



Activity Sheet: Making Choices

How should ActionAid spend its budget on education in different countries? Below are some different approaches, all based on real examples of how aid has been spent. Discuss the pros and cons of the different approaches and decide which one you would choose.

Group/Budget	Approach A	Approach B
Group A £20	Our approach in Kenya should be to give direct support to individual children at a local level. With £20 we could help a child living in poverty to go to school tomorrow by buying them a uniform.	Uniforms are part of the problem. We should support two children to go to speak to the national parliament in Kenya. This will put pressure on the Minister to write to 17,800 primary schools saying school uniforms should not be compulsory.
Group B £200	Many children in Northern Nigeria struggle to get to school and then find they don't have any materials to learn from. We should buy textbooks and teaching materials so that at least some pupils can get a good quality education.	We should form School Management Committees (SMCs) in 40 schools in Northern Nigeria. They should involve parents who can help persuade others to send their children (especially girls) to school. This will improve attendance and performance and could lead to government support for SMCs in all Nigerian schools.
Group C £2000	Sometimes children in Tanzania have to learn in classrooms of up to 100 children. Our approach should be to build an extra classroom in a poor, rural area of Tanzania. This will stop overcrowding and enable more to go to school.	We should find out the reasons why children are not going to school in Tanzania. For example many parents say that the cost of education is the biggest problem, especially the 'user fees' that many schools charge. We could then work with others to tackle the problems, for example by leading a campaign to abolish user fees throughout Tanzania.
Group D £20,000	Government schools in Bangladesh are not reaching the poorest children. We should open a Non Formal Education Centre for 100 children. The school day would be flexible so that children can help out at home, or work, as well as learn.	We should train community groups to monitor the way that school budgets are spent. For example, are undernourished children receiving their free midday meal or has this government money been misused? The groups should challenge schools to spend the money properly so that the poorest children will attend.
Group E £2,000,000	We should support one private secondary school for girls in South Africa for one year (as American celebrity, Oprah Winfrey, has done).	We should support the Global Campaign for Education (GCE) for one year because it engages 10 million people in 120 countries all calling for free, quality primary education for all children.

Activity Sheet: Making Choices

Putting forward an argument

- Consider the pros and cons of the different approaches to spending the money. How would you spend the money in each of the examples?
- You could split into groups. Group A has a budget of £20, Group B of £200 and so on. Decide as a group how you will spend this money on education and why.
- Make sure you think about how many people you will reach, the impact it will have on their lives, whether your action will have a local, national or global impact and whether it will be long term. You should also consider whether it would be achievable in that country, in terms of government, social and cultural acceptance.
- You could do some more research using ActionAid's country specific websites, for example <http://www.actionaid.org/kenya>
- Present your approach to the rest of the class. Explain the reasons behind your thinking.



**Extension activity:
Presenting a persuasive case for action**

Write a fundraising leaflet or design a poster advert for ActionAid.

- What image do you want to portray of the organization?
- How will you motivate people in the UK to support ActionAid?
- How will you explain ActionAid's approach to development?

