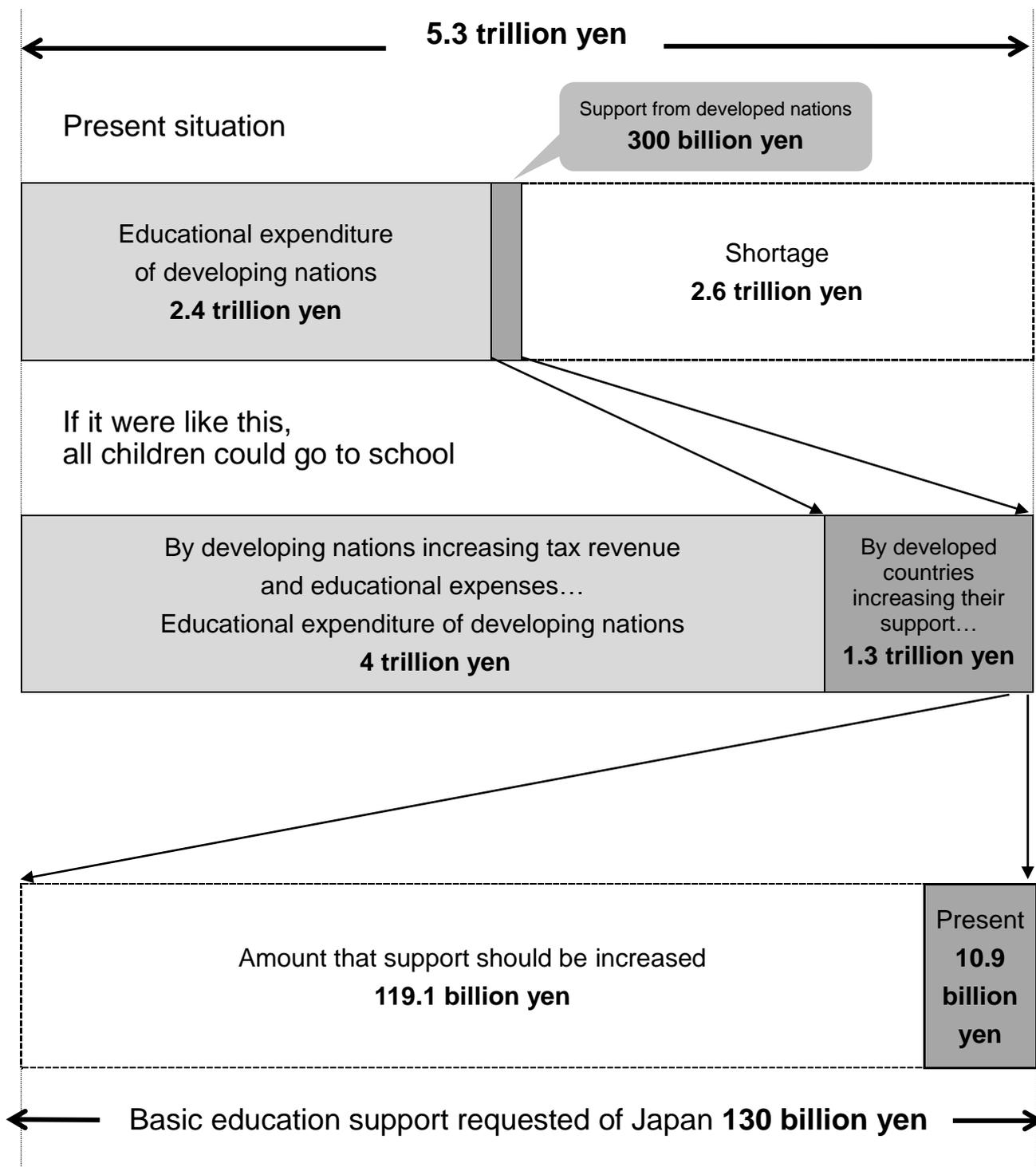


**Military Funds**

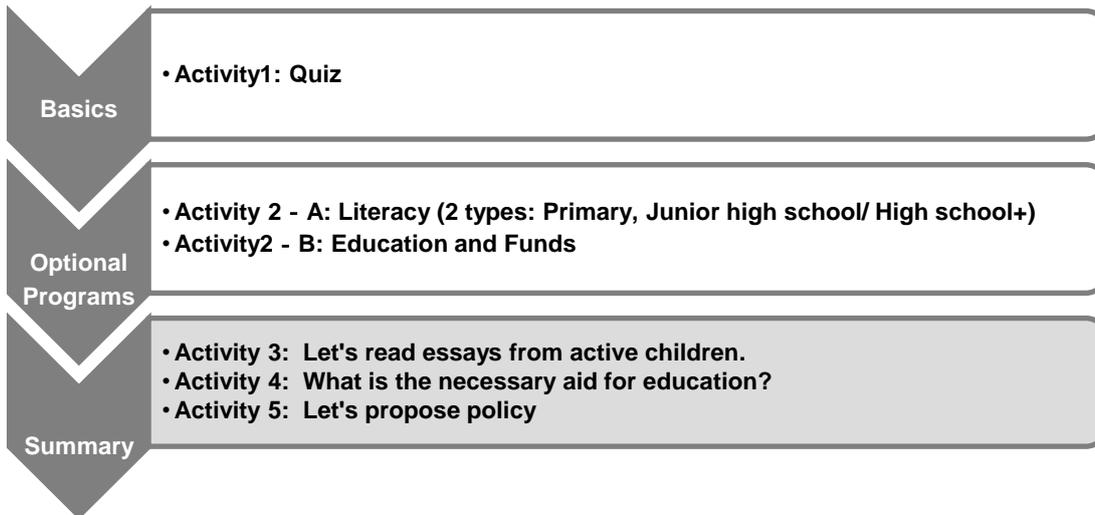
Watch the video on how to proceed with this activity.

📄 <https://www.youtube.com/watch?v=E7mB-MIQ0SI>

### The amount of funds essential for basic education



## Activity 3: Let's read essays from active children



### ■Purpose

1. To know that some children are actually doing something to change the current situation.
2. To be aware that children themselves have power and can act for social change.

### ■Materials

- Essays (2 kinds/ Provide 1 for each participant)
  - 1) Speech by Malala Yousafzai at the Nobel Peace Prize Award Ceremony (p.15)
  - 2) Story on Japanese students (p.16)
- Worksheet – “How I am feeling now...” (p.18/1 for each participant)

### ■Time

30 minutes

### ■How to lead the activity

1. Hand out one of the two essays to each student. Tell them to read in silence.
2. Ask the students if there are any difficult words which they do not know or understand. Share those questions with the whole class.
3. Hand out the worksheet “How I am feeling now...”
4. As a small group of 4-6 participants, share what you wrote.
5. Share with the whole class.

### ■You can also refer to...

- 『わたしはマララ—教育のために立ち上がり、タリバンに撃たれた少女』（学研パブリッシング、2013）
- 『武器より、一冊の本をください 少女マララ・ユスフザイの祈り』（金の星社、2013）
- 『マララ 教育のために立ち上がり、世界を変えた少女』（岩崎書店、2014）
- 『マララさん こんにちは: 世界でいちばん勇敢な少女へ』（西村書店、2014）

## ■Who is Malala Yousafzai ?

Malala was raised in Swat Valley, which was under the Taliban insurgency. In 2009, when she was 11, in an effort to let the world know about the situation that girls are banned from attending school in her hometown, she wrote an anonymous blog for the BBC about the Taliban repeatedly destroying girls' schools and



©Alexandra Kensland Letelier / Plan

the chaos at the time. Soon she became famous among western media as a human right activist, defending peace and the rights of girls/ women to receive education. In the same year, the Taliban was swept out of the Swat by a large military operation conducted by the Pakistan army. Her real name was disclosed by the Pakistan government and the prime minister recognized her as "the brave girl". Since the article about Malala was run in New York Times, her message was known throughout all the world. On 9 October 2012, Malala was shot in the head by Taliban terrorists on her way home. She was seriously injured and was in a critical condition but miraculously recovered. As she may get attacked again if she goes back to Pakistan, she now lives in England with her family and goes to school.

Former Prime Minister and current United Nations Special Envoy for Global Education Gordon Brown met Asif Ali Zardari, president of Pakistan and handed a petition with more than a million signatures demanding all children worldwide go to school. In Pakistan, a civil organization collected more than 1.2 million people's signatures supporting the Malala Day campaign for girls' education. On top of that, the United Nations set October 11<sup>th</sup> as International Day of the Girl Child, by which they try to enlighten the international society on girls' education and empowerment. Reflecting voices from all over the world as well as inside Pakistan, United Nations and Pakistan launched Malala Funds. The Pakistan government agreed to send 10 million dollars to Malala Funds and promised that the money would be used for all girls to get access to education. On July 12 2013, Malala gave a speech at the Headquarters of the United Nations. She said "One child, one teacher, one pen and one book can change the world" and addressed how important education is. The United Nations set July 12, which is her birthday as "Malala Day". In 2014 December, Malala and Kailash Satyarthi who advocate the abolishment of child labor, received the Nobel Peace Prize for 2014.

Her impassioned plea has made a great impact on people all over the world and it also led individuals' compassion into a globalized movement. She still continues to ask the world leaders to unite and advocating the education for girls.

About the "Free the Children"



"Free the Children" is an international NGO founded by Craig Kielburger when he was 12 years old. Free The Children address the issue of children with the motto of "all children are free" from the extreme poverty and exploitation. The Japan branch of Free The Children was started in 1999. Since then more than 1000 children and young member have advocated the problems around the world.

※More detail about this organization is situated at the very last page of text.

## Malala Yousafzai's speech at the Nobel Peace Prize Award Ceremony December 10, 2014

Dear sisters and brothers, today is a day of great happiness for me. I am humbled that the Nobel Committee has selected me for this precious award.

I am proud, well in fact, I am very proud to be the first Pashtun, the first Pakistani, and the youngest person to receive this award.



©A World at School 2013

This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change.

Fifteen years ago, the world leaders decided on a set of global goals, the Millennium Development Goals. In the years that have followed, we have seen some progress. However, the world focused only on primary education, and progress did not reach everyone. In year 2015, representatives from all around the world will meet in the United Nations to set the next set of goals, the Sustainable Development Goals. This will set the world's ambition for the next generations.

The world can no longer accept, the world can no longer accept that basic education is enough. Why do leaders accept that for children in developing countries, only basic literacy is sufficient, when their own children do homework in Algebra, Mathematics, Science and Physics? Leaders must seize this opportunity to guarantee a free, quality, primary and secondary education for every child.

Dear sisters and brothers, the so-called world of adults may understand it, but we children don't. Why is it that countries which we call "strong" are so powerful in creating wars but are so weak in bringing peace? Why is it that giving guns is so easy but giving books is so hard? Why is it, why is it that making tanks is so easy, but building schools is so hard.

We are living in the modern age and we believe that nothing is impossible. We have reached the moon 45 years ago and maybe will soon land on Mars. Then, in this 21st century, we must be able to give every child quality education.

Dear sisters and brothers, dear fellow children, we must work... not wait. Not just the politicians and the world leaders, we all need to contribute. Me. You. We. It is our duty.

Let this be the last time that a girl is forced into early child marriage.

Let this be the last time that a child loses life in war.

Let this be the last time that we see a child out of school.

Let this end with us. Let's begin this ending ... together ... today ... right here, right now.

Let's begin this ending now.

## The story of the Japanese children

### Free The Children - children working on children's issues

Do you know there are teenagers who are playing an active role, wishing to do something to make the world better?

There is an international organization called "Free the Children" which aims at empowering children in order to release children from poverty and child labor, under the "Children helping Children" motto. It was a young 12 year old boy named Craig Kielburger who founded Free the Children

20 years ago, in 1995 in Canada, one morning a boy named Craig Kielburger happened to see an article in a newspaper. It told of a Pakistani boy who was the same age as Craig who was forced to do hard labor broke away the factory and urged opposition to child labor. But one day he was shot and killed by someone. It was really shocking news for Craig.



The members of Free the Children have petitioned for ending child labor. Craig is in the middle of the back row.

He therefore stood up as a child to work on children's problems and founded "Free The Children". As he called out to his friends, saying that there are more than a hundred million children forced into hard labor, many people responded that they didn't know and they wish to do something for them. That was the start of Free The Children.

The action started by a boy spread out as a global network and played an active role not only in Canada but also in 45 countries including America, Europe and Japan. More than a million children are doing various actions. The motto of the action is to start from what you like and what you are good at. Also Japanese children are looking for what is possible only for them and working on it.

For example, children who are good at speech tried out "The World's Biggest Lesson for the members of the National Diet". In the lesson, junior and high school students played the role of a teacher and the members of the National Diet were students which made the lesson a unique one.

The children gathered and talked many times to make the original lesson.



The world's biggest lesson for MP ©Gentaro Todaka

In 2014, 10 young high-school students gave the lesson as teachers to 21 national diet members, in order to inform them of the importance of education and international educational assistance. Those 21 national Diet members participated as students and experienced how important education is. One said "Because there are many children that cannot stand a chance to have education, Japan's government and NGOs have to cooperate to provide education for children all over the world." Another said, "the lesson reminded me of the importance of basic education."

The junior high and high school students talked vividly. "Being a child doesn't mean we cannot do anything, there are some things we can tell others" "I wish our voices would reach the member of the national diet, affect the policy, develop the educational assistance and let children all over the world go to school.

An activity circle started from one child wishing to do what they can to make the world better continues to spread from Japan and the world. ❖

## How I am feeling now...

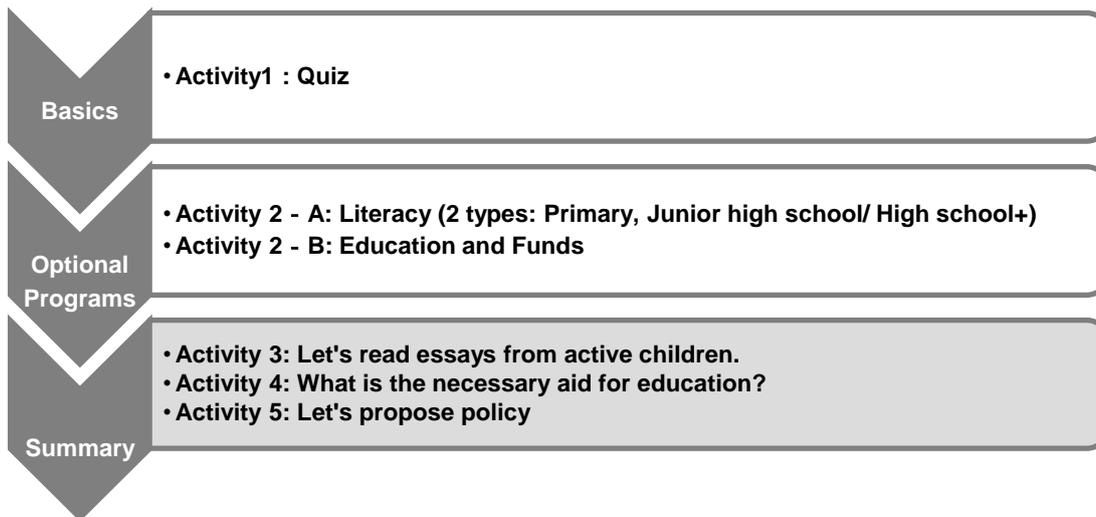
After reading the essays, circle the three that best fit what you are feeling now.

You can also write down any other feelings you have in the empty spaces.

<b>Surprised.</b>	<b>Amazed!</b>	<b>How sad...</b>
<b>Angry.</b>	<b>Lost.</b>	<b>Worried.</b>
<b>Not my concern.</b>	<b>Unconvinced.</b>	<b>Excited.</b>

Why did you choose those three?

## Activity 4 : What is the necessary aid for education?



### ■ Purpose

1. To learn about the quality and the quantity of “Educational Aid” by the Japanese Government
2. To compare “Educational Aid” by the Japanese Government with other countries
3. To consider how “Educational Aid” should be spent in order for children all over the world to go to school
4. To learn about what the JNNE (Japan NGO Network for Education) advocates for the Japanese Government about Educational Aid.

### ■ Materials

Worksheet(p23, for each student)

Role Card A (p24, cut off for each card)

Role Card B①~⑥ (P245~30, give it to each role player )

Role Card B⑦~⑭ (p3, cut off each card )

Aid Card (p32, cut off each card and make pairs with Card B)

※NGO and country C’s mother and father do not have aid cards.

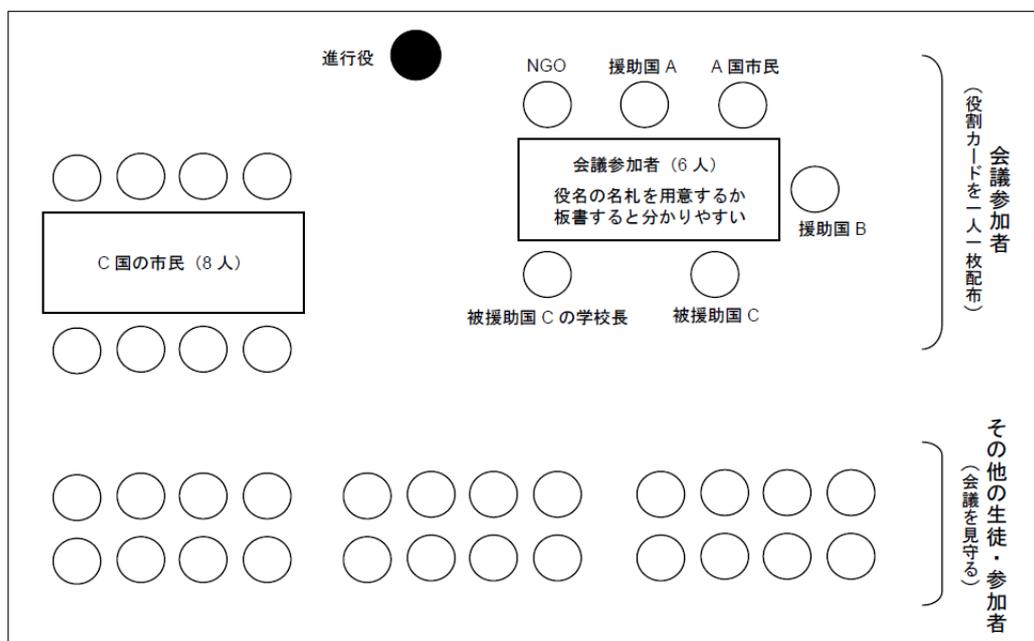
Source1: Japanese government’s Quality and Quantity of “Educational Aid” (p33,for each student)

Spurce2: NGO’s proposal for Japanese government’s educational aid (p34,for each student)

Role Card B	Aid Card	Role card B	Aid Card
①country A government	①②	⑧country C, Mother	NO
②citizen in country A	③④	⑨country C, teacher	⑨
③country C government	⑤	⑩country C, 15 year-old boy	⑩
④country B government	⑥	⑪country C, 13 year-old girl	⑪
⑤NGO	NO	⑫country C, 11 year-old boy	⑫
⑥country C’s headmaster	⑦⑧	⑬country C, 9 year old-girl	⑬
⑦country C, Father	NO	⑭country C, 8 year old boy	⑭

■How to lead the activity

1. **Preparation:** Set 2 tables at center of the classroom (or front) and prepare 6 and 8 chairs for each.
2. **Description:** The facilitator says “Today, we carry out the conference for educational assistance for the economically poor country C” to everyone.
3. **Sharing the situation:** Give the worksheet to everyone and the facilitator gives information about country C to everyone as well.
4. **Gather the members:** The facilitator asks “now, I will gather 14 members for the conference, so those who want to attend the conference, please come up front” to everyone. The rest of the students stay outside of the conference as observers and take notes while the conference is held.
5. **Divide the role card A:** each member is given a role card A face down.
6. **Sit down (14 members):** Those who have “Recipient of assistance, the government of country C” and “The headmaster of country C” sit at one side of the table. “Provider of assistance, the government of county A”, “Citizen of country A” and “NGO” sit at the opposite side of the table. “Provider of assistance, the government of country B” sits between them. The rest of “Citizen of country C” sits another table.



7. **Divide the pair of Role card B and Aid card:** Give card B which has each role player’s description to the members as well as the Aid Card and let them read silently.
8. **Introduce each member and start the conference:** The facilitator starts to introduce the description by saying “Now we are in county C. Today we are going to discuss the educational assistance for country C. Here are 6 members attending this conference on behalf of the government of each country, NGO, a citizen from country of A, and a headmaster of primary school in country C, so now let me introduce more about each member. (Each member stands and shows what they are going to be) There are also some people who come from country C. (Show everyone where they are sitting) Now, let’s let them start the meeting!!!! (Begin with the first speaker)

### 9. Carry out the conference (Role Play) & show the

**Aid card:** 6 of the participants speak in order following the Role Card and at the same time, put the Aid Card on the table. The facilitator writes the content of each Aid card on the board so that everyone is able to understand each statement. Ex2

### 10. Questions and Answers:

After the NGO's statement, the facilitator says "All right people, thank you so much. Now, let's discuss the Educational Assistance for country C more with 6 members. Anyone who has questions to the members can start." If no one has any then the facilitator can ask the members randomly.

**11. Finishing the conference:** If all the Questions and Answers are finished and the discussion can no longer continue, then the facilitator gives the headmaster of a primary school in country C the opportunity to speak.

**12. Show everyone the statement for the citizens in country C & the Aid Card:** The facilitator says "So let's ask to the people who come from country C about what they think. Please introduce yourselves." The people of country C speak with the Role Card in random order and put the Aid Card on the table. The facilitator writes them down on the board so that everyone is able to understand.

**13. Finishing the Role Play and Reflection:** The facilitator says "Thank you so much for your attendance and your contribution to the meeting of Educational Assistance for country C. Now I will close the conference."

The teacher asks the students the following questions as a reflection.

1. Those who were in country C, what were your feelings seeing the discussion?
2. Were there any differences between the contents of educational assistance that were discussed during the conference and the need of the recipient country?
3. What country do you think country A represents?
4. How is it possible to provide realistic educational assistance based on need?

IF YOU HAVE TIME.....

**14. Let's learn more about the Japanese government's educational assistance:** Give the handout (source1) to everyone and tell them that country A represented the Japanese Government.

**15. Read the NGO statement:** Give the handout (source2) to everyone and introduce the NGO's statement to the Japanese government

- →it could also linked to "Activity 5; Let's propose policy"

#### 会議での発言の順番

1. 援助国 A の政府の担当者
2. A 国の市民 (寄付者)
3. 援助される側である C 国の政府の担当者
4. 援助国 B の政府の担当者
5. NGO

※C 国の校長はここでは発言しない

図：板書例

<u>したい援助</u>	<u>してほしい援助</u>
高等教育 (A 国政府) 使わなくなった鉛筆 300 本 (A 国の市民)	教員の給与 (先生) 女子教育 (女の子) 障害児教育 (男の子)

参加者から机の上に出された援助カードは、全員が見えるように進行役が板書をする。

「したい援助」と「してほしい援助」に分けると、援助する側とされる側のギャップが対比しやすい。

## ■Description : The trends and issues of “Educational Support”

### The government of country A - Reflected characteristics of the Japanese government

- Set up a situation of country A based on the “educational support” of the Japanese government.
  - Further information is in material 1 (chapter 33) and the material 2 (chapter 34).
  - Japanese government’s “Educational Support” has two characteristics listed below.
    - ①Middle income countries like Asian countries get more distributions compared to low income countries like African countries.
    - ②Distributions are less for the field of basic education and more for higher education. Indeed, there are lots of distributions for grants for people who go abroad to Japan, but not so much use in developing countries.
- \* basic education : primary education (primary schools) • lower secondary education (secondary schools) • literacy schools for adults.
- \*\* higher education : universities • graduate schools and grants for international students.

### The government of country B - Reflected characteristics of all assistant countries

- Set up a situation of country B based on the “educational support” of all assistant countries. Compared to the Japanese government, more distributions are for low income countries and basic education.
- Further information is in material 1 (chapter 33) and material 2 (chapter 34).

### The government of country C - Needs for the improvement of educational quality, especially teacher training and a guarantee of salary

- Set up the situation mostly based on the situation of low income countries.
- Although it is said that at least 20% of the national budget should be used for education, the average of the national budget in the world is almost unchanged since 1999 at 15% in 2011
- In the last decade, access to education and the enrolment ratio has been greatly improved, but the “quality” of education has not been progressed a lot. There are still problems such as a shortage of trained teachers, the narrow space of rooms and a shortage of teaching materials.
- In many low income countries, educational quality is getting worse because a shortage of teachers causes the size of the classes to be larger in the poor regions and lower classes. In addition, countries which lack of teachers need to increase the budgets for teachers’ salaries. However, the distributions for teacher training for current and future teachers are 2% of the total “educational support” between 2008 and 2011.

Sources : EFA global monitoring report April 2013 (<http://jnne.org/img/GMR2013japanese%20version.pdf>)

※This activity refers to a book, “Think before “assist” - a book that teach you participatory leaning and PLA ”

(Development Education Association and Resource Center )

**The meeting about “educational assistance” for country C is held**

Here is country C. Today, the meeting about educational assistance is going to be held.

6 people, (1) the government of country A, provider of assistance (2) citizen of country A (donor), (3) the government of country B, provider of assistance, (4) the government of country C, recipient of assistance, (5) the primary school principal of country C, (6) international NGO staff attending this meeting.



**What is country C like?**

Country C is a so-called “developing country.” It doesn’t have resources such as oil, natural gases, minerals, and it doesn’t develop industrially. This country has been independent for 30 years ago but civil wars have still continued.

80% of citizens live by farming, but it can hardly be said their lives are rich because grounds go wild and crops wither in the dry season. In addition, the literary rate is low at 60% and there are many educational problems.

**Take notes of claims and points in a meeting**

Participants in a meeting	Claims and points
(1) provider of assistance, the government of country A	
(2) citizen of country A (donor)	
(3) provider of assistance, the government of country B	
(4) recipient of assistance, the government of country C	
(5) the headmaster in primary school of country C	
(6) international NGO staff	
Write here anything you noticed	

<p><b>Provider of assistance, the government of country A</b> (role card 1)</p>	<p><b>Citizen of country A (donor)</b> (role card 2)</p>
<p><b>Recipient of assistance, the government of country C</b> (role card 3)</p>	<p><b>Provider of assistance, the government of country B</b> (role card 4)</p>
<p><b>International NGO staff</b> (role card 5)</p>	<p><b>The primary school principal of country C</b> (role card 6)</p>
<p><b>Citizen of country C, Primary school teacher</b> (role card 7)</p>	<p><b>Citizen of country C, Mother with three kids</b> (role card 8)</p>
<p><b>Citizen of country C, Father with two daughters</b> (role card 9)</p>	<p><b>Citizen of country C, 15 year-old boy</b> (role card 10)</p>
<p><b>Citizen of country C, 13 year-old girl</b> (role card 11)</p>	<p><b>Citizen of country C, 11 year-old boy</b> (role card 12)</p>
<p><b>Citizen of country C, 9 year-old girl</b> (role card 13)</p>	<p><b>Citizen of country C, 8 year-old boy</b> (role card 14)</p>

## Role card 1

**Provider of assistance, the government of country A****[Self-introduction]**

- You speak first.
- Follow the instructions of the documents and show support card 1
- Thick letters are the statement that you want to claim, so say them strongly.

(harrumph) Hello everyone,

I am ○○(your name) and a representative of country A.

Our country has developed industrially after the war, grown rapidly, and become a member of the developed countries. We have donated money called ODA to developing countries and supported them. From this year, we will begin to support the education field. We are planning to **focus on supporting higher education\*** and preparing the budget for that. (→ Show the Aid card “higher education” and put it on the table.)

I am going to mention the details of the support later if you have questions. Many more young people will be able to learn by our support!

- There is a time for questions later, so refer the question examples below.

**[Question examples]** You can ask other questions.

 To the government of country B:

What kind of educational support has your country given to country C before?

**[Information about country A]**

Refer to this information when you answer the questions. If you can't answer the questions, you should say “I'll research it later”

Follow the instructions in the sentence, show support card 2.

- ✓ The citizen of country A has little awareness and interest in ODA.
- ✓ Country A has been supporting higher education for not low income countries but mainly middle income countries until now.
- ✓ Last year, Country A provided 25 million yen of educational support for basic education in Africa and 400 million yen for higher education in East Asia and the Pacific.

The concrete contents of the support : Accept 100 foreign students to universities from Country C.

Cover the cost of the grants, travel expenses and living expenses that students need to go abroad.

(→ Show the Aid card 2 “Accept for 100 foreign students” and put it on the table.)

\*Higher education means the grants for foreign students who go to university and graduate school.

**[Aid card (For the Provider)]**

Aid card 1  
Higher education

Aid card 2  
Accept 100 foreign students

## Role card 2 Citizen of country A (donor)

### [Self-introduction]

- You speak 2<sup>nd</sup>.
- Follow the instructions of the documents and show support cards 3 and 4.
- Thick letters are the statements that you want to claim, so say them strongly.

Hello, my name is ○○ (your name) and I come from country A. Nice to meet you.

I've been really looking forward to hear from Country C about how the kids are doing.

My hobby is travelling and I go on trips to foreign countries every year when I have a long holiday. I had been wanted to visit Country C for a long time and I was finally able to go there recently. The kids I can't forget the kids I met there. They cheerfully ran around with sparkling eyes. I talked to them and they said that they don't go to school. I wanted such **poor children to study at school** and I was thinking about what I could do after coming home. Then, I came up with the idea to **donate unnecessary stationery and gather them** from my friends and relatives. I got 300 unused pencils ~~for~~ to donate so please use them!

(→ Show the Aid card 3 "donating 300 unused pencils" and put it on the table.)

If it's necessary, you can raise stationary like notebooks for kids in country C.

(→ Show the Aid card 4 "donating stationary and notebooks" and put it on the table.)

I can do anything for poor children!

- There is a time for questions later, so refer the question examples below.

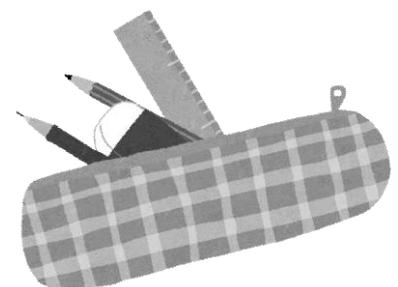
**[Question examples]** You can ask other questions.

👉 To the government of country C: What are you particularly struggling with?

**[Aid card (For the Provider)]**

Aid card 3  
300 pencils

Aid card 4  
Notebooks and stationaries



## Role card 3

**Recipient of assistance, the government of country C****[self-introduction]**

- You speak 3<sup>rd</sup>, after the citizen of country A (donor).
- Follow the instructions of the documents and show support card 5.
- Thick letters are the statement that you want to claim, so say them strongly.

Hello everyone, Welcome to such a poor country and thank you for coming all the way today. I'm ○○(your name). Mr./Ms.○○(前出), a citizen of country A, I really appreciate your material donation, but in fact, we are still able to get pencils and stationary in country C.

However, country C is an **extremely poor country** because resources are limited. Many children cannot go to school. In my country, there is no budget for **the educational field**.

(→ Show the Aid card 5 “budget for education” and put it on the table.)

Although, thanks to support from developed countries that started a few years ago, lots of kids can go to primary school. I appreciate it.

If children study at school, their dreams will come true. My country **will develop like country A and country B and my people can have rich lives**. I believe that, but **the budget for education is small so it's not possible to hire enough teachers**.

I truly appreciate your continued support.

Please lend us your strength! **We really rely on your support**.

- There is a time for questions later, so refer the question examples below.

**[Question examples]** You can ask other questions.

☞ To the government of country A: Concretely, what educational support that focuses on higher education?

**[Information about country C]**

Refer to this information when you answer the questions. If you can't answer the questions, you should say “I'll research it later.”

- ✓ The budget for the education sector is 10% of the national budget (world average is 15% and it's said that at least 20% of the national budget should be distributed for education.) Two thirds of girls have never been to school. One out of four schools are equipped with toilets, but only a third of them provide girl's rooms.
- ✓ Most boys coming from the upper class live in urban cities and enter primary school. 90% of them finish it and 70% of them finish secondary school. However, 50% of the poorest girls live in farming villages and enter elementary school at a very low rate. Only 25% of them finish it and only 10% of them finish secondary school. The gap between rich and poor expands widely between urban cities and farming villages.

**[Aid card (For the Recipient)]**

Aid card 5  
Budget for education

## Role card 4

## Provider of assistance, the government of country B

### [self-introduction]

- You speak 4<sup>th</sup>, after the recipient of assistance, the government of country C.
- Follow the instructions of the documents and show support card 6.
- Thick letters are the statement that you want to claim, so say them strongly.

I came here to represent country B, I'm ○○ (your name). Nice to meet you.

My country has been supported by country C before. As a result, **the elementary entrance rate of the kids in country C has increased in the past 10 years**. It's really great! We've gradually increased the amount of financial support for basic education\*.

We are going to continue to support the basic education field for country C from now on.

(→ Show the Aid card 6 “basic education” and put it on the table.)

Today, I came here to ask to people from country C what kind of support you need. Please tell me.

- There is a time for questions later, so refer the question examples below.

**[Question examples]** You can ask other questions.

☞ To the government of country A: In which area did you provide educational support?

### [Information about country C]

Refer this information when you answer the questions. If you can't answer the questions, you should say “I'll research it later”

- ✓ Focused on supporting basic education through educational support for country C.
- ✓ Financial support of basic education for country C is three times larger than country A and that of higher education like grants for foreign students is half of country A.

\*Basic education means literary education for nursery, primary school and adults.

**[Aid card (For the Provider)]**

Aid card 6  
Basic education



**[self-introduction]**

- Please speak at the fifth turn. It will be the after the representative of country B.
- The bold part is what you want to insist. Please put an emphasis on it.

Hello. I'm ○○(your name). I'm working at an educational NGO.

Everyone, do you know the six goals called “**Education For All**”? They are 1. Expansion of care and education for infants, 2. Universal access to primary education, 3. Promotion of learning and life-skills programs for young people and adults, 4. Achievement of a 50% improvement in levels of adult literacy, 5. Elimination of gender disparities and achievement of gender equality, 6. Improvement of the quality of education. The leaders of the world have agreed that they will achieve these six goals by 2015. We advocate for the goals to governments and enlighten people for achieving these goals.

Today, we are going to discuss the educational assistance for country C. As an NGO, we believe that **country C should increase the budget for education**. We would like to ask questions to the donor countries, the governments of country A and B, later. Thank you.

- You will have time to ask questions later. Please refer to the example questions.
- Please ask questions actively, if others do not.

**[Example questions] You can freely ask other questions you have.**

- 👉 To country C: The enrolment ratio of children in country C has improved, but does it include “ALL” children? Do you grasp the entire circumstance such as girls and children in rural areas?
- 👉 To country A: You have mentioned support for higher education. However, we suppose the assistance will be used in country A by accepting international students from country C to country A. What do you think about this point?

**[Information that the NGO has]**

Please refer to this information when you answer the questions, and when needed.

- ✓ The cost for a person from country C to study in country A is equal to the cost for 230 students to receive secondary education in country C.
- ✓ The number of children who do not attend school is: Africa, 29.9 million; Asia, 5.6 million.
- ✓ 250 million children out of the 650 million of primary school age have not acquired basic reading and arithmetic skills. Although half of them do go to school, they have not reached the minimum learning standard.

## Role card ⑥ **Recipient, Headmaster of a primary school in country C**

### [self-introduction]

- Please speak when they get close to a conclusion after Q&A session.
- Your facilitator will let you know when to speak.
- Please present aid cards ⑦ and ⑧, following the directions below.
- The bold part is what you want to insist. Please put an emphasis on it.

Thank you so much for inviting me to such an honorable place. I am ○○ (your name) I am the principal of a primary school at a town in country C. I came here to represent all the teachers of our country.

A few years ago, 60 children entered my primary school every year, but at present, we accept 130 children every year because the enrolment ratio has increased twofold thanks to the educational assistance from foreign countries. This is a great improvement. **However, the class rooms are always full, and the teachers and textbooks are in short supply after the number of students increased.**

(→ Present the aid card ⑦ “aid for teachers and materials” on a table.

Also, the salary of teachers is as low as before, so they cannot provide for their families. I myself have to work at a factory twice a week. Every teacher hopes to teach at a school every day, but it is absolutely impossible with the current salary.

(→ Present the aid card ⑧ “improvement of teachers’ salaries” on a table.

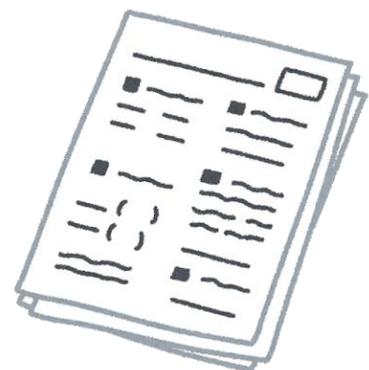
Well, it is about time to start our class. I have to go to school and ring the bell to start class. It was a great pleasure to listen to the precious discussion. I truly wish that all members here would understand the situation of our children, and that we could receive educational support after full discussion about who needs what type of support and what we can do for all people to receive education. Thank you so much.

- This is the end of the meeting.

[Aid card (For the Recipient) ]

Aid card⑦  
Teachers • materials

Aid card⑧  
Improvement of  
teachers’ salaries



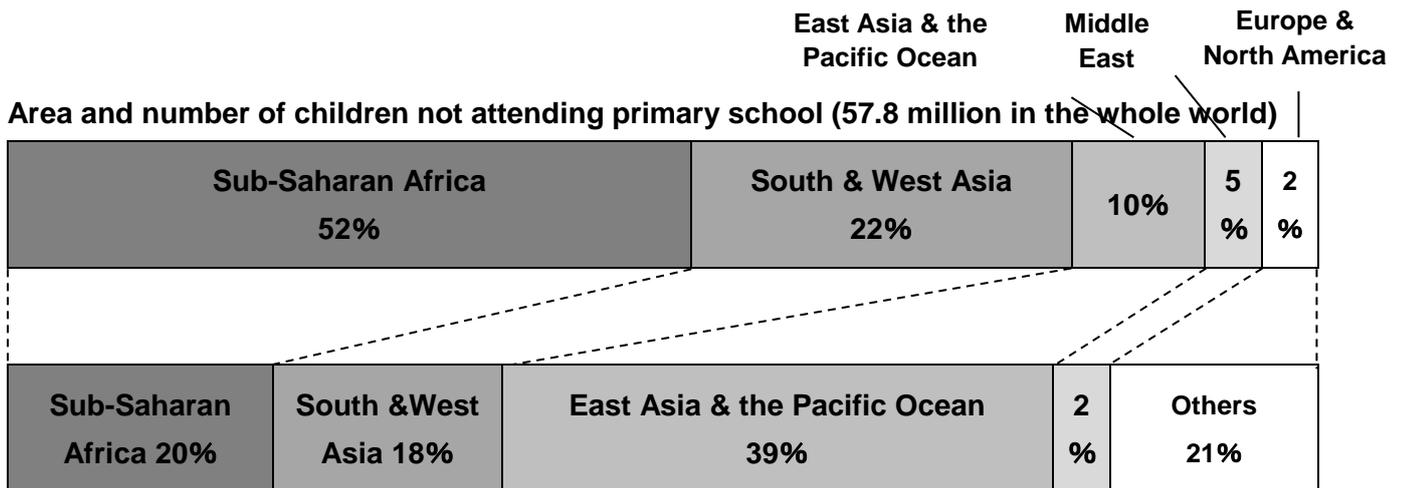
<p>Role card⑦ <b>citizen in country C, Father</b></p>	<p>Role card⑧ <b>Citizen in country C, Mother</b></p>
<p>I don't think my children need education, because they are two girls. They will be brides in few years. If I have a son, I want him to go to school.</p>	<p>I myself didn't go to school. I want my three children go to school to learn how to write and calculate, but they need to help me with housework like caring for livestock and nursing their brothers and sisters. We don't have time and money to send them to school.</p>
<p>Role card⑨ <b>Citizen in country C, Teacher</b></p>	<p>Role card⑩ <b>Citizen in country C, 15-year-old boy</b></p>
<p>I am working at a school under School Principal○○(above mentioned). Actually, I have never received teacher training. More than that, I don't have a high school diploma. I do not know how to teach students.</p> <p>I hope the government of country C would increase the budget for the educational sector such as teacher training and salary. (→Please present the assistance card⑨ on the table.)</p>	<p>When I was younger, a primary school was built in my village. For sure, I went there every day. I made new friends, and I really enjoyed school. But, I was not good at studying, and I couldn't understand what my teacher said at all. Finally, I couldn't understand even easy sentences. I heard foreigners say "if the teachers could teach better..." I'm now 15 years old, but I don't go to secondary school. (Please present the assistance card ⑩ on the table.)</p>
<p>Role card⑪ <b>Citizen in country C, 13-year-old girl</b></p>	<p>Role card⑫ <b>Citizen in country C, 11-year-old boy</b></p>
<p>My family is poor, and I need to help out my family. I dropped out school, and now I sew clothes on a machine at a factory every day. When I work, I lie and say that I'm 17 years old, because my work would be called "child labor". I wonder who wears the clothes that I made.</p> <p>(Please present the assistance card⑪ on the table.)</p>	<p>Going to school is a fun. I can read letters, and I can calculate. My feature dream is to be a doctor. But now, the army is using the school building, so we can't go to school. My friends invite me to enter the army. I don't know what to do...</p> <p>(Please present the assistance card⑫ on the table.)</p>
<p>Role card⑬ <b>Citizen in country C, 9-year-old girl</b></p>	<p>Role card⑭ <b>Citizen in country C, 8-year-old boy</b></p>
<p>My village is far from the school. I have to walk two hours every day. There is no bathroom for girls at the school, and too many students are packed in a classroom. We don't have place to sit, and I can't see the small black board well. Even when I go to school, sometimes my teacher doesn't come. It's sad. If there are more teachers, I can ask many questions and I can study more.</p> <p>(Please present the assistance card⑬ on the table.)</p>	<p>I have difficulty walking. I can go to school only if the chair has wheels. I've never gone to school, but I'm sure I would be the best in the class! But, the closest school rejected me. All of my friends go to school...</p> <p>(Please present the assistance card⑭ on the table.)</p>

<p><b>Higher Education</b> (Donor • Government of country A /Aid card ①)</p>	<p><b>Acceptance of 100 international students</b> (Donor • Government of country A /Aid card ②)</p>
<p><b>300 used pencils</b> (Citizen in country A/ Aid card ③)</p>	<p><b>Donation of notebooks and stationaries</b> (Citizens in country A/ Aid card ④)</p>
<p><b>Budget for education</b> (Recipient • Government of country C /Aid card ⑤)</p>	<p><b>Basic education</b> (Donor • Government of country B /Aid card ⑥)</p>
<p><b>Support for teachers and teaching materials</b> (School principal in country C /Aid card ⑦)</p>	<p><b>Improvement of Teachers' salaries</b> (School principal in country C /Aid card ⑧)</p>
<p><b>Improvement of teachers' salaries and teacher training</b> (Citizen in country C • Teacher /Aid card ⑨)</p>	<p><b>A teacher who is good at teaching</b> (Citizen in country C • 15-year-old boy /Aid card ⑩)</p>
<p><b>Abolition of child labor Education opportunity for girls</b> (Citizen in country C • 13-years-old girl /Aid card ⑪)</p>	<p><b>Prohibition of military use of educational facilities</b> (Citizen in country C • 11-year-old boy /Aid card ⑫)</p>
<p><b>Sufficient number of teachers</b> (Citizen in country C • 9-year-old girl /Aid card ⑬)</p>	<p><b>Education opportunity for handicapped children</b> (Citizen in country C • 8-year-old boy /Aid card ⑭)</p>

## The Quality and Quantity of “Educational Aid” by the Japanese Government

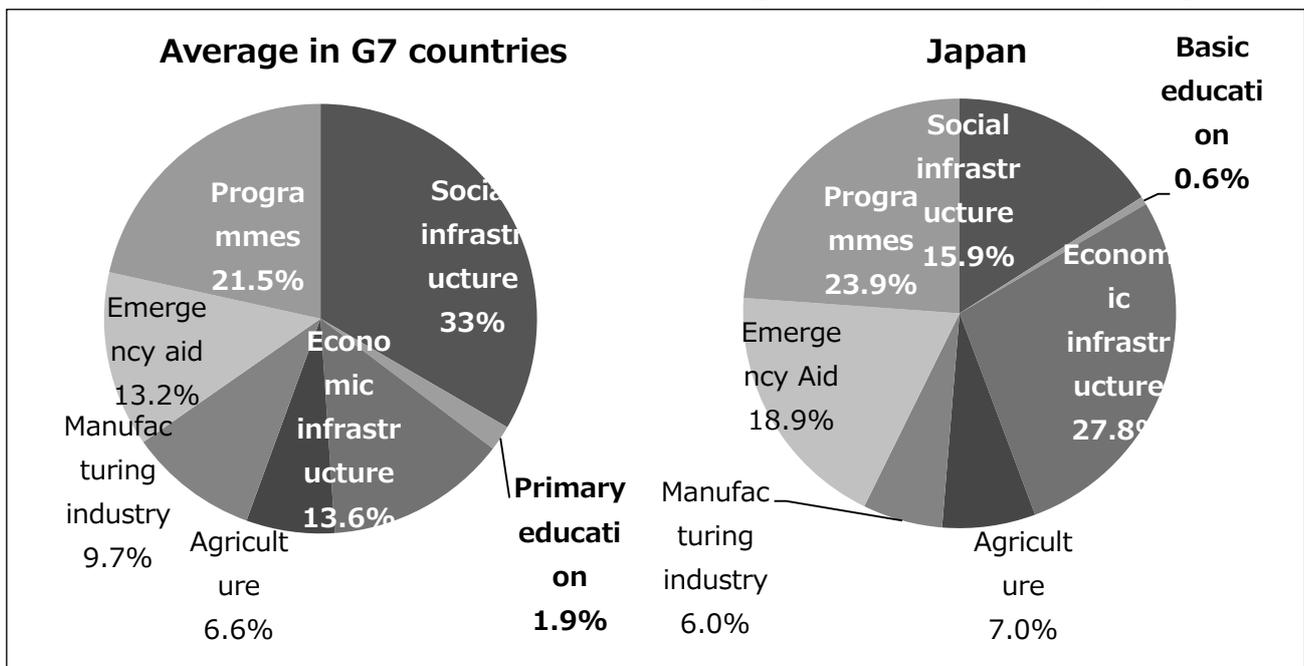
The special features of the educational aid by the Japanese government are...

1. The allocation to middle income countries (such as Asia) is bigger than the low income countries (such as Sub-Saharan Africa).
2. The allocation to higher education (specifically to scholarships for international students) is bigger, while that to basic education is smaller.



Official Development Assistance (ODA) from Japan to educational sector

### Allocation of Bilateral Official Development Assistance (ODA)



※Source : OECD Creditor reporting system, total expenditure of bilateral official development assistance in 2013

**What is the ideal allocation of assistance for all the children in the world go to primary school?**

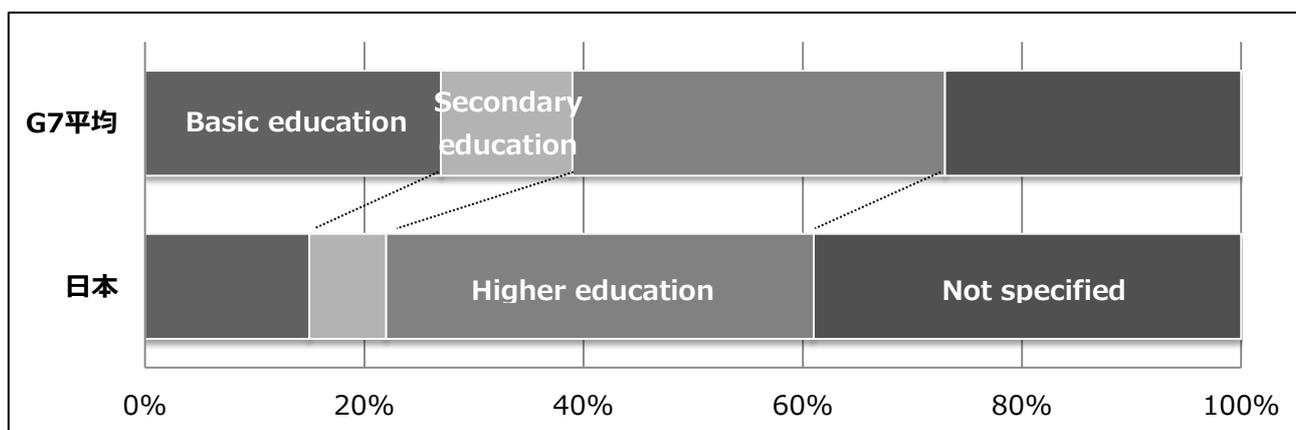
## Four proposals for Japan's aid to basic education by NGOs

JNNE, Japanese NGO Network, which is working for education, strongly urges the Japanese government to:

- 1 : Increase allocation of ODA to basic education
- 2 : Prioritize low income countries and fragile states.
- 3 : Expand financial support.
- 4 : More contribution to Global Partnership for Education Fund (GPE Fund).

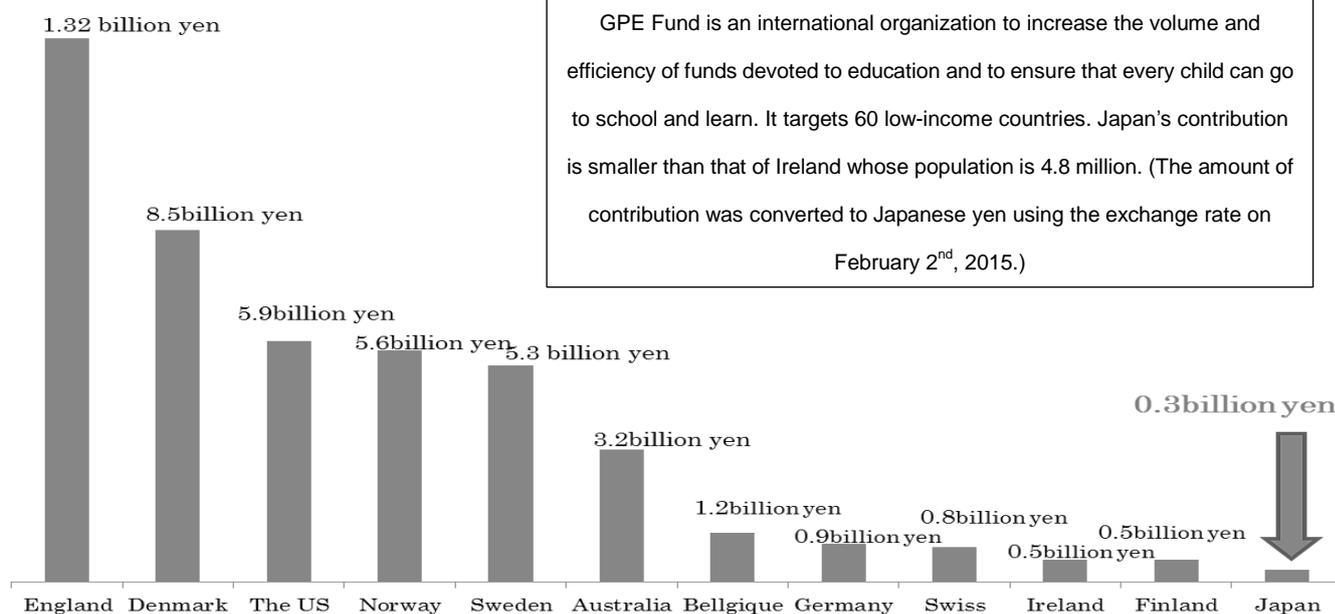
※GPE Fund : The multilateral partnership devoted to getting all children in the poorest countries into school for a quality education.

### [Proposal 1] Breakdown of ODA for educational sector



※Sources : OECD Creditor reporting system, total expenditure of bilateral official development assistance in 2013

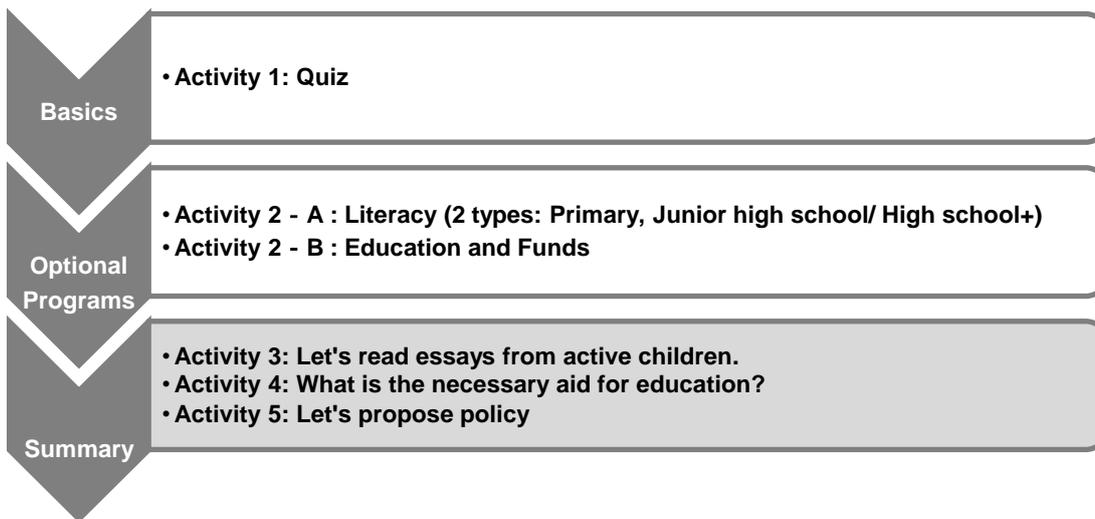
### [Proposal 4] Amount of contribution to GPE Fund (2015)



GPE Fund is an international organization to increase the volume and efficiency of funds devoted to education and to ensure that every child can go to school and learn. It targets 60 low-income countries. Japan's contribution is smaller than that of Ireland whose population is 4.8 million. (The amount of contribution was converted to Japanese yen using the exchange rate on February 2<sup>nd</sup>, 2015.)

※出典 : Global Partnership for Education, Final Pledge Report – Second Replenishment Pledging Conference, 2014.

## Activity 5: Let's propose policy!



■ **Target** 4th grade ~ adults

■ **Time** 45 minutes

### ■ **Purpose**

1. To practice “child participation” by children expressing their opinions and suggestions.
2. To experience “policy suggestion” by writing messages for the Japanese government.
3. To know that people all over the world, including children, need to address the problem to achieve worldwide education for children.

### ■ **Materials**

- “Diamond Ranking” worksheet (p.36, one for each participant)
- Policy suggestion worksheet (p. 38 one for each small group)

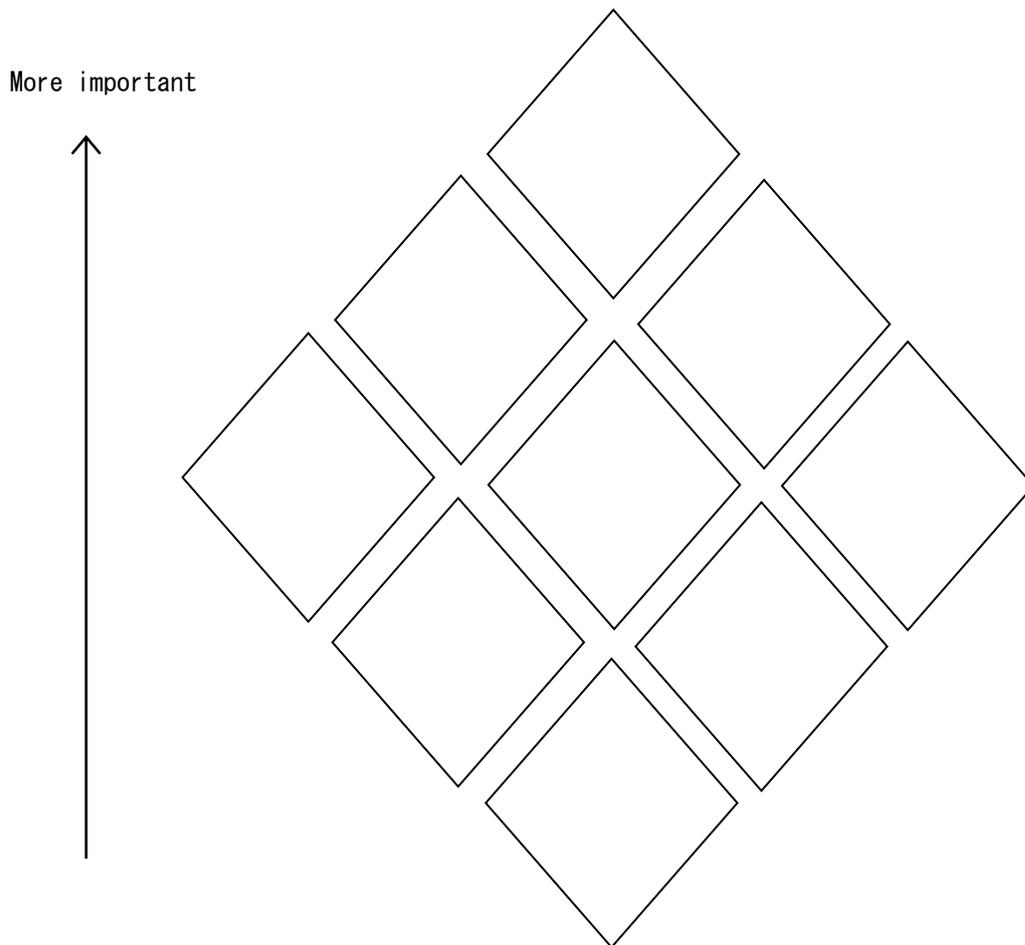
### ■ **How to lead this activity**

1. The facilitator asks the question, “Looking at the world, more than 57 million children cannot attend school. What can we do for all the children in the world to be able to go to school?”
2. **Diamond Ranking:** Hand out the diamond ranking worksheet to each participant. Participants are to work on their own. Then, participants should make small groups of four to six participants and share what they wrote on the sheet within the group. They can ask each other questions if needed. Make sure to tell the participants to really listen to each other as there is no correct answer for the sheet.
3. **Policy suggestion :** As a group, fill out the “policy suggestion worksheet” based on the previous discussion on the “diamond ranking”
4. Share with the whole class.

### ■ **Advanced Activity**

You may read “The letter to Prime Minister Shinzo Abe from Ms. Malala Yousafzai” as an advanced activity. (p.37)

**For all the children to be in school...**  
**Choose what you think is important from A to I and put them into each diamond,**  
**with the most important at the very top.**



- A. Appeal to Japanese politicians so that all children in the world can go to school.
- B. Donate money and goods to some education related NGOs.
- C. Go ahead and build schools in developing countries.
- D. Do more research on the importance of education and lives in developing countries.
- E. Share the importance of education with many people at school festivals.
- F. Do nothing in particular.
- G. Promote activities of international cultural exchange and make friends with people from other countries.
- H. Share my thoughts with family and friends.
- I. Post my opinion in newspapers.

**If there are any other ideas, you can write them down in the empty spaces!**

17 June 2014

Malala Yousafzai

Education Advocate, Global Partnership for Education, Co-Founder, Malala Fund

Mr. Shinzo Abe, Prime Minister, Japan

Dear Prime Minister Abe,

I write to you today on an issue of great importance, the right of all girls and boys to receive a quality education. The kidnapping of more than 200 schoolgirls in Nigeria is a reminder to me and us all of the millions of girls who are denied an education. These girls in Nigeria are my sisters. They strengthen my resolve to fight for the right of every child to go to school.

I want to thank you, as your country has been a good friend to the people of Pakistan, helping make sure many girls in need get a quality education. And there is still much work to be done, so we can make sure all 5.5 million out-of-school children in Pakistan, from every corner of our country, are receiving the best quality education that is their right.

Education is the best weapon we have to fight poverty, ignorance and terrorism. But today, 57 million children around the world do not go to school at all. Another 250 million children drop out or do not learn basic reading or math by the time they reach grade four. We are failing these children. I know you also believe we can do better.

**I have been shocked to learn that, since 2010, aid for education is actually getting smaller.** This makes no sense to me, We need to increase education budgets so that all children can go to school. And if we say girls count, then we must count girls, so we can see if we are really making progress in educating every girl.

I am proud to be an advocate for the Global Partnership for Education where everyone does their part, starting with developing countries themselves. With increased support from countries like yours for GPE, I believe every child can learn.

I know world leaders will be coming together in Brussels at the GPE replenishment Conference, hosted by the European Commission on 26 June. Leaders from donor and developing countries will make pledges to fund education in 66 developing countries for the next few years, through 2018. I hope to be in university by 2018, but I think about all the other girls who may still be waiting then for even their first day of school if we don't act.

**I hope you will call your representatives for the conference, and ask them to do their very best.** Until I spoke at the UN after my recovery, I had never been to a summit before. But I know the power of what countries like yours do at summits to help girls like me in Pakistan, Nigeria or Afghanistan. **Your pledge will mean real girls will learn and grow. It is not just a number on a paper. It is our future.**

Thank you for all that you and your country are already doing to support education. I am grateful for your leadership in helping millions more children learn and reach their potential.

Yours sincerely,

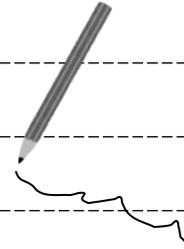
Malala Yousafzai

**Letter to the Prime Minister and the Foreign Minister**

**Our proposal**

For all the children in the world to go to school,

I wish the Japanese Government would consider...



**Our opinions and thoughts upon taking “The World’s Biggest Lesson”**

**School/ Group:** \_\_\_\_\_

**Number of people:** (            )

**Names :** \_\_\_\_\_

## 2. 終了後の手引き & 報告フォーム

- ・政策提言ワークシート（38頁）および以下の実施フォームをお送りください。事務局で取りまとめ、日本政府へ届けます。授業の様子を撮影した写真などもあれば、ぜひお送りください。
- ・ファックス、郵送、E-mailに添付のいずれかでお送りください。【締切：2015年6月15日（月）】
- ・写真や感想文は、ホームページや報告書などでご紹介させていただくことがあります。
- ・事務局より、2015年8月下旬に1申込につき1枚、報告書と参加証をお送りします。

**FAX: 020-4662-2085 E-mail: gce.japan.campaign@gmail.com**

〒154-8545 東京都世田谷区三軒茶屋 2-11-22-11F プラン・ジャパン内

「世界一大きな授業」事務局宛



### 世界一大きな授業2015 報告フォーム

■参加人数	人
■実施日	2015年 月 日 ( )
■学校・グループ名	
■学校・グループの連絡先	〒  TEL: FAX: E-mail:
■ご担当者名	
■写真や感想シートを報告書などに使用させていただいても良いですか？ ( ) はい ( ) いいえ ※参加者のお名前は、イニシャルのみを使用します。	
■このキャンペーンに関するご意見・感想をご自由にご記入ください。	

## 「世界一大きな授業」2015 実施団体

これらの団体は、市民の立場から途上国における教育支援を行っています。また、国内では、募金受付、事務局訪問受け入れ、講師派遣、教材・資料の貸し出しをはじめ、多彩に機会を設け、みなさんの参加を呼びかけています。

団体	主な活動	学校向けプログラム
NPO 法人 開発教育協会/DEAR TEL: 03-5844-3630 URL: <a href="http://www.dear.or.jp">http://www.dear.or.jp</a>		
 開発教育協会	全国の教員や NGO とともに開発教育を推進する教育 NGO です。教育現場で使える国際理解や ESD 教材の作成、ワークショップや教員研修、政策提言に取り組んでいます。	「ワークショップ版・世界がもし 100 人の村だったら」「写真で学ぼう！地球の食卓」「貿易ゲーム」など教材を多数出版しています。先生向けのワークショップや研修会も随時開催。
NPO 法人 グッドネーバーズ・ジャパン TEL: 03-6423-1768 URL: <a href="http://www.gnjp.org/">http://www.gnjp.org/</a>		
 Good Neighbors Japan	子どもは国の未来・国の基礎。子どもがどのような教育を受けるかでその国の未来が変わります。世界中の子どもたちが教育を受けられる環境づくりを目指して様々な地域開発を行っています。	パネル「働く子ども達のはなし」の貸出 (A4～A3 のパネルと働く子どもの紹介文)
公益社団法人 シャンティ国際ボランティア会 TEL: 03-5360-1233 URL: <a href="http://www.sva.or.jp">http://www.sva.or.jp</a>		
	アフガニスタン、カンボジア、ミャンマー、ラオス、ミャンマー難民キャンプで絵本出版、図書館活動、学校建設、教材開発、教員研修などの教育・文化支援事業を行っています。	・「絵本を届ける運動」子どもの本が足りない国に日本の絵本に訳文シールを貼る活動。 ・「もので寄付するプロジェクト」家にある読まなくなった本や CD、DVD やゲームを譲ってください。
公益財団法人 日本 YMCA 同盟 TEL: 03-5367-6640 URL: <a href="http://www.ymcajapan.org">http://www.ymcajapan.org</a>		
	世界 119 の国と地域にひろがる国際団体で、平和、子どもの権利、青少年教育などの分野で、地域のニーズに即したプログラムを提供しています。	国内では 35 の都市に YMCA があり、YMCA による国際協力活動についての学びやボランティア活動の機会を地域に提供しています。
公益財団法人 プラン・ジャパン TEL: 03-5481-0030 URL: <a href="http://www.plan-japan.org">http://www.plan-japan.org</a>		
 Plan <small>プラン・ジャパン</small>	途上国 51 か国で、子どもとともに地域開発を進める NGO。さまざまな困難に直面する途上国の女の子たちの問題を訴え、教育プロジェクトなどを通して、彼女たちが「生きていく力」を身に付け、途上国の貧困軽減を目指す Because I am a Girl キャンペーンを実施。	・開発教育冊子『世界を変える若者のチカラ』の配布 ・スタッフの講師派遣
NPO 法人 フリー・ザ・チルドレン・ジャパン TEL: 03-6321-8948 URL: <a href="http://www.ftcj.com">http://www.ftcj.com</a>		
	貧困や搾取から、また、「子どもは無力」という概念から子どもを解放するために設立された国際協力 NGO。1000 人以上の子ども・若者メンバーが、国内外の社会問題に対して主体的に取り組んでいます。	・リーダーシップトレーニング講座 ・子ども活動応援ウェブサイト ・「はたらく子どもシミュレーション・カードゲームセット」(貸出) ・子ども向け書籍 ・「働く子ども紹介パネルセット」貸出
NPO 法人 ラオスのこども TEL: 03-3755-1603 URL: <a href="http://deknoylao.org/">http://deknoylao.org/</a>		
	ラオスの人々の絵本、紙芝居などの作品づくりを応援し、小学校などに届けています。日本では、日本の絵本にラオス語を張り、ラオスに送るボランティア活動に多くの人が参加しています。	日本の絵本にラオス語の翻訳を貼ってラオスに送りませんか。貼った人のサイン入り絵本が子どもたちに楽しく読まれます。

**ご寄付のお願い：** 本教材の作成、運営にかかる費用に充てるため、1 口 1000 円より、寄付金を募集しています。

[みずほ銀行] 新宿西口支店 普通 4839927 教育協力 NGO ネットワーク

[ゆうちょ銀行 (ゆうちょ銀行口座をお持ちの方)] 記号 10110 番号 43575271 教育協力 NGO ネットワーク

[ゆうちょ銀行 (他金融機関からお振込の方)] 店番 018 普通預金 4357527 教育協力 NGO ネットワーク

※領収書は銀行の振込票をもって代えさせていただきます。活動・会計報告は 9 月末に「世界一大きな授業」ウェブサイトに掲載します。

© 教育協力 NGO ネットワーク (JNNE)： この資料の著作権は、教育協力 NGO ネットワーク (JNNE) に属します。著作権法上の例外を除いて、本書の全部または一部を無断で複製 (複写・転写・引用・入力など) することを禁じます。この資料の複写による利用は、非営利の教育・学習活動あるいは、学術的な調査研究に限ります。)