

Health and Education

This module will explore rights to health and education and how they relate to identity and birth registration.

Introduction to Health and Education – Who has Access?

Objectives

To introduce the concept of birth registration and the importance of access to rights through the examples of health and education.

To assess the students reading and comprehension skills.

Previous Preparation

Students should be familiar with or have access to the UN Convention on the Rights of the Child (Module 5).

Students should have copies of the handout on 'Rights to Health and Education'.

Introduction (30%)

Ask the students to read articles 24 and article 28 of the UN Convention on the Rights of the Child. What do these mean? Do they think that all children in the world enjoy these rights?

Development (50%)

Ask the students to read through the handout on 'Rights to Health and Education'. Students can then be split into groups to answer the following questions:

What are the main reasons that children lack access to health care and education? What can be done about them?

Does the need to produce a birth certificate cause more problems than it solves? Give reasons for your answer.

What are some of the actions being taken to help children without birth certificates gain access to health care and education?

Conclusion (20%)

Get the students to discuss their answers. Why are these rights so important? Were the students surprised at what they read? Why?

Resource Sheet - Rights to Health and Education

“States parties shall strive to ensure that no child is deprived of his or her right of access to ... health care services.”

United Nations Convention on the Rights of the Child, Article 24

Every year, millions of children die of preventable diseases before reaching the age of five. Ineffective systems of birth registration play a role in this crisis since unregistered children may be unable to gain access to health care services or may have to pay more than the registered child.

In some countries, a child without proof of citizenship will also be denied access to free or subsidized vaccination programs. The information provided in birth statistics can be effectively used to help the government estimate how many doses of vaccine should be prepared and how many medical personnel should be allocated to carry out the vaccinations. But, where the child survival rate is low, parents may be reluctant to register their child and provide these vital statistics, because they cannot afford the cost of doing so.

In Nicaragua, Plan works with a local organisation which local government authorities and communities together in order to increase the number of children registered at birth. During vaccination campaigns, the municipality now accompanies health unit teams on their visits to communities where they set up a mobile registration desk. Mothers bringing their children for vaccination are therefore also able to register the birth of their children.

“States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity.”

United Nations Convention on the Rights of the Child, Article 28

For many children, the impact of not having their birth registered is the long-term loss of potential caused by lack of access to education. Although the legal requirement to produce a birth certificate is not enforced or has been abolished in many countries, it remains a necessity in others. The requirement to produce a birth certificate in order to enroll in school has a negative effect if birth registration is not universally accessible.

Cidade Olimpica in Brazil is a community of 64, 000 people where 30 percent of children do not go to school. In 2004, Plan staff facilitated a one-day advocacy campaign by mapping the children and adolescents who were not in school and why. One of the reasons highlighted during this exercise was the lack of birth registration. The children wrote a report on their findings which was delivered to top government officials accompanied by letters demanding concrete actions to improve education and the protection of children's rights. In 2002, Plan Togo conducted a survey showing that 70 percent of children attend primary school without a birth certificate. Without valid proof of age, these

children are unable to register for exams that allow them to continue with secondary education.

Universal Birth Registration - A Universal Responsibility, Plan International

Teacher Evaluation:

Comments on the class:

Pupil specific comments:

Observation

and evaluation of the class:

Citizenship

Gendered Access to Education – What is the difference in access globally for girls and boys? Why do boys have better access in some countries than girls?
http://www.oxfam.org.uk/coolplanet/teachers/mdg/mdg_goal3.htm - Oxfam teaching materials on gender

<http://www.savethechildren.org.uk/girlseducation/> - Save the children website on girls education, including case studies and videos.

<http://www.unicef.org/girlseducation/> - Unicef website on girls' education, including statistics.

<http://youthink.worldbank.org/issues/gender/engendering.php> - World Bank 'engendering education' resource including audio testimony.

<http://news.bbc.co.uk/1/hi/world/africa/726763.stm> - BBC article on girls' education.

http://www.unicef.org/voy/cgi-bin/zquiz.cgi?quiz=girl&lang=en&exit_url=/voy/index.html - Unicef girl child interactive quiz.

<http://youthink.worldbank.org/multimedia/issuepage/gender.php> - World bank web site for children on gender.

Right to Health and Education – student can build on the knowledge they have already gained on rights <http://www.oxfam.org.uk/coolplanet/teachers/devrights/index.htm> - Oxfam resources on developing rights.

http://www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/59_handsupeducation.pdf - Hands up for Education! Save the children resource pack exploring the theme of children's right to education.

<http://www.who.int/mediacentre/factsheets/fs272/en/index.html> - World Health Organisation fact sheet on healthy environments for children.

http://www.unicef.org.uk/tz/classroom_activities/index.asp - Unicef classroom activities on a range of topics including rights, health and participation.

Being Healthy – The class could explore the importance of being healthy both nationally and globally.

http://www.actionaid.org.uk/wps/content/documents/hiv_272004_144615.pdf - An actionaid teaching resource discussing the impact of HIV/AIDS on poverty and development.

<http://youthink.worldbank.org/issues/aids/> - World Bank youth resource on HIV/AIDS

<http://www.un.org/cyberschoolbus/special/health/quiz/index.html> - UN interactive quiz on health issues.

<http://www.healthedtrust.com/> - A UK charity for to promote the development of health education for young people in the UK. Has some educational resources.

<http://www.childrenshealth.org.uk/> - Interactive website on children's health.

<http://www.lifebytes.gov.uk/indexmenu.html> - Interactive website on being healthy

<http://www.flourandgrain.com/> - materials for teachers on nutrition, healthy eating and the history of wheat, flour and bread.

Classes may also wish to explore the right to mental health and how bullying impacts this.

<http://www.oxfam.org.uk/coolplanet/teachers/literacy/bulllp6.htm> - Oxfam teaching resources on bullying.

http://news.bbc.co.uk/cbbcnews/hi/newsid_4070000/newsid_4078300/4078377.stm - BBC resources on bullying, including, differences between girls and boys, telling the teacher about bullying and gangs and bullies.

Classes can also look at the rights of disabled people.

<http://youthink.worldbank.org/issues/disabilities/> - World Bank website for children on disabilities.

<http://www.drc-gb.org/citizenship/lessonplans/schools/alternative/index.asp> - Lesson plans on disability including schools and disability and citizenship and disability.

http://www.direct.gov.uk/DisabledPeople/RightsAndObligations/YourRights/YourRightsArticles/fs/en?CONTENT_ID=4001068&chk=eazXEG - This website outlines the rights of disabled people in the UK.

Geography

Statistics on Health and Education – the class could find an analyse national and global statistics on health and education.

<http://www.who.int/en/> - World Health Organisation

<http://www.cyberschoolbus.un.org/> - An easy-to-use, two-step database that allows you to view and compare the most up-to-date statistical data for the Member States of the United Nations

<http://www.infoplease.com/ipa/A0004372.html%20> - Information please website on world statistics

<http://www.atlapedia.com/> - Atlapedia online contains full colour physical maps

and world facts and statistics.

http://news.bbc.co.uk/1/hi/world/europe/country_profiles/ - BBC news country profiles.

<http://www.worldatlas.com/aatlas/world.htm> - As well as maps the site contains a number of features including map clip art, outline maps and map questions.

The Geography of Health and Education – participants could look at the the geography of access to health or education (or both) and how it is divided globally.

<http://youthink.worldbank.org/issues/education/> - World Bank web site for children on education.

http://www.censusatschool.ntu.ac.uk/files/sa_form.pdf - A worksheet looking at designing the South African CensusAtSchool Form with loads of links to South african statistical, cultural and news sites.

<http://www.censusatschool.ntu.ac.uk/files/worldpop.pdf> - What is the worlds total population? How and why is it changing? What will it be in fifty years time? Using an Internet population clock to record data, then graph drawing and investigation using another website.

<http://www.censusatschool.ntu.ac.uk/files/KS2BigSchools.pdf> - A data worksheet on schools in the UK with some ideas on how to use it.

<http://www.nationalgeographic.com/resources/ngo/maps/> - National Geographic Magazine map machine.

History

The History of Health – Students can explore health and access to health care and education globally or in their own country over a defined period of time. Has it improved? Why?

<http://www.who.int/en/> - World Health Organisation

<http://www.actionaid.org.uk/wps/content/documents/history.pdf>– Actionaid resource looking at the history of education in England and India and relates it to changing concepts of childhood and child rights.

<http://www.thinkinghistory.co.uk/resources/publichealth.htm> - A public health through the ages class exercise designed to develop chronological awareness and understanding of progress and regress. More suitable for older students.

<http://www.thinkinghistory.co.uk/resources/bigideasinmedicalhistory.htm> - class exercise on big ideas in medical history designed to develop chronological awareness.

<http://www.sahistory.org.za/pages/mainframe.htm> - resources rich website on South African history.

<http://web.cocc.edu/cagatucci/classes/hum211/timelines/htimelinetoc.htm> - website on African history split into distinct historical periods.

<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/> - bbc website on the history of Africa.

English

The Importance of Health and Education – students can write articles on the

importance of health and education to young people using some of the resources above. They could relate their articles to rights, and use specific examples.

ICT

Students can create a PowerPoint presentation using the above resources including statistics on health and education.

Whole School Activities

The class and school could engage in some of the activities below or they could fundraise for an educational or health charity of their choice. See the Taking Action module for some ideas on how to do this.

http://www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/992_AssemblyEducation.pdf - Save the Children assembly resources on education.

<http://www.teachernet.gov.uk/teachingandlearning/library/healthandfundraising/> - Teacher net health and fundraising ideas, including assembly activities.

<http://www.who.int/world-health-day/2003/en/> - Don't forget to mark world health day on the 7th of April. This website has ideas and activities.

Taking Action

<http://www.bookaid.org/cms.cgi/site/getinvolved/> - the class or school can get involved by collecting and donating books.

<http://www.habitat.org/> - Join habitat for humanity in the construction of a school.

<http://www.youthaids.org/options.html> - get involved with youth aids an organisation protecting young people around the world from HIV/AIDS.

http://www.oxfam.org.uk/what_you_can_do/campaign/mdg/index.htm - Join the Millennium Development Goals campaign including action on education and health.