Teacher Guide Section 1

3 Education for all

General

This is an introductory chapter, in which students are given an early opportunity to try out and practise skills without the pressures of assessment. Coming from many education systems today where there is huge pressure on students to achieve highly in subject-based assessment, they will need:

- reassurance that it is ok not to be perfect – failure, mistakes and partial attempts are all acceptable, and indeed, essential parts of the learning process.
- encouragement to try thinking and acting for themselves
- reminders that the content is important and interesting, but that the ability to find, think about and use information is much more important than the actual information
- support as they learn to direct and manage their own learning – it is particularly important to give students time to make this step, rather than giving up in frustration and telling them what to do.

Guidance to activities

Activity 3.1

Encourage students to choose in line with their interests, but also to keep their minds open to change as they gain new information.

Activity 3.2

Encourage students to think about the kind of information they need rather than about the answers to the questions. Some students may be ready to consider the overlaps and blurred boundaries between different kinds of information.

(a)(i) Definition.

(a)(ii) Definitions, opinions and value judgments will be needed to answer this question. For instance, we could define education as “preparing young people for the future”, as “transmitting cultural values from one generation to the next”, as “transferring knowledge” or in some other way. All of these depend on opinions and value judgments.

(a)(iii) Statistical information.

(a)(iv) Prediction. This could be based on statistical information on others who have stopped going to school at all, or on opinions about your own character, or on understanding of causes and consequences.
(a)(v) Opinion, probably based on value judgments. This could be supported by various kinds of evidence.

(a)(vi) Fact. This can be checked by looking at the school website or brochure, or by asking a teacher.

(a)(vii) Mainly opinions. There could be some statistical evidence, but this is likely to be collected by asking young people’s opinions, or by forming opinions about why individuals refuse to go to school.

(b) Allow students to work independently and edge their way towards finding the right questions and identifying the right sorts of information.

Activity 3.3

For (a) and (b) there are no right answers. Allow students to spend time playing with different combinations of search terms to investigate which produce better results.

For (c) again, there are no right answers – there are various combinations that can work. The important feature here is for students to begin thinking for themselves about how they will look for key words, and experiment with success. Encourage students to go beyond simple underlining of words from the question. For instance, a student who looks only for “secondary education” might miss relevant information expressed differently, for instance by missing “senior high schools”.

Activity 3.4

(a) “My family needs the money I can earn” is probably a fact, as it can be verified by looking into Tishan’s family finances. However, people do have differing opinions about needing money, and these are sometimes based on values. Some families, for example, would do without things to put a child through education because they believe that education is valuable, whereas others do not see the value of education, and believe more strongly that they “need” the money brought in by a working child or young person, so this isn’t as clear cut as it initially seems.

(b) “I’d love to study to be a doctor” is an opinion because it is a personal belief that cannot be verified. “It’s a good job” is an opinion because it expresses Tishan’s belief, but can’t be verified – it would be reasonable to either agree or disagree about this being a good job, based on expectations, personal preferences, personality etc. You could say that it’s a value judgment, because it’s placing a value on the job, but it’s a social and economic value rather than a moral value. “It’s like living in a box when I dream of the sky” is an opinion because it expresses the way Tishan feels. This cannot be checked or measured or verified, and it wouldn’t necessarily be the same for anyone else. “It seems so unfair that some of my friends are at school and hating it, while I can’t go” is an opinion because it can’t be verified, and also a value judgment because it deals with the value of fairness.

(c) “Schools should be free but only for people who work hard and get good results” is a value judgment because it is talking about how the world should be, placing a value on education. In Colin’s prediction “Then no one would waste time or misbehave, and those of us who want to learn could get on with it”, he is predicting that this would be a
consequence of making schools free only to those who work hard and get good results.

(d) Ruby’s opinions that “I’m lucky to have parents who value education” and “this is the wrong education for me” are both expressions of her own feelings. Ruby’s value judgment that “I should be able to choose my own future” talks about how the world should be, placing a value on personal freedom of choice.

(e) Allow students to explore the possibilities, encouraging first creative imagination and then analytical refinement of the ideas in terms of what is realistic and likely. Encourage students to explore the difference between unfounded speculation (including long imaginative stories about personal and social disasters or triumphs that might occur) and reasonable possibilities (for example, if everyone had to pay for education, there would be some people like Tishan who could not get as much education as they wanted; education might become something you could buy rather than something you worked for; people might value education more if they had to struggle for it).

(f) Allow students to consider possibilities, including how the government would pay for education, what would happen to those whose education is not free, what this would mean in the local and global jobs markets and so on. Refine these down to the realistic and likely.

(g) Encourage students to really engage with the causes of bad behaviour, thinking about the nature of the school, parents’ attitudes to authority, young people not thinking about consequences, problems at home and so on.

(h) Again, encourage students to engage with this, and to really think answers through. Use extra questions to help them to give reasons which really add to the discussion.

| Being economically productive is better because you’re working in the economy. | ☎ This does not add anything, but explains a little what economically productive means. Why is this better than personal fulfilment? |
| Being economically productive is good, because it means that are contributing to your country. | ☎ This does give a reason why being economically productive is good but not why it is better than personal fulfilment. The comparison has not been made. |
| It’s more important to be economically productive than to be personally fulfilled. This is because your personal fulfilment is only about you, but if you are economically productive it helps the whole country. | ☎ This does give a reason and makes the comparison. You could argue against this reason but that is fine. We are not expecting logically perfect arguments. However, this is still looking at a personal perspective, thinking about how an individual is helping the country, not looking from the national perspective. |
| From a national perspective, it is more important to train people to be personally fulfilled than economically productive. This is because people who are personally fulfilled will work much harder and give more to the country than people who are just doing jobs. So this way, you get happy people and economic productivity. | ☎ This is a thoughtful answer which gives a reason which adds to the discussion, and makes the comparison. It also raises a point for discussion – is it really a choice between being economically productive and personally fulfilled? Could a government ever really take the risk that training people to be happy would lead to economic productivity? |
Activity 3.5
Encourage students to begin to work independently. Support them with questions and gentle direction rather than direct instruction.

Activity 3.6
Encourage students to work in groups and individually to think about the questions. Fiction can help some students to reflect – you could ask students to share any poems, stories, films or television programmes that have influenced the ways they think about schools and education. Some students may find that drawing, assembling collages or writing (stories, poems, scripts, mind maps, diaries) can help them to reflect on the issues. Others will prefer to talk in groups. At this stage of the course, it is important to help students to make a start, and to explore possibilities for reflection. As the course develops, students can be encouraged to think about the relationship between a task – writing a poem, making a collage – and reflection, and how to balance focus on the task and focus on the thoughts. It’s a feature of reflection that thoughts may refuse to come when we want them, but pop up when we are engaged in another task, so students will need to learn to manage this.

Activity 3.7
Students are likely to need assistance in focusing on the task planning rather than the content.

Example 1
(a) Report on education in South America
(b) Researchers – Joel and Ali; writers – Mariah and Jonas
(c)

<table>
<thead>
<tr>
<th>Task</th>
<th>Who will do it</th>
<th>When it should be done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research education in South America</td>
<td>Joel and Ali</td>
<td>January</td>
</tr>
<tr>
<td>Write a report on education in South America</td>
<td>Mariah and Jonas</td>
<td>February</td>
</tr>
</tbody>
</table>

This group of students needs help to refocus their ideas. This is a very weak plan of action. The outcome is vague – “write a report about education in South America”. This is not active, it is not focused, and it seems likely to lead to writing some random facts and opinions about education with no goal and no purpose. Dividing the roles and tasks into writers and researchers is not helpful – how are Mariah and Jonas to write about things they haven’t researched or thought about themselves? What will Mariah and Jonas do if Joel and Ali do not do their share of the work or do it too late? Who will urge people to fulfil their tasks on time? How will the research be structured? What is being researched? What is the precise focus of the report? Why a report rather than an active project?
Example 2

(a) Plan an ideal school curriculum and produce a presentation to persuade your headteacher to introduce it in your school.

(b) Group leader with responsibility to ensure tasks are completed on time: Qing Yu

Other team members: Sarah, Monique and Ka Yan

(c)

<table>
<thead>
<tr>
<th>Task</th>
<th>Who will do it</th>
<th>When it should be done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Think of as many ideas as we can and raise questions for research</td>
<td>Whole group discuss possibilities with teacher</td>
<td>This lesson</td>
</tr>
<tr>
<td>2 Research the sort of courses that are out there</td>
<td>Each person</td>
<td>By next lesson</td>
</tr>
<tr>
<td>3 Make a list of priorities</td>
<td>Qing Yu to direct the rest of us</td>
<td>This lesson and next lesson</td>
</tr>
<tr>
<td>4 Think about how to persuade the headteacher – do we need images, a presentation, posters?</td>
<td>All</td>
<td>Two weeks’ time</td>
</tr>
<tr>
<td>...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Finalise presentation</td>
<td>Qing Yu to direct, all of us to help her</td>
<td>Final deadline</td>
</tr>
</tbody>
</table>

This is a much more promising beginning. The students have chosen a task from the suggested projects in the book, and have really engaged with breaking the task down into manageable chunks and giving deadlines. They can now be helped with specifics of organising the task:

What are the practical limits for them to work within? Are they looking at a whole school? One year from that school? How much time is there?

Do they want the curriculum to be similar to their own or very different? Knowledge based, skills based, based on real tasks?

How can task 2 be broken down into manageable steps so that everyone knows exactly what they are doing?

**Activity 3.8**

Encourage students to write one, two or three clear sentences for each heading, using their own words. Suggest that they use a maximum of one quotation per section, and/or refer to statistics briefly. For causes and consequences, students might be more comfortable using diagrams or charts, as used in the skills section. This is not intended to be assessment-ready work. Encourage relevance, clear summaries of the issues, use of own words and clear analysis of the issues. Discourage over-long responses, overload of information and long passages clearly taken without manipulation from sources. Some able students may find the restrictions frustrating, and may need to be reminded that selecting the right 300 words is a greater skill than producing 3,000 words with less thought.
Activity 3.9
Encourage students to think carefully about their project work. These questions will lead eventually to project evaluations, but at this stage students are only beginning the process. They may need assistance in considering problems and solutions without unpleasant recriminations or blame casting.

Developing material from this section for assessment
The tasks in this section are intended as introductory materials and not as assessment-ready work. However, the topics are on the IGCSE Global Perspectives syllabus and work in these areas can be submitted for assessment. If students choose to submit work in these areas, it is recommended that they revisit the areas after further study.

Research questions
The research questions suggested in the topic could be used for assessed work, with more developed, analytical answers. It might be useful to move from “how” to “what actions could we/governments take to…?” Remember to always consider the global perspective as well as the personal and national perspectives.

Projects
The projects suggested in this topic are too limited to be submitted for assessment, focusing more on managing the process of presenting thoughts than on taking action. Possible projects for assessment might include:

- work with a school in a different country to propose a plan of action to resolve the problems caused by students who do not work hard; present the plan of action to your headteacher
- design and/or engage in an educational project (perhaps aimed at encouraging more girls to study science, or more boys to study languages, or to raise literacy levels or participation in education) with a different community in your country or city; produce a photo/video report about the aims, methods and success rate of the project.