

**GIRL RISING**  
**Special Event Curriculum**

*How do we, as youth, create solutions to overcome the challenges of access to education?*



## Girl Rising: Program Overview

66 million girls are out of school globally and, furthermore, there are 33 million fewer girls than boys in primary school.<sup>1</sup> In celebration of International Day of the Girl Child (October) and International Women's Day (March), Bridges of Understanding and Global Nomads Group are excited to bring Youth Talk participants together for a special guest speaker event exploring the importance of education worldwide. This event, which features a segment of the film, *Girl Rising*, will challenge students to reflect critically on the obstacles to education faced by youth worldwide, as well as within their own communities.

Module Overview – Girls Education			
	Activity	Estimated Time	Checklist (✓)
LEARN	THE INDIA CHAPTER, <i>Girl Rising</i> ( <a href="#">link on previous page</a> )	20 minutes	
	LESSON 2: Why are some girls denied an education? <sup>2</sup> ✓ REASONS WHY Game ✓ FACT SHEET: Why are some girls denied an education? ✓ Appendix A: India Fact Sheet	30-60 minutes	
ACT	LESSON 4: Breaking Down Barriers to Girls' Education <sup>3</sup> ✓ IT'S YOUR TURN! Curriculum Resource	30 minutes	
	Google Hangout on Air! ✓ Prepare outline with class	(30-minute dial-in) 60 minute IVC	
REFLECT	Reflect & Connect ✓ Post on G+	15 minutes	

### Learning Objectives

The following preparatory curriculum will:

- Explore some of the core reasons why girls do not attend school
- Introduce statistics surrounding these reasons
- Engage students to critically think about how to combat these challenges

The curriculum follows a **LEARN-ACT-REFLECT** structure:

<b>LEARN</b>	To give students background information on the program's topic, via a hands-on, engaging activity.
<b>ACT</b>	To put the knowledge and skills gained in the LEARN activity into action. ACT encourages students to work together to identify a problem in their community and create a solution.
<b>REFLECT</b>	After the broadcast, debrief and reflect with your class, and continue the conversations with your partners through the Google+ event page.

A selection of curriculum resources, created by the Pearson Foundation, serves as the primary lesson plan for this unit. For additional material on this topic, please visit: <http://10x10act.org/for-educators/in-the-classroom/>.

<sup>1</sup> 2012 EFA Global Monitoring Report. 359, 377. <http://unesdoc.unesco.org/images/0021/002180/218003e.pdf>

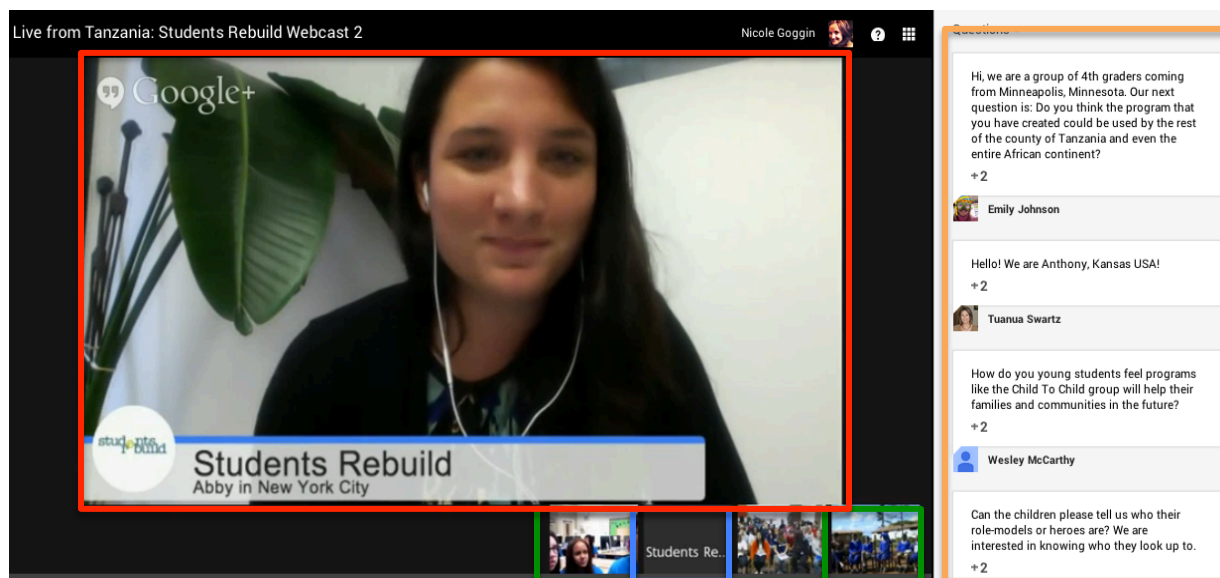
<sup>2</sup> The Pearson Foundation, [http://10x10act.org/wp-content/uploads/2012/09/10x10\\_IDG\\_Curriculum\\_HS02.pdf](http://10x10act.org/wp-content/uploads/2012/09/10x10_IDG_Curriculum_HS02.pdf)

<sup>3</sup> The Pearson Foundation, [http://10x10act.org/wp-content/uploads/2012/09/10x10\\_IDG\\_Curriculum\\_HS04.pdf](http://10x10act.org/wp-content/uploads/2012/09/10x10_IDG_Curriculum_HS04.pdf)

<sup>4</sup> 10x10 Presents *Girl Rising*, <http://10x10act.org/for-educators/in-the-classroom/>

## Google Hangout on Air

This event will be broadcast LIVE using Google Hangouts on Air! Ambassador schools are featured on screen to engage with guest speaker, Tom Yellin, and their peers. Participant schools engage with the online audience and guest speaker by utilizing the Google Hangout on Air Q&A box on the right side of the screen.



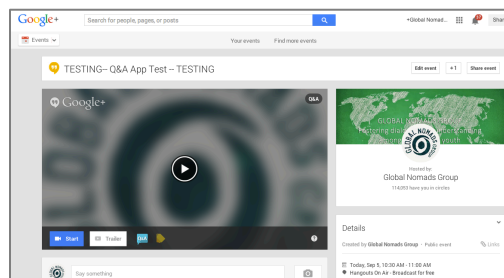
### On-Air Sites

- **Global Nomads Group Facilitator**
- **Guest speaker:** chosen based on their expertise or experience with program topic
- **Ambassador Schools:** 3-4 schools selected through the GNG application process, whose students are active in the live dialogue

### Online Audience

- **Participant Schools:** an unlimited number of schools around the world who view the broadcast, and chat in questions during the event

On the day of the program, a link will be sent to you via email for the session you wish to participate on. Click this link. This will bring you to the event page. Click the play button to join!



### Google+ Event Page<sup>5</sup>

Get the conversation started on the [Google+ Event Page](#). This is a space for all Pulse participants to get to know each other, post curriculum activities, and post questions before and after your Pulse session. This is also where you can watch the live broadcast!

<sup>5</sup> <https://plus.google.com/events/ce5to4tda7s10ncog4f7h12qt0o>

## Meet Ruksana!

<b>TIME:</b>	65 minutes
<b>MATERIALS:</b>	Access to internet, Lesson 2, Reasons Why Game, Fact Sheet
<b>OVERVIEW:</b>	Students will learn about challenges to girls' education by watching the India Chapter of the Girl Rising film. Then they will engage in activities about challenges to girls' education worldwide.

### LESSON PLAN INSTRUCTIONS:

#### 1. Girl Rising Campaign (5 minutes)

Share the below information about *Girl Rising* ([www.girlrising.com](http://www.girlrising.com)) so students can gain an understanding of the campaign.

#### What is Girl Rising?

*Girl Rising is a global campaign for girls' education.*

We use the power of storytelling to share the simple truth that educating girls can transform societies. Girl Rising unites girls, women, boys and men who believe every girl has the right to go to school and the right to reach her full potential.

*Our mission is to change the way the world values the girl.*

Everything we do is to ensure that girls' education is part of the mainstream conversation. We raise awareness about the issue, inspire action and drive resources to [our partners](#), and together we make change happen. We do this through [film](#) and other tools, such as educational and advocacy videos, screening guides and a free standards-aligned school curriculum.

#### 2. India Chapter, Girl Rising (15 minutes)

Introduce students to Ruksana. Then, as a class, watch the **India Chapter** of *Girl Rising*.

##### Meet Ruksana

Ruksana's family are "pavement dwellers" – living on the streets of Kolkata, India, where her father has sacrificed everything to send his daughters to school. Ruksana's life is filled with danger, but she escapes into her artwork and draws strength from her father's resolve.

##### India Chapter, *Girl Rising*:

<https://www.adrive.com/public/ucAuMF/India%20Chapter%20-%20Bridges%20of%20Understanding>

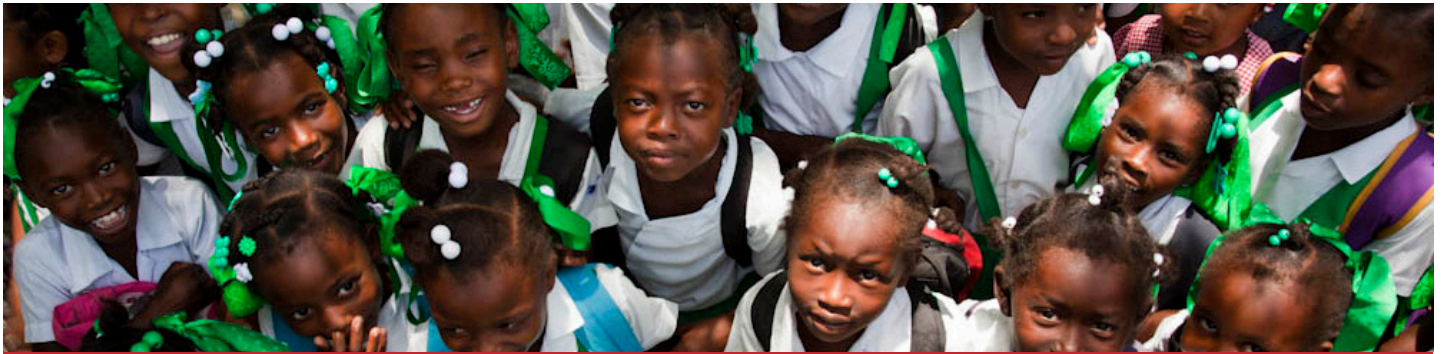
If you cannot click the link above, copy and paste it into your web browser. This link contains uploaded versions of the "India" film segment in .mp4 and .wmv files. Both are accessible via Mac and Windows.

#### 3. Lesson 2: Reasons Why Game & Fact Sheet (45 minutes)

Have students play the Reasons Why Game and review the Fact Sheet on the next few pages to further engage your class in the challenges of girls' education worldwide.

##### Statement of Confidentiality

The links to GIRL RISING media including feature film, film preview, chapters, and any related content included or linked in this email should be considered private and confidential. If sharing is necessary, it should only be done within your organization, in a limited way, and with this statement of confidentiality attached. These links should not be transmitted outside your organization. They may not be uploaded to any website, Facebook page, or similar digital outlet, including your own. They should not be shared organization-wide or sent out to the public in any way. This chapter or film link may only be viewed in the private screening event that your organization has communicated to 10x10. This transmission is sent in trust, for the sole purpose of delivery to the intended recipient. If you have received this transmission in error, any use, reproduction or dissemination of this transmission is strictly prohibited. If you are not the intended recipient, please immediately notify the sender by reply e-mail or phone and delete this message and its attachments, if any.



HIGH SCHOOL LESSON 2

# WHY ARE SOME GIRLS DENIED AN EDUCATION?

## Lesson OVERVIEW

There are many reasons why girls do not attend school. For some, it is simply a choice; for a vast majority, however, the decision is out of their control. This lesson will encourage students to explore the variety of reasons, including poverty, health issues and cultural norms, which keep girls out of school.

## PURPOSE

Students will examine some of the core reasons why girls are not in school. This lesson focuses primarily on the discrimination against girls and the effects of poverty.

## STUDENTS Will Be Able to...

- Demonstrate knowledge of the barriers that keep girls out of school.
- Express feelings and opinions through written work.

## TIME

One to two hours

## MATERIALS

- REASONS WHY game: one set of REASONS WHY game cards for each group of four to five students, and materials with which to create circles on the ground (Resources section)
- Fact Sheet: *Why are some girls denied an education?* (Resources section)

## Key VOCABULARY

A clear understanding of the following vocabulary terms will help students to fully participate in the lesson.

**AIDS/HIV** (aydz), noun

An often-fatal illness that attacks the immune system, which protects the body against disease.

If someone is HIV positive, the person has the HIV virus, and his or her immune system is weakened. People who are HIV positive can develop AIDS.

**Discrimination** (dis-krim-i-nay-shuhn), noun

Prejudice or unfair behavior toward others based on difference in such things as age, race or gender.

**Gender** (jen-dur), noun

The state of being male or female, being a boy or a girl.

**Illiterate** (i-lit-ur-it), adjective

Unable to read or write.

**Poverty** (*pah-vur-tee*), noun

The state of being poor; lack of the means of providing for material needs or comfort.

## BACKGROUND

Currently, nearly 40 million girls are not in school. The reasons behind this include poverty, lack of safety, discrimination and health issues. Many times, parents face hard decisions about providing basic necessities for their family and sending children to school. Often the choice to keep a daughter from attending school is not made willingly, but as a result of the needs of a family in poverty or the realities of living in an area in conflict.

## ACTIVITY

Explain to students that they will be exploring a few of the reasons why girls are denied the opportunity to attend school. Ask students, “What are some of the reasons you think girls might not go to school?” Record their answers and ideas on the board.

Introduce the REASONS WHY game (Resources section) and explain how it works. Encourage students to keep track of how many times they are in and out of the circle (school), because this happens often to girls around the world as their situation changes.

After students have finished playing the game, discuss the following questions:

- How did it feel to keep going back and forth between being in school and being out of school?
- At the end of the game, how did it feel to be out of school, or to see your teammates in that situation?
- How would this affect your education if this happened repeatedly to you?
- How would this affect your future?
- Which of the situations felt unfair?
- Even when situations seemed unfair, could you understand the reason behind being out of school?
- If these situations are faced by a large percentage of girls in a community, what happens to that community? Can a community thrive and grow if half

the population is illiterate and unable to utilize basic math skills?

- When you are very young and married with children, how do you raise your family?
- Who do you think benefits when girls receive an education?

Next, ask students to review the Fact Sheet: *Why are some girls denied an education?* (Resources section) In their small groups, have students share which statistic or reason they find the most troubling. What surprises them? How do students believe girls overcome the barriers they face?

## Ideas to EXTEND THE LESSON

- Ask students to read *The Meena Amiri Story* or *From a Child's Eye: Working in the Hot Sharp Salt Fields of Cambodia* (Resources section). Discuss the real challenges faced by the girls and their parents. How can they solve their immediate needs for life's basics, including food and water, and invest in a better future?
- Have students create posters and graphs from the data on the fact sheet to display.
- Have students research their own communities. How many girls are out of school and why? What systems are in place to help children stay in school?
- Read the book *Nasreen's Secret School* by Jeanette Winter or *Yasmin's Hammer* by Ann Malsapina.
- Give each group of students one of the scenarios that lead to staying out of school and have them create a solution to the challenge. If this challenge was keeping their daughter out of school, what would they do?





CURRICULUM RESOURCES 5

# REASONS WHY GAME

The REASONS WHY game is intended to help students better understand the many reasons why girls around the world are denied an education. The game works best when students are grouped into teams of four to five students per team. In advance, determine how many teams you will have when you divide your students into groups of four to five; then create a complete set of game cards (found below) for each team.

Divide the class into teams of four to five students.

Instruct each team to create a circle that will represent school. The circle (school) could be a hula-hoop, long piece of yarn, string or a jump rope in the shape of a circle. The circle should be big enough for three to four students to stand in.

To play the game, each team member must select a card, read the card out loud, and follow the directions GO TO SCHOOL or STAY HOME FROM SCHOOL.

GO TO SCHOOL! – students step into the circle, or stay inside the circle

STAY HOME FROM SCHOOL – students step outside the circle

Have students continue passing the cards around their team until all the cards have been read. When each team is finished, encourage students to stay where they are, either in or out of the circle. When all the teams are finished, have students look around. How many students are in school and how many are out of school? As a class, discuss the questions outlined in the curriculum.



Great job! You just earned a scholarship!

**GO to SCHOOL!**

There is no money for the required uniform.

**STAY HOME  
from SCHOOL**

In school you received immunizations and  
learned how to stay healthy!

**GO to SCHOOL!**

Your little brother is sick and you need to stay home  
to care for him while your parents work.

**STAY HOME  
from SCHOOL**

Your mom found a new job and there is money for your  
school fees.

**GO to SCHOOL!**

Your dad lost his job and there is not enough money for  
both the girls and boys in your family to go to school this  
term, so only your brothers can attend.

**STAY HOME  
from SCHOOL**

Your village just built a new well and has plenty of water  
close by.

**GO to SCHOOL!**

You are responsible for gathering the family's daily water.  
You need to make the long trip several times a day to  
meet the family's water needs.

**STAY HOME  
from SCHOOL**

The government just built a new school only two miles  
from your home. It is open to everyone.

**GO to SCHOOL!**

The government said girls are no longer allowed  
to go to school.

**STAY HOME  
from SCHOOL**





Your older sister finished school and is now helping to support the family with a good job. There is enough food, she knows how to help keep everyone healthy, and she can pay your school fees.

**GO to SCHOOL!**

An NGO (non-government organization) helped to build a school in your village.

**GO to SCHOOL!**

Your country is at peace.

**GO to SCHOOL!**

You have a clean, reliable water supply that helps to keep you healthy.

**GO to SCHOOL!**

Women in your village have learned how to grow sustainable family gardens, so there is enough healthy food.

**GO to SCHOOL!**

Both of your parents have AIDS.  
Your older sisters need to work to earn money, and you need to stay home and care for your sick parents.

**STAY HOME  
from SCHOOL**

The closest school is more than two miles away. Your parents know this is an unsafe walk for girls.

**STAY HOME  
from SCHOOL**

Your country is at war with a neighboring country, and it is unsafe for girls to be alone walking the long distance to school.

**STAY HOME  
from SCHOOL**

Your water supply has become unclean, and you are sick.

**STAY HOME  
from SCHOOL**

Your village has suffered a long drought, and your family must find a new place to live in the city.

**STAY HOME  
from SCHOOL**



CURRICULUM RESOURCES 4: FACT SHEET

# WHY ARE SOME GIRLS DENIED AN EDUCATION?

“The evidence indicates that much remains to be done to keep the world on track to meet the goal of universal primary education.” *Source: United Nations Statistics Division, 2010*

Nearly 40 million girls around the world are out of school. Here are some of the facts and reasons why.

## Poverty

Analysis based on survey data for 23 countries shows that school attendance declines as the number of hours spent on household chores increases, and that the decline is steeper for girls compared to boys.

*Source: International Labour Organization, 2009*

- Older girls are needed to stay home and care for the sick or for younger children.
- Girls are needed to work to earn money for the family.
- Families cannot afford the tuition or fees associated with school.
- When families can afford to send only some of their children to school, boys are seen as the priority.

## Safety

More than 1.5 billion people live in countries affected by economic and government fragility, violence or conflict.

- When countries are at war, schools are often unsafe places for girls.
- If girls need to walk a long distance to school, parents worry and consider it unsafe.

## Discrimination

In developing countries, only 43 percent of secondary-school-age girls are in class.

*Source: UNICEF*

- Some governments and religious doctrines forbid the education of girls.
- Boys may be selected over girls in a family to go to school.

## Health

Worldwide each day, 4,500 people die due to unsafe water and lack of basic sanitation.

*Source: H2O for Life Schools*

- Families may live in an area with few or no doctors or hospitals.
- Families may not immunize their girls.
- Girls may not have access to healthy food and safe water.

### Breaking Down Barriers to Girls Education

<b>TIME:</b>	30 minutes
<b>MATERIALS:</b>	Lesson 4, It's Your Turn! Worksheet
<b>OVERVIEW:</b>	Students will propose solutions to breaking down the barriers of education worldwide and in their own communities.

#### LESSON PLAN INSTRUCTIONS:

##### 4. Challenges & Solutions to Education (30 minutes)

Now that students have learned some of the reasons why access to education is not universal, they will think about a challenge in education that they face in their own communities and propose a solution.

Follow Lesson 4 below. Then, students will complete the worksheet: It's Your Turn!



HIGH SCHOOL LESSON 4

# BREAKING DOWN BARRIERS TO GIRLS' EDUCATION.

*What solutions are working? What are your ideas?*

## Lesson OVERVIEW

Students will examine some of the ideas that can help make it easier for girls to obtain an education. In addition, they will brainstorm their own concept or invention to solve one of the many challenges faced by girls in developing countries.

## PURPOSE

This lesson is designed to help students focus on some of the efforts being made to help girls go to school across the globe. In addition, students will be encouraged to begin thinking in terms of sustainable solutions.

## STUDENTS Will Be Able to...

- Demonstrate their ability to creatively solve problems.
- Demonstrate their knowledge of issues surrounding poverty.

## TIME

Thirty minutes to two hours

## MATERIALS

- Copies of Ideas at Work articles that are appropriate for your class (Resources section)
- IT'S YOUR TURN problem-solving graphic organizer (Resources section)

## Key VOCABULARY

A clear understanding of the following vocabulary terms will help students to fully participate in the lesson.

**Innovation** (in-uh-vay-shuhn), noun  
A new idea or invention.

**NGO** – Non-Governmental Organization, noun  
Any nonprofit, voluntary citizen's group that is organized on a local, national or international level. Task-oriented and driven by people with a common interest, NGOs perform a variety of service and humanitarian functions.

**Sustainable** (suh-stay-nuh-buhl), adjective  
Done in a way that can be continued and that doesn't use up natural resources.



## BACKGROUND

While girls, their families and communities face many challenges surrounding education, there are solutions. As a deeper understanding grows regarding the challenges that many girls face, so do the workable ideas for sustainable and culturally acceptable solutions. The statistics surrounding educating girls can seem insurmountable; but by breaking the bigger issues into smaller parts, it becomes a more manageable challenge. Encourage students to think in terms of pieces of the puzzle. It is unlikely that one solution will work for all girls in all communities; however, looking for a solution that helps some girls in some communities gets us closer to the day when all girls will have access to an education.

## ACTIVITY

It is time to be creative! Explain to students that they are going to learn about a few of the ideas that are currently being implemented to help get more girls in school. Then, students will have the opportunity to create their own sustainable solutions.

Ask students:

- What situations keep girls out of school?
- How might being healthy contribute to a girl's education? What about resources to study at home?
- If a family needs basics such as food and water, how can they meet those needs and keep their daughters in school?
- What does *sustainable* mean? What would the term *sustainable solution* mean? What would make a sustainable solution successful and valuable?

Have students read the Ideas at Work articles (Resources section) you've selected, individually or in groups. Encourage students to record or highlight the specific problem the idea solves. For example, the SOCKET solves the problem of providing light by which to study at night. Prompt students to record why this idea is sustainable. When everyone is finished reading, encourage students to share their thoughts about the solutions.

Next, students will create their own solutions to problems that they find significant. Have students work with the IT'S YOUR TURN problem-solving graphic organizer (Resources section), to help them process their ideas. Encourage students to share their ideas in small groups and engage in respectful peer review.

## Ideas to EXTEND THE LESSON

- This lesson can be modified in a variety of ways: students can draw and write about their solution; they can create models; they can publish a newsletter for the school. This is an excellent opportunity to partner with art teachers and create a school-wide display.
- Read the book *The Mangrove Tree: Planting Trees to Feed Families*, by Susan Roth and Cindy Trumbore. This story details the efforts of a scientist, Dr. Gordon Sato, to create sustainable projects for poor communities.



## INTERNATIONAL DAY OF THE GIRL

10x10 October 11, 2012



CURRICULUM RESOURCES 12

# IT'S YOUR TURN!

Identify one challenge facing girls who are attempting to get an education in a developing country, or in your own country. Brainstorm three unique ideas that may solve the problem then pick one and create your own solution!

**Challenge/Problem**

**Idea to Solve the  
Problem**

**Idea to Solve the  
Problem**

**Idea to Solve the  
Problem**

**My Solution**



*Girl Rising* Guest Speaker: Tom Yellin**Executive Producer, *Girl Rising* /  
President, DocGroup**

As executive producer Tom Yellin has overseen numerous critically-acclaimed DocGroup projects, including the recent *America in Primetime*, a premier series on PBS showcasing the creative minds behind the new golden age of television; the Peabody award-winning ABC News Special, *To Iraq and Back: Bob Woodruff Reports*; and the Academy Award nominated documentary *Operation Homecoming: Writing the Wartime Experience*.

The DocGroup's largest and most ambitious project, *Girl Rising*, is a feature-length film and social action campaign that embraces the enormous potential of educating girls in developing countries. Other recent films include *Into Harm's Way*, about West Point's class of '67 and the shadow cast on their lives by the Vietnam War, *Angle of Attack: How Naval Aviation Changed the Face of War*, and *Dreamland*, about the land of dreams also known as California.




DocGroup is the successor to PJ Productions, a company Tom formed with Peter Jennings in 2002 to produce the award-winning series *Peter Jennings Reporting for ABC News*. Documentaries in the series included *From the Tobacco Files: Untold Stories of Betrayal and Neglect*, *UFOs: Seeing is Believing*, *Dark Horizon: India, Pakistan and the Bomb*, *The Search for Jesus*, *How to Get Fat Without Really Trying* and *The Kennedy Assassination: Beyond Conspiracy*.

Before the formation of PJ Productions, Tom was an executive producer at ABC News. His projects included *ABC 2000*, 23 hours live coverage from around the world at the turn of the century; *The Century*, a twelve-part series that aired in 1999; and *Day One*, a primetime news magazine, which Tom created. His programs have won numerous honors, including the duPont, Peabody, Emmy, Gabriel and Polk awards.

Tom graduated from Harvard College. He is married, has four daughters and lives in New York City.

## Google Hangout on Air Outline: Girl Rising

<b>TIME:</b>	Day/Date: _____ Tech Dial-In Time (30 min. prior to start): ____:____ AM / PM Conference Start Time (60 minutes): ____:____ AM / PM
<b>MATERIALS:</b>	IVC Outline prepared with comments and questions
<b>OVERVIEW:</b>	<b>Get ready for your first IVC with these steps:</b> 1. Review the outline; 2. Prepare comments and questions.
	Post follow-up questions, comments, and project sharing <b>1-3 days after</b> to the Google+ community!

**Ambassador Schools:** Your school will be called upon by the GNG facilitator for questions and comments to the guest speaker.

**Participants:** All comments and questions should go in the Google Question and Answer box on the right of the page.

### 1. Welcome and Introduction to *Girl Rising* (5 minutes)

GNG facilitator welcomes everyone to the *Girl Rising* program, in celebration of International Day of the Girl Child / International Women's Day. All Ambassador schools introduce themselves. *Shout out to all Youth Talk schools participating!*

#### Have one student from each group share:

- Name:
- Number of students participating in IVC:
- Most compelling part of the film:

### 2. LEARN: Debrief of Film and Activities (20 minutes)

After reflecting on the film and activities, students record two comments about the “India” chapter of *Girl Rising*, specifically about the barriers to girls’ education and two questions about how education appears in other parts of the world, specifically the regions of your peers.

#### Two comments about the film and barriers to education:

1.

2.

**Two questions about education in other regions and communities:**

1.

2.

**3. Q&A (7 minutes)**

*GNG Facilitator pauses conversation with the Ambassador schools to take questions from the Participating schools.*

**4. ACT: Presentation of Breaking Down Barriers Activity (20 minutes)**

Each school presents their activity on how to break down barriers to education worldwide. Specifically, students share:

- The main challenge/problem to girls' education in your local and global community
- Ideas to solve the problem (Who? What? Why? When? How?)
- The solution to the challenge/problem

Challenge/Problem		
Idea to Solve the Problem	Idea to Solve the Problem	Idea to Solve the Problem
My Solution		

After presenting their activity, participants ask questions about their proposed challenge and solution. Guiding questions below:

- How will this solution work in your community? Worldwide?
- Will this solution require money? If so, how will that be accumulated?
- Who will work to implement this solution?


**5. Q&A (7 minutes)**

*GNG Facilitator pauses conversation with the Ambassador schools to take questions from the Participating schools.*

**6. Conclusion (2 minutes)**

GNG facilitator thanks all participants in the *Girl Rising* event and directs participants to reflect on the Google+ platform.

## Reflect and Connect

<b>TIME:</b>	15 minutes post-Google Hangout on Air
<b>MATERIALS:</b>	Access to the internet – Google+ Event Page
<b>OVERVIEW:</b>	<div>  </div> Post reflections on Google+: <ul style="list-style-type: none"> <li>• Educators fill out IVC Feedback Form and connect with partner educator;</li> <li>• Students post to the Google+ Event Page</li> </ul>

### REFLECTION ACTIVITIES:

#### 1. Connect: Students and Educators (15 minutes)

**Students:** Direct students to the student reflection worksheet and encourage them to share a final reflection or a question with their partners on the Google+ Event page. Reflection questions include:

- What was the most interesting or shocking thing you learned about education worldwide? Did you learn this from the film? Your peers? The guest speaker?
- What questions do you have for your peers? The guest speaker?
- How do you plan to engage others about the challenges to education in your community? Worldwide?



Ask students to share one of their reflections on the Google+ Event Page.  
<https://plus.google.com/events/ce5to4tda7s10ncog4f7h12qt0o>

#### Ambassador School Educators:

Fill out the Pulse Feedback form at: <http://goo.gl/forms/NZsdElyA4I>

### Reflect and Connect

Reflect on the questions below, then go to Google+ and post your thoughts!

What was the most interesting or shocking thing you learned about education worldwide? Did you learn this from the film? Your peers? The guest speaker?

What questions do you have for your peers? The guest speaker?

How do you plan to engage others about the challenges to education in your community? Worldwide?

### Connect on Google+



Pick one of your reflections or questions to share with your partners in a Google+ post. Post and see what your partners are saying! You can continue to communicate on Google+.

<https://plus.google.com/events/ce5to4tda7s10ncog4f7h12qt0o>

## India – Country Fact Sheet

REPUBLIC OF INDIA<sup>6</sup>

## GENERAL INFORMATION

Capital City: New Delhi

Population of India: 1.2 billion (July 2013 est.)

Population of New Delhi: 21.72 million

Mobile/Cellular Telephones: 893.862 million (2011)



The Indus Valley civilization, one of the world's oldest, flourished during the 3<sup>rd</sup> and 2<sup>nd</sup> millennia B.C. and extended into northwestern India. Aryan tribes from the northwest infiltrated the Indian subcontinent about 1500 B.C.; their merger with the earlier Dravidian inhabitants created the classical Indian culture. The Golden Age saw a flowering of Indian science, art, and culture. Islam spread across the subcontinent over a period of 700 years. In the 10<sup>th</sup> and 11<sup>th</sup> centuries, Turks and Afghans invaded India and established the Delhi Sultanate. In the early 16<sup>th</sup> century, the Emperor Babur established the Mughal Dynasty, which ruled India for more than three centuries. European explorers began establishing foothold in India during the 16<sup>th</sup> century.

By the 19<sup>th</sup> century, Great Britain had become the dominant political power on the subcontinent and the British Indian Army played a vital role in both World Wars. Years of nonviolent resistance to British rule eventually resulted in Indian independence, which was granted in 1947. Large-scale communal violence took place before and after the subcontinent partition into two separate states – India and Pakistan. The neighboring nations have fought three wars since, the last of which was in 1971 and resulted in East Pakistan becoming the separate nation of Bangladesh.

Despite pressing problems, such as significant overpopulation, environmental degradation, extensive poverty, and widespread corruption, economic growth following the launch of economic reforms in 1991 and a massive youthful population are driving India's emergence as a regional and global power.

India is located in Southern Asia, bordering the Arabian Sea and the Bay of Bengal, between Burma and Pakistan. India is a Federal Republic with Prime Minister Manmohan Singh as the head of government.

## PEOPLE

## Education

Percentage of the population considered literate (citizens over the age of 15 able to read and write):

Females	50.8%	Males	75.2%
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<sup>6</sup> CIA World Fact Book at <https://www.cia.gov/library/publications/the-world-factbook/>



## Ethnic Group Distribution

Indo-Aryan	72%	Dravidian	25%	Monogoloid and other	3%
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## Religious Group Distribution

Hindu	80.5%	Sikh	1.9%
Muslim	13.4%	Other	1.8%
Christian	2.3%		

## Languages

Hindi	41%	Kannada	3.7%
Bengali	8.1%	Malayalam	3.2%
Telugu	7.2%	Oriya	3.2%
Marathi	7%	Punjabi	2.8%
Tamil	5.9%	Assamese	1.3%
Urdu	5%	Maithili	1.2%
Gujarati	4.5%	Other	5.9%

**NOTE:** English enjoys the status of subsidiary official language but is the most important language for national, political, and commercial communication; Hindi is the most widely spoken language and primary tongue of 41% of the people.

## **ECONOMY**

India is developing into an open-market economy, yet traces of its past autarkic policies remain. Economic liberalization measures, including industrial deregulation, privatization of state-owned enterprises, and reduced controls on foreign trade and investment, began in the early 1990s and have served to accelerate the country's growth, which averaged under 7% per year since 1997. India's diverse economy encompasses traditional village farming, modern agriculture, handicrafts, a wide range of modern industries, and a multitude of services.

## Gross Domestic Product (GDP) in U.S. Dollars

\$4.761 trillion

## Currency Exchange Rate (2013)

1 U.S. dollar is equivalent to approximately 53 Indian rupees (INR).

## Annual Imports and Exports

India exports approximately \$298 billion in petroleum products, precious stones, machinery, iron and steel, chemicals, vehicles, and apparel.

India imports approximately \$500 billion in crude oil, precious stones, machinery, fertilizer, iron and steel, and chemicals.

## Natural Resources

Rice, wheat, oilseed, cotton, jute, tea, sugarcane, lentils, onions, potatoes; dairy products, goats, sheep; poultry; fish