

GEOGRAPHY SESSION 4: THE EDUCATION GAP

Age range: 11–16 years

<p>Outline Learners will use data, a video clip and quotes from young people to investigate the education gap between India and the UK as well as educational inequalities within India. They will use a why–why–why chain to consider possible reasons why a young person in India might be unable to go to school. Learners will then investigate how the government spends money in the UK and use a diamond ranking activity to consider which areas of spending they think are most important. Finally, learners will start to explore the difference in education funding between India and the UK.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> To give examples of in-country and between-country inequalities in education. To develop understanding of possible reasons for some of these educational inequalities. To raise awareness of the role of governments in funding education and the differences in education spending between India and the UK. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> Learners will identify inequalities in education between and within India and the UK. Learners will explore possible reasons why a young person in India might be unable to go to school. Learners will consider the role of governments in funding education. 	
<p>Key questions</p> <ul style="list-style-type: none"> What similarities are there between education in India and in the UK? What education gaps are there between India and the UK? What education gaps are there within India? What do you think might be the reasons for some of these inequalities? How would you spend the budget? 	<p>Resources</p> <ul style="list-style-type: none"> <i>Geography slideshow B</i> (slides 2–24) Resource sheets: <ul style="list-style-type: none"> <i>Education gaps 1</i> and <i>3</i> <i>Talking about education in India</i> Activity sheets: <ul style="list-style-type: none"> <i>Education gaps 2</i> <i>How would you spend the budget?</i> <i>Funding for all learners</i> (optional) Videos: <ul style="list-style-type: none"> <i>Voices from India</i> and <i>Voices from Ethiopia</i> 	
<p>Curriculum links</p>		
<p>England <i>Pupils should be taught to:</i> KS3 Geography</p> <ul style="list-style-type: none"> Develop greater competence in geographical skills in analysing and interpreting different data sources. <p>Human and physical geography</p> <ul style="list-style-type: none"> Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. Understand the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. 	<p>Wales KS3 Geography Understanding places, environments and processes</p> <ul style="list-style-type: none"> Explain the causes and effects of physical and human processes and how the processes interrelate. <p>Range</p> <ul style="list-style-type: none"> Study the rich and poor world: economic development in different locations/countries. Study tomorrow's citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen. Ask – what are the geographical issues for people living in this location? <p>Numeracy framework</p> <ul style="list-style-type: none"> Developing numerical reasoning. Using data skills. 	<p>Scotland Social studies</p> <ul style="list-style-type: none"> I can compare the social and economic differences between more and less economically developed countries and can discuss the possibilities for reducing these differences. SOC 3-11a I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. SOC 3-15a I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual. SOC 3 and 4-16a

Note:

- *The total time required to complete all the activities in this session is over an hour. As with other geography sessions, you may decide to omit some activities depending on the time available and your learners' existing knowledge, understanding and needs. The material is intended to support your teaching rather than guide it. Additional teaching input may be required to develop learners' knowledge, skills and understanding of some of these concepts.*

Activity 4.1 (40 min)

Education gaps

- Organise learners into pairs. Give each pair a copy of *Education gaps 1*. These infographics are also shown in slides 3 to 6. Background information is provided in the slide notes.
- Explain that this resource sheet contains a series of infographics which show some of the educational inequalities that exist between India and the UK. Ask learners to look at the infographics and discuss the following questions:
 - *What education gaps do these infographics show between India and the UK?*
 - *How do you think this data was collected?*
 - *Does any of the data surprise you? Which data and why?*
 - *What do you think might be the reasons for the inequalities?*
- Show slide 7 and remind learners of the names of the featured young people from the state of Telangana in India. Show slide 8 with a map showing the location of this state and its neighbour Andhra Pradesh. Explain that learners are going to be finding out more about educational inequalities in these states.
- Give each pair a copy of *Education gaps 2* and 3. Explain that these photographs have all been taken in schools in Andhra Pradesh and Telangana. Copies of the photographs (as well as captions and credits) are provided in slides 9 to 18. Ask learners to use the photographs to identify any similarities and differences between education in these states and education in the UK. They should also think about how the photos show examples of education inequalities *within* Andhra Pradesh and Telangana. Ask learners to record their observations in the *Education gaps 2* table.
- Explain that learners are now going to watch a video clip from Young Lives about education in the states of Andhra Pradesh and Telangana in India. Ask learners to note any similarities, differences and educational inequalities in the *Education gaps 2* table as before.
- Show the video clip, *Voices from India* and remind learners that the Young Lives study was carried out in communities in the states of Andhra Pradesh and Telangana only, not all over India. SSA refers to 'Sarva Shiksha Abhiyan', the government of India's programme to make free and compulsory education for children aged 6-14 a fundamental right.
- Share and discuss learners' ideas as a whole class. Possible questions include:
 - *What similarities and differences are there between education in Andhra Pradesh and Telangana and education in the UK? What education gaps are there?*
 - *Do you think education and these education gaps are the same across India? How might*

you find out?

- What do you think might be the reasons for some of these inequalities?
- Do you think these inequalities are fair?
- Do you think any education inequalities exist in the UK? What evidence do you have for your answer? For further information, see www.bbc.co.uk/news/education-34964522

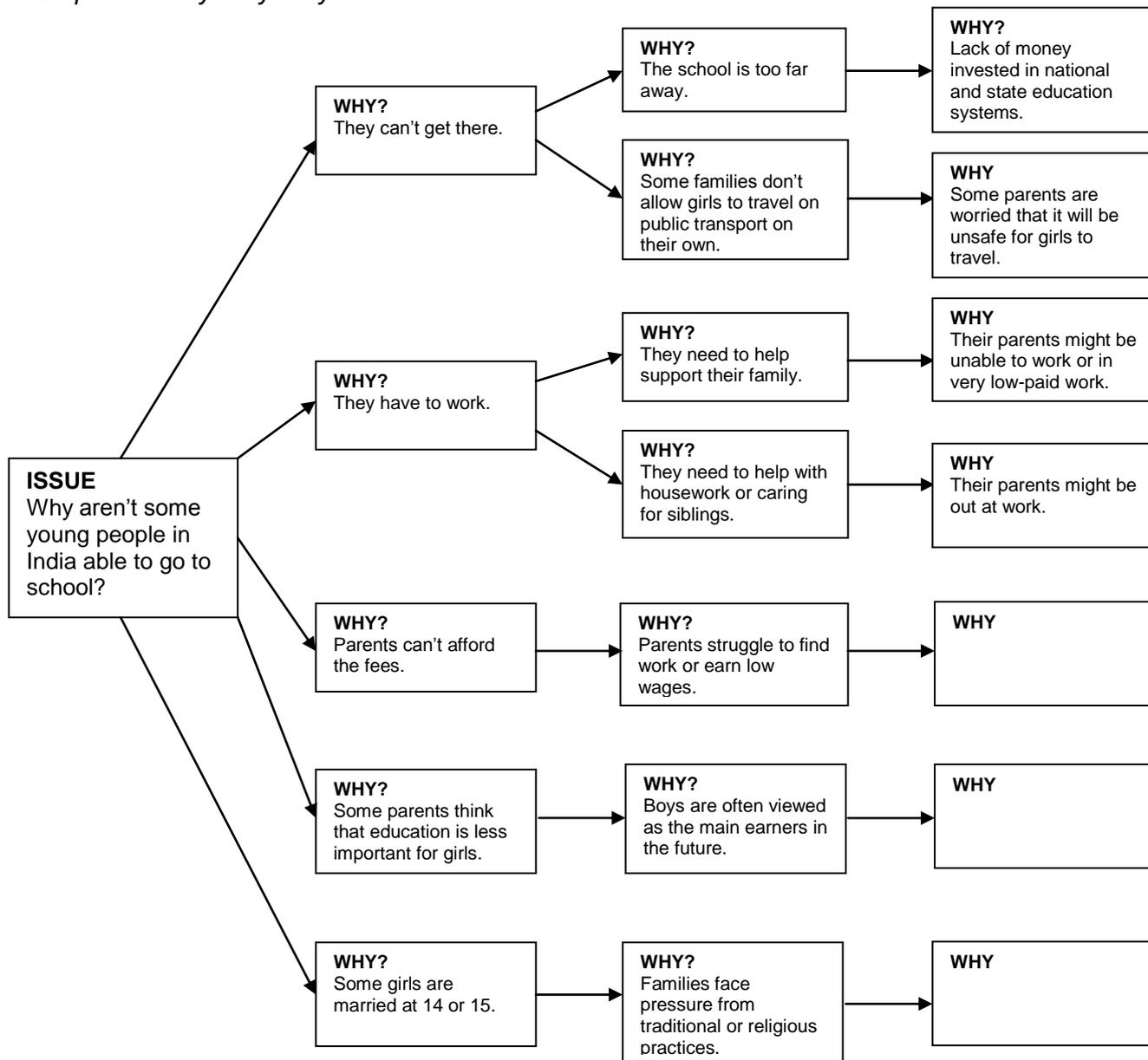
Activity 4.2 (25 min)

Why are some young people in India unable to go to school?

- Explain that in recent years India has made huge progress in increasing educational enrolment but there are still many young people throughout the country who do not go to school. Some 17.8 million children aged five to 13 are out of school and the numbers are higher for secondary education.*
- Discuss learners' ideas about why some young people in India are not able to go to school using 'Think, Pair, Share' (see *Background notes for teachers* if you are not familiar with this technique).
- Organise learners into groups of three and give each group a copy of *Talking about education in India*. Explain that this sheet contains quotes from some of the young people and families involved in the Young Lives project in Andhra Pradesh and Telangana. Ask learners to read the quotes and identify and discuss any reasons why young people in India are not able to go to school. You might like to point out here that these observations come from Young Lives' qualitative data and explain the difference between this type of data and quantitative data.
- Tell learners that they are going to use a why–why–why chain to help them think critically about possible reasons why some young people in India aren't able to go to school. *Note: For further information on using a why–why–why chain, see p. 12 of Global Citizenship in the classroom: A guide for teachers: www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides*
- Give each group a blank sheet of A3 paper and ask learners to write the question "Why can't some young people in India go to school?" in a box at the left-hand side of the page. Use slide 19 to explain how to complete the why–why–why chain.
- An example of a partially completed why–why–why chain is provided below and on slide 20.
- Once the process has gone as far as it can, ask learners to look at their different reasons in the boxes on the right-hand side. For each reason, discuss what learners think should be done to improve the situation and who they think is responsible for improving education provision. Refer to the *Background notes for teachers* for further information.

*Global Initiative on Out-of-School Children, South Asia Regional Study, UNICEF, January 2014.
www.unicef.org/education/files/SouthAsia_OOSCI_Study_Executive_Summary_26Jan_14Final.pdf

Example of a why-why-why chain



Activity 4.3 (30 min)

How would you spend the budget?

- Show slide 21 and explain that one reason for the education gaps between countries is the difference in the amount of money governments spend on schools. Explain that this data shows the percentage of the country's GDP spent on education in India and the UK. Point out that the amount of money spent on education is significantly less in India than in the UK, both because the overall amount of government money is less and also because a lower percentage of this money is allocated to education. Also point out that the population of young people (aged 0–14) in India is more than 30 times that of the UK, which means that per young person even less money is spent on education. Make it clear to your learners that the average education spending per young person is just that – an average. In both countries there can be significant differences

in government spending depending on a school's location. *Note that the percentages of GDP spent on education shown on slide 21 relate to spending on primary, secondary and tertiary education and therefore some of this money is spent on young people over the age of 14.*

- Although the cost of living in India is much cheaper than in the UK, there are still big gaps between the funding and resources available for education in each country. For further information about why some national governments may have less money to spend on education than others, see the 'Causes of inequality' section of the *Background notes for teachers*.
- Ask learners where they think the money for schools in the UK comes from. Show slide 22 and explain that, just like governments in every country in the world, the UK government produces a budget which sets out how the country's money will be spent. Different amounts of money are allocated to areas such as education, health, defence, transport, social protection, housing and the environment. It is a political decision how the money is divided between the sectors and different countries set their budgets in different ways.
- Explain that in the UK the Chancellor of the Exchequer, a senior government official, is responsible for the country's economic and financial affairs. Ask learners who the current Chancellor of the Exchequer is. Now ask learners to imagine that they are the Chancellor of the Exchequer and that they have responsibility for setting the country's budget. Organise learners into groups of three and give each group a copy of *How would you spend the budget?*
- Explain that nine of the ten boxes in *How would you spend the budget?* show nine broad areas that the budget will be spent on. In their groups, learners should cut out the nine boxes and then rank them in a diamond formation, in order of how important they think the area of spending is. The area they think is the most important (in other words, that the most money should be spent on) should be placed at the top, followed by a row of the next two, then a row of three and so on. An example is provided on slide 23.
- Emphasise that there are no right or wrong answers – there will be advantages and disadvantages to every action, and they should rank them as they think best. Where learners in the same group have different ideas, they must work together to reach a joint decision. One of the boxes has been left blank in case learners wish to replace one of the areas of spending with their own idea.
- Allow time for learners to share their ideas as a whole class. Learners could circulate around the class to see the rankings of other groups or alternatively each group could share its most important and least important areas of spending. Explore the choices that learners have made and their reasons for them. *What criteria did you use to make your decisions?* Ask learners if they spot any patterns in the rankings, for example having the same indicator at the top or bottom.
- If time allows, ask the groups to rank the boxes in a diamond formation again, but this time according to how much money they think the UK government actually spends on each area. Again allow time for learners to share and discuss their ideas as a whole class:
 - *How was your ranking different from the first time?*
 - *What were the reasons for any differences?*
- Display slide 24 and explain that this pie chart shows the percentage allocation of the UK budget to each of these areas for 2014.

- Discuss learners' responses to the data:
 - *What similarities and differences are there between this ranking and your own?*
 - *Are you surprised by any of the data? Which data and why?*
- If you are based in Scotland or Wales, you might also like to make use of the Scottish and Welsh data provided in slides 25 and 26.

Further ideas

- Give pairs of learners *Funding for all learners* and ask them to compare the level of spending on education in India and the UK with the other Young Lives countries (Ethiopia, Peru and Viet Nam). Use this as the basis for investigating education in the other Young Lives countries. You might also like to refer to the *Background notes for teachers*. The following video clip from some young people in Young Lives communities in Ethiopia provides useful information about some of the barriers to education there: *Voices from Ethiopia*.
- Ask learners to research the amount of funding their own school receives and how this money is spent. Invite the school bursar into the classroom to talk to learners about how the school is funded, how the school's budget is spent and the financial challenges schools face.
- Ask learners to research how funding varies in different types of schools and regions in the UK. Learners could also consider the role of taxation in enabling the government to pay for the provision of education.
- Find out how the governments in the UK, India and other Young Lives countries (Ethiopia, Peru and Viet Nam) obtain the money they need for their annual expenditures, for example through exports.

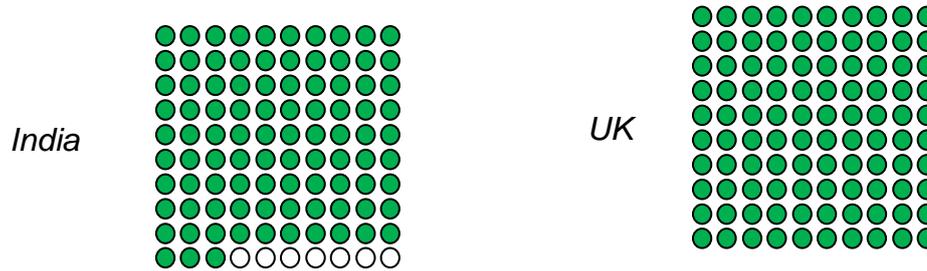
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Education gaps 1

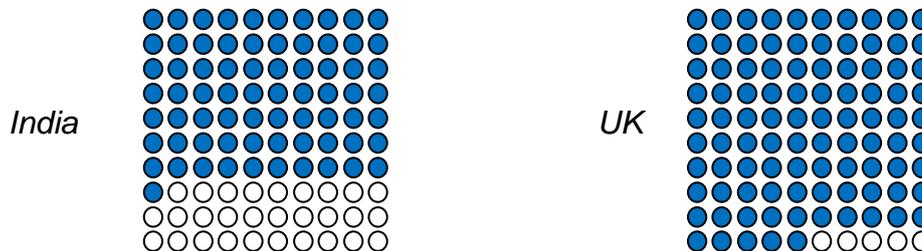
Percentage of young people enrolled in primary school



This shows the net enrolment rate. This is the ratio of young people at the official primary school age who are enrolled in primary school to the total population of young people of the official primary school age.

Source: World Bank Open Data, 2012: data.worldbank.org

Percentage of young people enrolled in secondary school



This shows the gross enrolment rate. This is the number of young people enrolled in secondary school as a proportion of the population of young people of official secondary school age. This can exceed 100% because it may include students who are under- or over-age as a result of starting secondary school early or late or having had to repeat earlier years in their education.

Source: World Bank Open Data, 2012: data.worldbank.org

Learner–teacher ratio in primary schools



The primary school learner–teacher ratio is calculated by dividing the number of learners enrolled in primary school by the number of primary school teachers.

Source: World Bank Open Data, 2011: data.worldbank.org

Average number of years of schooling of adults



This is the mean number of years of education (not tertiary) that have been received by people aged 25 and older. One brick represents one year.

Source: UNDP data, 2012: hdr.undp.org/en/content/mean-years-schooling-adults-years

Education gaps 2

Similarities between education in Andhra Pradesh and Telangana and education in the UK

Differences between education in Andhra Pradesh and Telangana and education in the UK

Examples of inequalities in education within Andhra Pradesh and Telangana

Any questions or comments you have

Education gaps 3



Credit: © Young Lives



Credit: © Young Lives/Farhatullah Beig



Credit: © Young Lives/Sarika Gulati



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Talking about education in India

Read the quotes from young people in the states of Andhra Pradesh and Telangana talking about their education.



Harika

I worry about missing school when I have to work in the fields. During this time I often get up at 4.00am so that I can study before going to work.

I had to drop out of school three years ago to earn money to help my family pay off a debt of 20,000 rupees (about £200). I am now working full-time as a farm help.



Ravi



Sarada

I would like to continue my studies and go to secondary school. However the secondary school is eight kilometres away and you have to go by bus. Many girls in our village drop out at this stage because their parents don't want them to travel on public transport on their own. They fear for their safety.

My best friend at school was an older girl called Sabeena but she was married at the age of 15 and I don't see her much any more. Many girls in my village are married at 14 or 15.

I dropped out of school in grade 1 and I now work as a sales assistant in a shoe shop. My mother works as a servant, looking after the house of a rich person. My mother says that she can't afford to send us to school. Life is very hard for her without my father.



Salman

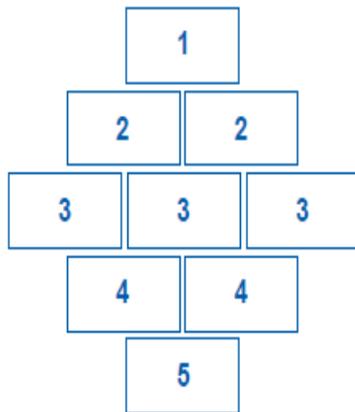


Shanmuka Priya's mother

Shanmuka Priya is a girl so we won't give her higher education. In the case of our son, Prashant, we will make him study as much as we can because we want our only son to get a good education. Shanmuka Priya can study up to grade 10 in the village school. We will see what happens after that.

Photo credit: All images © Young Lives/Farhatullah Beig & Sarika Gulati

How would you spend the budget?



Most important area of spending (the most money should be spent on it)

Least important area of spending (the least money should be spent on it)

<p>Defence <i>This includes training, weapons and support for the armed forces.</i></p>	<p>Education <i>This is for all areas of education, from nurseries to universities.</i></p>
<p>Transport <i>This includes spending on building and maintaining our roads and railways.</i></p>	<p>Health <i>This is for health care services such as doctors and hospitals, as well as for research.</i></p>
<p>Industry, agriculture and employment <i>This includes farming, forestry and fishing as well as different industries such as mining, manufacturing and construction.</i></p>	<p>Social protection <i>This includes pension payments, tax credits and benefits.</i></p>
<p>Housing and environment <i>This includes building new houses and protecting the environment.</i></p>	<p>Paying interest on the UK's national debt <i>This is the interest the government owes from borrowing money from elsewhere.</i></p>
<p>Aid <i>The aim of aid is to reduce poverty. Some aid money is spent in the UK and some is spent overseas.</i></p>	<p>Your idea</p>

Funding for all learners

Indicator	Ethiopia	India	Peru	Viet Nam	UK
Percentage of GDP spent by the government on education in 2010 ¹	4.7%	3.3%	2.8%	6.3%	6.0%
GDP (current US\$) in 2010 (to the nearest billion)	30 billion	1,709 billion	149 billion	116 billion	2,408 billion
Population ages 0–14 (to the nearest million)	39 million	380million	9 million	21 million	11 million
Average amount of government money available for the education of each young person (ages 0 -14) per year (to nearest US\$) ²	US\$36	US\$148	US\$464	US\$348	US\$13,135

Note:

¹ This is the percentage spending on education by the government and does not include funding from the private sector and/or households. The level of this private funding can vary significantly from country to country and in India it is relatively high in some states.

² These figures are derived from the rounded figures in this table. Note that these are average figures. In reality there can be significant differences in the level of funding provided in different parts of the same country. Also some of the GDP spent on education is spent on higher and tertiary education. However, these numbers provide a very rough indication of the between-country inequality in funding for young people aged up to 14 years.

Source: Calculations based on *World Bank Open Data* (data collected from 2010): data.worldbank.org