

**CHILDREN CHANGING THE WORLD
2011 - 2012
SCHOOLS WORKING TOGETHER**

FACILITATOR’S GUIDE



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SOPAR is a non profit and non governmental organization who work to reduce poverty in developing countries.



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FACILITATOR'S GUIDE

This facilitator's guide is meant to help you set up the *Children Changing the World* (CCW) program in your school. This document is structured in a way that you can access information on the essence of the program, how it works and how to implement it.

I) WHAT IS THE CCW PROGRAM?

Children Changing the World is an educational program that offers thousands of young Canadians an extraordinary experience in international cooperation! It also allows them to expand their horizons and to learn about the concepts of international solidarity and sustainable development while developing their leadership capabilities.

For nearly ten years, SOPAR has offered this program to schools to assist teachers and school administrators in awakening young people to other life realities and helping them create a sense of solidarity. Through awareness activities and fundraising, young Canadians are brought to understand poverty related issues and to take action to reduce it.

Tangibly, through the CCW, Canadian schools will help reduce poverty by equipping a rural classroom in India with desks and benches. For \$800, your school can equip a classroom of 30 to 50 pupils!

To assist you throughout this project, SOPAR offers you this educational kit. In addition, at the end of the school year you will receive a commemorative plaque with the photo of the classroom which has received the benches and desks. This small gesture helps the student to realise that their actions really created an impact in the life of numerous Indian children.

Since 1999, hundreds of thousands of primary and secondary school students have taken part in the program. Children Changing the World is made possible with funding from the Canadian International Development Agency (CIDA).



II) WHY THE CCW PROGRAM?

1) To support childhood education...

By equipping a disadvantaged classroom with desk and seats, your school can help improve the quality of education. It has been clearly shown that a quality education is one of the most effective ways to combat poverty, most notably by:

- *Increasing personal income:* Research around the world has shown that for each year of study completed, personal income for both men and women increases by 10 percent.¹
- *Reducing the infant mortality rate:* When mothers have completed primary school, the mortality rate for children under five goes down by half.²
- *Boosting the productivity and competitiveness of nations:* A study conducted in Kenya by the International Food Policy Research Institute has shown that if all women had access to primary education, national productivity rates could increase by 24 percent.³
- *Ensuring an education for future generations:* A UNICEF study conducted in several developing countries (including India) has shown that in general, *"children whose mothers are uneducated are twice as likely not to finish primary school than those whose mothers have a primary school education."*⁴

2) To help develop your students' knowledge and skills

Children Changing the World is more than just a fundraising program. It is part of a global education strategy whose goal is to raise awareness among students and encourage them to act as productive and engaged members of society. We therefore recommend that you focus on awareness-raising and, above all, that you encourage your students to engage in fundraising activities rather than ask their parents for money.

In conducting the project, your students will learn about:

- Living conditions in other countries
- The vital role of education in a person's development
- The notion of basic needs
- Basic human rights
- The role they can play in improving the world we live in

¹ World Bank: <http://go.worldbank.org/QW59D7S6S0>

² UNICEF, *The State of the World's Children 2007*, P. 4

³ Quisumbing, Agnes R., 'What Have We learned from Research on Intra-household Allocation?' op. cit., p. 54.

⁴ UNICEF, *The State of the World's Children 2007*, P. 27



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They will also have a chance to develop:

- Leadership and initiative
- Cooperation and teamwork skills
- Organizational skills
- Critical and creative thinking
- Compassion



III) WHY A PROJECT IN INDIA?

Because India is one of the world’s most socio-economically undeveloped countries. Despite years of sustained GDP growth and considerable improvement in all areas, India still has the highest number of poor people on the planet. In 2006, more than 250 million people in India lived below the poverty line⁶! India also boasts the world’s highest rate of illiteracy. Some 268 million Indians are illiterate (i.e. 34 percent of all illiterate people in the world)⁷.

Education in India

Despite considerable improvements, India has infrastructure, academic training and absenteeism problems that undermine its educational system.

School Environment

Millions of Indian children study in decrepit learning environments. Rural schools are in a state of decay, the majority of students have no access to educational supplies, and millions of schoolchildren do not even have desks or seats.

Teacher Absenteeism

A study conducted in several countries (including India) has shown that roughly 19 percent of teachers have been absent without a valid reason⁸. One interesting finding was that there was no apparent correlation between teachers’ salaries and the rate of absenteeism (though schools with better infrastructure tended to have lower than average absenteeism).

INDIA AT A GLANCE ⁵
Capital: New Delhi
Population: 1,103,371,000
Language: 14 official languages
Population Density: 324 inhabitants per square km
Geographic Area: 3,287,260 km ²
Currency: Rupee (1 dollars = 40 rupees)
Government: Parliamentary democracy
Religion: Hindu (79.8 percent), Muslim (13.7 percent), Christian (2.5 percent), Sikh (2.1 percent), Buddhist (0.8 percent)
70 percent of the population is rural, distributed throughout 500,000 villages
More than 560 million Indians are below the age of 25
250 million Indians live on less than one dollar per day
Access to clean drinking water: 86 percent
Access to running water: 33 percent
Rate of primary school enrolment: 89.4 percent (2004)
Rate of secondary school enrolment: 49 percent (2004)
Number of children not enrolled in school: 5 million (2004)
Number of children who do not regularly attend school: 13.5 million (2004)
1.5 million beggars
Number of adult illiterates: 268 million
48 percent illiteracy rate
6 percent of Indians own a television
India’s GNP was \$793 billion in 2005, while its per capita GDP was just \$3,151 (compared to \$33,375 for Canada in 2007).
In 2005 agriculture accounted for 22 percent of the GDP, the industrial sector accounted for 27 percent, and the service sector accounted for 51 percent. India’s GNP is the 10 th highest in the world.
Employment by Sector (2004): Agriculture - 50 percent, Manufacturing - 21 percent, Service - 29 percent
Rate of Unemployment (2005): 10 percent
Inflation (2005): 4.2 percent per year

⁵ World Development Indicators 2007, World Bank, EFA Global Monitoring Report: Strong Foundation, 2007

⁶ Water Partner International : <http://www.water.org/waterpartners.aspx?pgID=887>

⁷ EFA Global Monitoring Report: Strong Foundation, 2007, p.60

⁸ EFA Global Monitoring Report: Strong Foundation, 2007, p.56



Student Absenteeism

While official figures indicated that five million children were not enrolled in school in 2004, a survey by the government of India has shown that the number of children who do not regularly attend school is in fact 13.5 million⁹!

Quality of Instruction

In recent years, steadily growing student enrolment has placed strong pressure on the Indian government to hire more teachers. The government has hired underqualified teachers to meet the demand, thus lowering the quality of education. In 1995 there were 31.5 students per teacher, while in 2006 the ratio was 40.2/1.¹⁰

Rate of Completion

While 89.4 percent of primary school age children were enrolled in school in 2004, only 78.9 percent of them actually finished primary school¹¹. This proportion goes down at the secondary level, where just 45 percent of boys and barely 38 percent of girls complete their studies!¹²

Access to Education among Girls and other Social Groups

Contrary to what you may think, there is less disparity between boys and girls in India than between various social groups. The aforementioned study¹³ stated that 6.2 percent of primary school age boys did not regularly attend classes, while this proportion rose to 7.9 percent for girls. Conversely, 10 percent of Muslim children, 9.5 percent of Indian minority children and 8.2 percent of lower caste children did not attend primary school. It is also noteworthy that 4.3 percent of all children who did not attend school (i.e. 580,500) were disabled.

⁹ EFA Global Monitoring Report: Strong Foundation, 2007, p.34

¹⁰ World Bank: <http://go.worldbank.org/JVXVANWYY0>

¹¹ EFA Global Monitoring Report: Strong Foundation, 2007, P.291

¹² AED's EPDC calculations and household surveys: http://www.sarpn.org.za/documents/d0002437/6-Girls_education_AED_2006.pdf

¹³ EFA Global Monitoring Report: Strong Foundation, 2007, P.34



IV) HOW THE PROGRAM WORKS?

Here are some practical tips from teachers who have successfully completed the *Children Changing the World* project. Of course, these are only suggestions, and you are free to choose the approach you feel is best for you. Don't be afraid to conduct initiatives of your own!

Step 1: Registration and Mobilization

After registering your school in the program, it is a good idea to mobilize as many people as possible so you can draw on the strengths of all your partners.

Coordinating the Project...

When a school decides to take part in the project, it is a good idea to appoint a person or group to coordinate it. Some schools appoint a coordinator, while others form a project committee composed of staff members, students or volunteers (i.e. parents, older siblings, etc.). The coordinator or committee is responsible for ensuring each class obtains the required learning materials, answering questions, raising funds, counting the money, and sending the cheque to SOPAR. This exercise tends to be a valuable and rewarding experience for students...

Support from the School...

The support of the school council, parents' committee or administration is key to the project's successful completion. To help you through the exercise, the attached kit contains a letter to your school's decision-making body (see *Letter to Committee*). The information in the *Why the CCW Program?* section of this document may also prove helpful...

Support from Parents...

Children who receive support from their parents are more motivated to complete their projects. We therefore encourage you to inform parents of the project. To this end, the attached kit contains a *Letter to Parents* (see *Letter to Parents*) explaining the school project to them.



Step 2: Awareness

This step involves raising awareness on education issues and motivating your students to take action. To assist you in this, the attached kit includes an *Activity Book* containing workshops and learning exercises suitable for the level of your students. While SOPAR's proposed activities are specially designed for this project, there are other ways to raise awareness among students:

- Invite someone who has travelled to India and is eager to discuss what he or she saw
- Invite someone with a thorough knowledge of your project's theme
- View and discuss a film on India or on education
- Have your students read books on your project's theme or on India
- Attend a mini-conference on your project's theme

Step 3: Activities

Whatever the nature of your fundraising activities, results seem to be best when fundraising starts immediately after the awareness stage. Many schools choose to limit the project to a period of no more than a month.

Encouragement by teachers is a critical part of fundraising. When students feel supported and encouraged, they tend to redouble their efforts and find innovative ways to raise funds.

To assist you, we have included a list of fundraising activities successfully conducted by other schools in Canada (see *Fundraising Suggestions* in the attached kit). However, feel free to be creative and try your own activities!

Step 4: Celebrate the Results

At the end of the school year, SOPAR will send you a commemorative plaque. To reward students for all their hard work, you can hold an event or ceremony to award the plaque. Some schools invite parents, others invite local media (see *Press Release* in the attached kit), while others hold an assembly for the school or for only the class in question.



INTERESTING SITES

Description	Links
Tirer le diable par la queue! Pedagogical materiel to make children understand poverty (Very good)	http://evb.csq.qc.net/sites/1666/documents/activit%C3%A9s/diable-02-2007.pdf
UN (International) Description of the millennium development goals and others information on international cooperation. (2005)	http://unstats.un.org/unsd/mi/pdf/MDG%20Book_fr.pdf
CIDA (Canada) Information on women and gender disparity	http://www.acdi-cida.gc.ca/
CCIC (Canada) « Who does what? » Link to find numerous NGO's in Canada, their types of activities and countries where they work.	http://www.ccic.ca/whoswho/index.php?lang=fr
United nations development fund for women (UNIFEM) Report on women's state in the world	www.unifem.undp.org
Bridge Link between theories and the practices regarding gender disparities	http://www.bridge.ids.ac.uk/
Centre for women's global leadership	www.cwgl.rutgers.edu
World Bank Information on WB programs and world facts	http://www.worldbank.org/
IMF IMF's programs and world facts	http://www.imf.org/external/french/index.htm
European Union International development, activities, vision and approaches of EU.	http://europa.eu/pol/dev/index_fr.htm
Human Rights Watch Human rights	http://hrw.org/french/
OXFAM Women development	http://www.oxfam.qc.ca/
Développement et Paix Work in Afrika	http://www.devp.org/devpme/main-fr.html
World Vision Orphans sponsor	http://www.worldvision.fr/data/backscreen.html