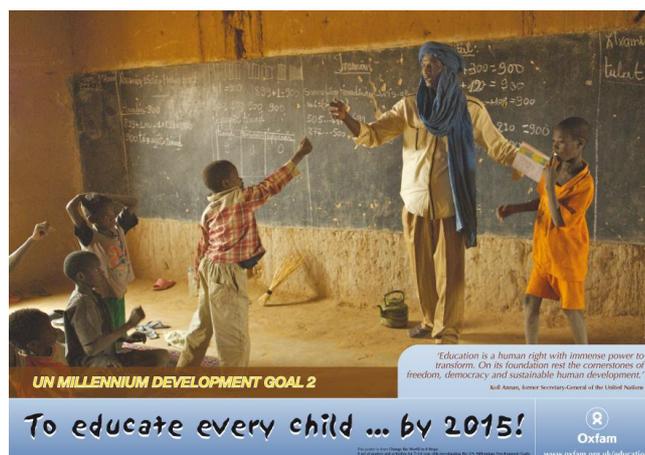


# MDG Progress Report 2013: Goal 2 To achieve universal primary education



Progress to date	
<b>Target</b>	Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course in primary schooling.
<b>Summary</b>	<p>Even many of the countries facing the greatest challenges have made significant progress in making primary education accessible to all. The number of children out of school has fell from over 100 million in 1999 to 61 million in 2010.</p> <p>However, progress has slowed in the last few years and lots of challenges remain.</p> <p>Due to national and international efforts and the MDG campaign, many more of the world's children are now enrolled in school at primary level. Girls have benefitted the most as more equal numbers of girls and boys attend primary school now than in 1990.</p> <p>In 2010, 61 million children of primary school age were out of school. More than half of them (33 million) were in sub-Saharan Africa and a further one fifth (13 million) in Southern Asia.</p> <p>Even regions facing tough challenges have improved children's access to primary education. Primary school <b>enrolment rates</b> have increased substantially in sub-Saharan Africa, from 58 per cent in 1999 to 76 per cent in 2010. Many countries in the same region have also been successful in reducing their high out-of-school rates, despite a growth in the proportion of the population of primary school age.</p> <p>But progress relating to primary school enrolment has slowed since 2004. More than half of those children still 'out of school' are in sub-Saharan Africa.</p> <p>An increase the number of students in primary schools has the knock-on effect of putting more pressure on secondary schools. Those that are most likely to be 'out of school' are young adolescents from poor and rural households. More than 120 million young people worldwide are classed as <b>illiterate</b>.</p> <p>Source: Millennium Development Goals Report 2012 (<a href="http://www.un.org/en/development/desa/publications/mdg-report-2012.html">http://www.un.org/en/development/desa/publications/mdg-report-2012.html</a>)</p>



Hamisi Shija. Show pupils this image before distributing case study 1.

**CASE STUDY 1** Hamisi Shija outside the home he lives, Tanzania

This picture shows Hamisi sitting outside his home. He has had a difficult childhood but is determined to continue his schooling.

'I was born in 1990 but I didn't begin school until 2005. Until then, for as long as I can remember, I was looking after my grandfather's cows. I had to encourage myself to get into school. All the days I looked after the cows, I only wanted to be in school. With the cattle you are just idle, watching them chew the grass. It pained me, but we have no choice.'



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'Once, before I started school, I was arrested because I rode a bike into a forbidden area - at the reservoir. There was a sign and I couldn't read. I was fined 5000Sh. The fine was bad but the embarrassment was greater. Educated people do not respect those who are ignorant. So now I am looking for a better life. Through school people have better houses, cool houses. They can control their home and eat better. They know how to live a balanced life.'

'Most of my friends are at school, in primary and secondary. Sebastian is my best friend. He is at secondary school. But I still love those who are my friends and haven't been able to go to school. I can refresh my mind by talking to them but I have to remember that there are bad behaviours to avoid – like smoking, drinking and relationships between boys and girls.'

Source: Oxfam



Ester Leonard. Show pupils this image before distributing case study 2.

**CASE STUDY 2** Ester Leonard in the Teacher Resource Centre, Solwa

This picture shows Ester Leonard in the small Teacher Resource Centre located at Solwa school as part of the Oxfam programme. Ester has responsibility for the centre which is used by staff and pupils from Solwa primary school and neighbouring primary and secondary schools.

'Oxfam has challenged us to be better teachers and is supporting us with training and materials. This has shown us how to keep the class interested and make the pupils to be together with the teacher.'



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If you had been here ten years ago, you would have seen the teacher spending most of her (or his) time at the front of the class, by the board, talking more and writing more than we do now. Children could disappear in a large class and sit getting nothing. Now we keep all the children engaged.

Teachers also listen now and don't only talk. The children are involved in the lesson. They are encouraged to contribute. They should feel they have something worthwhile to say. We find that pupils are now strong in explaining themselves. They are learning much better than they did in the past and they are happy to be in school.'

Source: Oxfam

## ACTIVITY

<b>Aim</b>	To encourage pupils to consider how important education is and how their experience of school differs from that of a young person in an lower income country such as Tanzania.
<b>You will need</b>	The progress update, case study 1 and case study 2.  Words that are in <b>bold</b> are defined in the glossary.
<b>Title</b>	How important is education?
<b>Age</b>	11-14
<b>Task/s</b>	<ul style="list-style-type: none"> <li>• Have pupils read the update information on MDG2. What questions do they have about the challenges of getting people into school?</li> <li>• If they were to give MDG2 a <i>traffic light</i> colour, what would it be?             <ul style="list-style-type: none"> <li>○ Red (way off)</li> <li>○ Amber (mixed progress)</li> <li>○ Green (good progress)</li> </ul> </li> <li>• Show pupils the case study 1 image carefully. If they could question this person, what <b>five</b> things would they like to ask him? Get pupils to share their questions with a partner and think about possible answers to them.</li> <li>• Reveal the information that accompanies the image. Ask them to read it, and see how this links to the problems faced with achieving MDG2. Why did it take so long for Hamisi to go to school?</li> <li>• Now look at case study 2. Again show the image. What questions might they have for this person? What do they think she is doing?</li> <li>• Use the text that accompanies the image to discover how this project is helping to achieve MDG2. How might it link to the experience of someone like Hamisi?</li> <li>• Ask pupils to think about their own experience of school in comparison to that of children in Tanzania (encourage them to refer to the case study material too). Can they identify any similarities and differences?</li> </ul>

## FURTHER WORK

<b>Age</b>	11-14.
<b>Task/s</b>	<p>Encourage students to reflect upon the importance of education.</p> <p>Points for discussion:</p> <ul style="list-style-type: none"> <li>• Why do we need to go to school?</li> <li>• Is education the 'key to success'?</li> <li>• Do they think that education is regarded differently in middle income countries to low income countries?</li> <li>• What else needs to be done to ensure that the target related to MDG2 is met completely by 2015?</li> </ul>

# Glossary of terms

**Enrolment rates:** These are calculated by dividing the number of students of a particular age group enrolled in education by the number of people in the population in that age group.

**Illiterate:** Unable to read or write.