

Class Activity on Education in Chad

Context

La Silla Roja is a campaign to acknowledge the sixty-one million boys and girls world-wide without access to education and to advocate for that access. This lesson plan was conceived and prepared to work in conjunction with this campaign, acknowledging that education is a basic human right and literacy is incredibly important in improving an individual's access to good healthcare and opportunity.

“According to an infograph released by the UNESCO Institute for Statistics in 2013, 52% of the 774 million illiterate people who are 15 years and older are based in West and South Asia. As of 2015, these regions have 70.2% literacy rates, while sub-Saharan Africa has 64%. South Sudan ranks lowest of them all, with a literacy rate of just 27%, followed by Afghanistan at 28.1%, Burkina Faso at 28.7%, Niger at 28.7%, Mali at 33.4%, Chad at 35.4%, Somalia at 37.8%, Ethiopia at 39%, Guinea at 41% and Benin at 42.4%. Further analysis of UNESCO'S statistics details that of the 774 million illiterate adults recorded in 2013, two thirds of these, or about 493 million, are women who are unable or have difficulties reading text messages, filling out forms and reading their doctor's prescription. Furthermore, there are 123 million people between 15 and 24 years of age who cannot read or write. Of these illiterate youth, 76 million are women and 54 million of them are based in only nine countries: India, Pakistan, Nigeria, Ethiopia, Bangladesh, Democratic Republic of Congo, United Republic of Tanzania, Egypt and Burkina Faso.”

Information taken from <http://www.worldatlas.com/articles/the-lowest-literacy-rates-in-the-world.html>

Address misconceptions students might have about education and poverty. Why is there a lack of quality education in poor places? Can this be remedied? How? What do they think about education in Africa (i.e. is it the same all over the continent)?

Links are provided for teachers at the conclusion of this lesson for more information.

Experience

The following activity is meant to simulate what life may be like in a rural village in a nation such as **Chad**. Chad is a landlocked country in central north Africa. As such, the life expectancy is approximately fifty years. According to the UNESCO Institute for Statistics in 2013, the literacy rate is approximately 35%. This is not the highest literacy rate, nor the lowest in Africa.



Chad

Population: 12.83 million (2013)

Capital: N'Djamena (Population: 797,000)

Languages: French, Arabic, Sara, Sango, more than 120 languages and dialects spoken

Currency: CFA Franc

This activity will be based on a class of twenty-four students. The students will be divided into groups and within each group, roles will be assigned. Each group will need a student to do the following tasks:

Timer: This individual will need to keep track of the time allotted for each of the questions and ensure the group is on task.

Researchers: The two individuals assigned to this task will look up answers to the questions assigned and inform the group of said answers.

Recorder: This individual will record the information and notes required for presentation back to the whole class.

Presenter: This individual will present the information to the class after the group assignments are complete.

Fact Checker: This individual will ensure truth in the facts found by the researchers and the reliability of the online sources.

Organizer: This individual is responsible for seeing that the group completes all assigned questions and proofreads all completed work.

Activity:

1. Randomly divide the class into three groups of approximately equal numbers. For a class of twenty- four students, have eight students step to the side.
2. Group One: Educated Citizens

These eight students will have access to some level of education. This does not necessarily assume that they will have wealth but indicates that they will have a degree of literacy that will enable them to read text messages, complete government forms or read the instructions of a doctor on a bottle of medication. Let us imagine that their lives will provide some benefits due to their education.

The students, if they continue in their studies beyond a primary- or secondary education may find getting a job difficult as there is a limited infrastructure providing well-paying jobs as well as corruption and government bureaucracy but a career in the growing oil production market may be possible. These

students should investigate the cost of education and the salaries of jobs they can get with an education. Where do you need to live in the country to access education? How much does daily life cost there? Have these students investigate what options they have for higher education, for job potential, for travel. What might their options be for further studies? Getting a job? Earning potential? Buying a home? Saving money? Family? As a group, have the students decide what their options are and have them discuss one or two opportunities and what this will mean for them and their future.

3. Groups Two and Three: Uneducated Citizens

The other two groups are composed of individuals without the capacity to read and write well, if at all. These students each will represent the two major aspects of the economy of Chad- industry and agriculture.

- Group Two will be the Industrial Workers. The main industries of Chad are in oil, cotton textiles, meatpacking, and beer brewing.
- Groups Three will be the Agricultural Workers. The main agricultural products of Chad are cattle. In addition, crops grown are cotton, sorghum, millet and peanuts.

Students should investigate how much they could make in these jobs, what expenses they would have, how much daily life costs for them. What happens if there is a natural disaster? For example around eighty percent of Chad's population are engaged in some form of agriculture or livestock raising for their living however, a number of severe droughts in recent years have led to poor grazing conditions and the death of livestock. Another example that could complicate their lives: in some areas, up to three-fifths of families have left their villages and traditional way of life, so men can seek work in the towns. The surplus of labor has had a knock-on effect in urban centers, where wages have dropped by almost a third. With rising food prices, many Chadians have had to sell possessions such as jewelry and pots and pans to feed their families.

Some additional information for consideration:

Chad is a land-locked nation and this results in high transportation costs for imported goods and dependence on neighboring countries for routing goods that are imported and exported.

Oil and agriculture are mainstays of Chad's economy. Oil provides about 60% of export revenues, while cotton, cattle, livestock, and gum arabic provide the bulk of Chad's non-oil export earnings. The services sector contributes about one-third of GDP and has attracted foreign investment mostly through telecommunications and banking.

Chad's fiscal position is encumbered by declining oil prices, though high oil prices and strong local harvests supported the economy in recent years. Chad relies on foreign assistance and foreign capital for much public and private sector investment.

Have each group of five students investigate their options for feeding their family, getting a job, earning potential, buying a home, medical care, and school for their children. As a group, have the students decide what their options are and have them discuss one or two opportunities and what this will mean for them and their future.

Discussion

After twenty minutes, have the presenter from each group discuss what the options were and what that might mean for daily life.

Reflection

Students should write a reflection for homework discussing their experience. What opportunities did they have to receive an education? A job? Travel? What would this mean for them in creating the life they would like to have? Were they able to earn enough to purchase needed material, send their children to school, etc? What might it mean for their family, village, and national economy?

Action

What can students do in their daily lives to walk in solidarity with those students half a world away in countries such as Chad?

Evaluation

Presentation Rubric for Groups

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	The manner of presentation is appropriate for the topic and class.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience/classmates.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, eye contact).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	Total Points	100	

This activity was assembled using data and information from the following sources:

<http://www.our-africa.org/chad/education-jobs>

<https://www.cia.gov/library/publications/the-world-factbook/geos/cd.html>

<http://www.bbc.com/news/world-africa-13164686>

<http://travel.nationalgeographic.com/travel/countries/chad-facts/>

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