



Root Causes of Exclusion

LESSON PLANS FOR HIGH SCHOOL STUDENTS

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Root Causes of Exclusion

Unit Overview

SUBJECT: Social Studies

LEVEL: High School

Unit Overview

The Root Causes of Exclusion is designed to use with high school students. The content can be adapted for use with older or younger students. The 3 days' lessons are designed to:

- 1.** Raise awareness of the existence of excluded children and the four root causes of exclusion
- 2.** Increase students' understanding of the impact of the four root causes of exclusion
- 3.** Build students' analytic, problem-solving, and presentation skills through use of primary source material: Chapter 2 of UNICEF's *The State of the World's Children 2006: Excluded and Invisible*

Lesson 1: Students will:

- * Define excluded children and consider examples of exclusion in American history and in their school and community
- * Learn about UNICEF and its annual report, *The State of the World's Children*, and work in groups to analyze primary source material about the four root causes of exclusion:
 - Discrimination based on gender, ethnicity, or disability
 - Poverty
 - The HIV/AIDS pandemic
 - Armed conflict/"fragile" states
- * Consider examples of UNICEF projects tackling the root causes of exclusion

Lesson 2: Students will:

- * Take part in a "round table" discussion about the root causes of exclusion
- * Answer questions interpreting information about the root cause their group is investigating and refer to the example of a UNICEF project that tackles the root cause
- * Prepare written evaluations of their group's performance

Tip!

Teachers' Tip

While this unit was designed to be taught over three consecutive days, feel free to customize the unit to fit your specific curriculum schedule.

Background**Lesson 3:** Students will:

- * Read and discuss a poem and a statement by young people in Lesotho to their government as part of a UNICEF project in that country
- * Brainstorm ideas to tackle the root cause of exclusion they are studying
- * Analyze ideas for tackling the root causes presented in *The State of the World's Children 2006* and draw conclusions

The State of the World's Children and The Root Causes of Exclusion

The State of the World's Children (SOWC) is UNICEF's annual flagship publication. SOWC is the most comprehensive survey of global trends affecting children and provides the most thorough almanac of up-to-date statistical data on children. SOWC is used globally as the authority on childhood by governments, non-governmental organizations, and academic institutions.

Chapter 2 of *SOWC 2006*, the focus of this unit, identifies four root causes of exclusion that shut children out of school, healthcare, and other vital services. The root causes are:

- * Discrimination based on gender, ethnicity, or disability
- * Poverty
- * The HIV/AIDS pandemic
- * Armed conflict/"fragile" states

These factors increase the risk that these children will miss out on their childhood and face exclusion throughout their adulthood.

Exclusion affects children in all countries, societies, and communities.

There is a widening gap between children growing up in countries with the lowest level of development and their peers in the rest of the developing world.

Discrimination based on gender, ethnicity, and disability

- * Gender discrimination shuts millions of girls out of school and blocks them from receiving critical services.
- * Almost 900 million people belong to groups that experience disadvantage as a result of their ethnicity and/or gender.
- * An estimated 150 million children live with disabilities globally, many without opportunities for education, healthcare, and nurturing support because of discrimination.

Poverty

- * More than 1 billion children around the world suffer from one or more of the effects of poverty.
- * Children in the poorest countries face far higher risks of death, illness, and malnutrition, and are far more likely to miss out on school, than children in the rest of the developing world.
- * In countries across the developing world, children in the poorest homes are at least twice as likely to die before the age of five as children in the richest homes. Children of primary school age are three times as likely to miss out on school.

The HIV/AIDS Pandemic

- * Millions of children living with or affected by HIV/AIDS are missing out on schooling, protection, and even the most basic health care and prevention services.
- * Every minute, a child under the age of 15 dies because of HIV/AIDS.
- * Fifteen million children have already lost one or both parents to HIV/AIDS.

Armed Conflict/“Fragile” States

- * Armed conflict affects children’s survival and well-being and interferes with their access to education and other vital services.
- * “Fragile” states are countries with weak policy/institutional frameworks that are unwilling or unable to provide basic services to their citizens. In fragile states, children suffer tremendously as a result of corruption or a lack of accountable institutions.

The State of the World’s Children argues that the world must go beyond current development efforts to ensure that the most vulnerable children are not left behind.

- * Governments bear primary responsibility for reaching out to these children.
- * The private sector, donors, and the media must also help to prevent children from falling between the cracks.

These, and efforts by people and organizations at all levels of society, help to build a safer environment for children—one that protects children from abuse in the same way that immunization and adequate nutrition protect them from disease.

Tip!

Teachers’ Tip

Lesson plans focusing on four children who exemplify each of the four root causes will enrich students’ investigation of the root causes of exclusion. These lesson plans can be found at: www.teachunicef.org

About UNICEF

UNICEF was established on December 11, 1946, by the United Nations to meet the emergency needs of children in post-war Europe and China. Its full name was the United Nations International Children's Emergency Fund. In 1950, its mandate was broadened to address the long-term needs of children and women in developing countries everywhere. UNICEF became a permanent part of the United Nations system in 1953, and its name was shortened to the United Nations Children's Fund. However, UNICEF retained its original acronym.

UNICEF works in 156 countries and territories, helping to save, protect, and improve the lives of children around the world through immunization, education, health care, nutrition, clean water, and sanitation.

UNICEF's life-saving programs are funded entirely by voluntary contributions, from corporations, governments, and individuals.

UNICEF works to ensure that:

- * Every young child gets every chance at survival and receives the essentials for the best start in life, because proper care at the youngest age forms the strongest foundation for a person's future.
- * All children are fully immunized and protected from disease and disability.
- * Every boy and girl completes a primary education. Children who are educated grow up to become better thinkers, better citizens, and better parents to their own children.
- * All young people are given reliable information on HIV/AIDS prevention, and orphans and others affected by the disease receive support and care.
- * Every child is protected from harm, abuse, and violence, in times of peace and in times of conflict or crisis.

UNICEF is unique among international organizations that work with children because it has the global authority to influence decision-makers and a variety of partners at the grassroots level to turn innovative ideas into reality.

In support of UNICEF's work, the U.S. Fund for UNICEF focuses on five major priorities: education, emergencies, HIV/AIDS, immunization, and malnutrition. For more information, visit the U.S. Fund for UNICEF's web site at: www.unicefusa.org.

Evaluation/ Assessment

Students will be evaluated based on their:

- * Participation in class and small-group discussions
- * Ability to answer questions about the root causes of exclusion and summarize ideas for tackling them
- * Ability to interpret statistical data in graphs and use the information in discussion to back up assertions

Interdisciplinary Connections

Given that the unit *The Root Causes of Exclusion* aligns with the National Mathematics, Language Arts, and Geography Standards, you may want to team teach the unit with colleagues in those disciplines. Additional interdisciplinary assignments could include:

Language Arts: Students can read fiction and nonfiction about excluded children of the past and compare those stories to present-day personal stories on the Voices of Youth website (http://www.unicef.org/voy/explore/sowc06/explore_2473.html). Examples of literature on excluded children include:

- * *The Children*, David Halberstam (nonfiction; participants in the civil rights movement from the days of early sit-ins)
- * *The Diary of Anne Frank*, Anne Frank (nonfiction; diary of a Jewish girl in hiding during the Holocaust)
- * *Oliver Twist*, Charles Dickens (fiction; orphans in the 1800s)
- * *Remembering Manzanar: Life in a Japanese Relocation Camp*, Michael L. Cooper (nonfiction; Japanese Americans in the western U.S. during World War II)

Language Arts/Art:

- * Students can write a personal essay and create an illustration in response to one of the personal stories about an excluded child found on UNICEF's Voices of Youth website at: http://www.unicef.org/voy/explore/sowc06/explore_2473.html.
- * Students can write a story about one of the child laborers in the United States photographed by Lewis Hine in the early 1900s. Lewis Hine's photographs can be viewed on the U.S. National Archives website at: http://www.archives.gov/exhibits/picturing_the_century/portfolios/port_hine.html#.

Math:

- * Students can create customized statistical tables on issues related to children's health and education in a country of their choice. They can follow the instructions on this site: <http://www.unicef.org/sowc06/statistics/database.php>. Students can then present their findings to the class.

Technology:

- * Students can design an animated graph using as a basis one of the graphs in *SOWC 2006* Chapter 2. Examples of animated graphs of the United Nations Development Program (UNDP) are found at: <http://hdr.undp.org/statistics/data/animation.cfm>. (Click on “Human Development Trends 2005” and then “skip intro” to go directly to “World Income Distribution.” Click the forward arrow to move ahead through the animated graph.)

Economics:

- * Students can research what the Gross National Income (GNI) actually represents, how it is calculated, and how it differs from Gross National Product (GNP). Definitions can be found at the U.S. Department of Agriculture website at: <http://www.ers.usda.gov/Briefing/Macroeconomics/glossary.htm>. Learn about GNP per capita and sustainable development at: <http://www.worldbank.org/depweb/english/modules/economic/gnp/index.html> and <http://www.worldbank.org/depweb/english/sd.html>.

Geography:

- * Students can use a map or globe to locate the countries and areas of the world mentioned in the primary sources in *SOWC 2006*.
- * Students can learn more about the geopolitical and environmental challenges in these countries and areas and about UNICEF’s responses at: <http://www.unicef.org/infobycountry/index.html>.

Art/Drama/Dance/Music:

- * Students can create a work of art, write a skit, choreograph a dance piece, or write a song interpreting the concepts of exclusion and inclusion.

Service Learning Projects

Regardless of their range and scope, the best Service Learning projects are those developed and initiated by students. The projects can last an afternoon, a weekend, a week, or a month—depending on the goals students set. They can be done on an individual basis, in pairs, or in small groups. In some cases, the project may be so big that an entire class or even the whole school can get involved!

Some possible Service Learning projects for *The Roots Causes of Exclusion* include:

1. By the Book

Students in grades 9–12 write and illustrate books for elementary school students about the importance of inclusion. Students can formally present their books to classes and/or elementary school

libraries; read them aloud with elementary school students as part of a class visit; and/or take part in a community read-a-thon, donating a copy of their book.

2. Then and Now

Students interview older members of the community to learn about exclusionary practices in the U.S. in the past; for example, exclusion of the disabled or segregation on the basis of gender, race, or religion. Students can also question people about their attitudes toward today's U.S. integration policies, a form of legal exclusion.

3. Shine a Light

Students partner with community organizations to publicize volunteer opportunities for students in the community. They can conduct interviews, write articles for school or local newspapers, prepare informative fliers, and consider an attention-getting "Value Volunteers" celebration.

National Standards

All TeachUNICEF lesson plans are designed to be in line with national standards. For more detail, refer to the national standards section at the back of this lesson or to the additional resources at: www.teachunicef.org.

Root Causes of Exclusion

Lesson Plans

SUBJECT: Social Studies

LEVEL: High School

Lesson 1

Who Are Excluded Children?

TOTAL TIME: 45 Minutes

Objectives

To introduce students to the concept of “excluded children” and to begin investigating the root causes of exclusion.

Session Plan

- * OPENING ACTIVITY: 10 Minutes
- * EXPLORING EXCLUSION: 10 Minutes
- * GROUP WORK: EXAMINING ROOT CAUSES OF EXCLUSION: 20 Minutes
- * HOMEWORK REVIEW: 5 Minutes

Vocabulary

- * Armed conflict
- * Discrimination
- * Disenfranchised
- * Endemic
- * Exclusion
- * “Fragile” states
- * Gross
- * Inclusion
- * Millennium Development Goals (Find them at: http://www.unicef.org/voy/explore/mdg/explore_2204.html)
- * Mitigate
- * Net
- * Pandemic
- * Primary source
- * State
- * Stigma
- * UNICEF

Tip!**Materials Needed****Teachers' Tip**

No active Internet connection in your classroom? No problem! You can download information to your computer and then display it to the class. You can also copy downloaded information onto a CD/DVD and play it in the computer lab, library, or other venue.

Set Up**Opening Activity**

- * Chalkboard/whiteboard
- * World map(s), globe, etc.
- * Copies of Class Handout #1, "Exclusion in the U.S.—Historic Photographs" one for each student
- * Computer with Internet access
- * Copies of Group Handouts #1–4 "Primary Sources"
- * Copies of Class Handout #2, "UNICEF Projects Tackle the Root Causes of Exclusion"
- * Pencils/pens

1. Before class starts write the following statements on the board:
 - * Cambodian girl lives alone with her younger brothers because her mother has to work far away.
 - * Jordanian teenager works to help his family and so is unable to be with his friends.
 - * girl confined to a wheelchair can't get to school in Uzbekistan.
 - * boy in Botswana has been orphaned by AIDS.
2. Now write these two questions on the board:
 - * What do these children have in common?
 - * How do these realities affect the way these children will grow to adulthood?

DIRECTIONS:

1. Direct students' attention to the board. Ask them to read the statements and to respond to the questions in writing.
2. Invite students to share their responses to the questions by reading them aloud. Summarize their answers on the board. Have volunteers find these countries on the world map or globe: Cambodia, Jordan, Uzbekistan, Botswana.
3. Develop a definition of "excluded children" using students' responses.
4. Write the following definition/description of "excluded children" on the board and have students copy it:

Excluded children are denied:

- * Essential services—schools, health care, water, and sanitation
- * Protection from violence, abuse, and neglect
- * Full participation in society

Exploring Exclusion

DIRECTIONS:

1. Explain that excluded children are found in all parts of the world. Excluded children are not limited to one geographical area or time in history. All countries go through stages of development. In the United States, during the 1800s and 1900s, children were excluded for a variety of reasons.
2. Distribute copies of Class Handout #1. Introduce the top photograph by explaining that at one time in the United States, as in many places in the world today, some children had to work instead of going to school. Ask a volunteer to read aloud the first caption about Rose Bido.
3. Introduce the lower photograph by informing students that in 1942, when the U.S. was at war with Japan, Germany, and Italy, all Japanese-Americans on the West Coast, regardless of loyalty or citizenship, were evacuated to internment camps. Many were forced to sell their property at a severe loss before departure. Ten internment camps held 120,000 Japanese-Americans for up to four years. No comparable order applied to Americans of German and Italian ancestry. Ask a volunteer to read aloud the second caption about the Mochida family.
4. Ask: In what ways do Rose Bido and the Mochida family meet the definitions/description of “excluded children”? Can you think of any other examples of exclusion that children (and adults) experienced in the history of the U.S. over its more than 230-year history? Write student suggestions on the board. They should include:
 - * Slavery
 - * Racial segregation
 - * Denying women the right to vote
 - * Poverty during the Great Depression
5. Ask: What actions did the U.S. take to address these issues? Answers should include:
 - * Amendments to the Constitution—ending slavery, granting right to vote
 - * Federal laws—government programs to help poor people, civil rights and voting rights acts, reparations to Japanese-Americans for deportation during World War II
 - * Judgments by the Supreme Court—ended racial segregation in schools
6. Explain to students that they will be working in groups using primary source materials from UNICEF to learn about the root causes of exclusion faced by children today, in the developing world.

Tip!

Teachers' Tip

Use information in the Background section of the Unit Overview to familiarize students with UNICEF's history and mission and to correct any misconceptions students may have.

Group Work

Tip!

Teachers' Tip

Students will need access to the link to pdfs of the full *SOWC 2006* report (pages 114–117) and also Chapter 2 in order to complete the assignment. To download a pdf of the report, go to: http://www.unicef.org/sowc06/full_report/full_report.php or: http://www.unicef.org/sowc06/full_report/chapter2.php.

Tip!

Teachers' Tip

Remind the class that UNICEF works in 156 countries and territories. UNICEF Project Officers develop projects—or work with other local organizations to develop projects—that improve children's health, nutrition, education, access to sanitation and clean water, and other basic rights. Some UNICEF projects focus directly on the root causes of exclusion.

Homework

Examining Root Causes of Exclusion

DIRECTIONS:

1. Have the students form four groups. Explain that each group will examine primary source materials from the *State of the World's Children 2006 (SOWC 2006)* about the root causes of exclusion of children from health care and education. They will also have examples of UNICEF projects that tackle the root causes of exclusion. Based on the primary sources and project examples, they will respond to questions posed by the class.
2. Introduce the primary source material students will use—UNICEF Voices of Youth and *SOWC 2006*, Chapter 2 (text and graphs). Refer to the Background section of the Unit Overview for information to pass along to students about *SOWC 2006*.
3. Distribute Group Handouts #1–4. Explain that group members will begin the work in class and continue at home. Review the handouts, making sure that students know what their groups need to accomplish during this class and for homework.
4. Distribute Class Handout #2 and review with class.
5. When assigning students to groups, keep in mind that Group 2 (Root Cause: Discrimination), has several sub-groups—discrimination by ethnicity, gender, and disability. Assigning more students to this group than to the other three groups would help facilitate the group's work.

Group 1: Root Cause—Poverty

Group 2: Root Cause—Discrimination

Group 3: Root Cause—The HIV/AIDS Pandemic

Group 4: Root Cause—Armed Conflict/"Fragile" States

DIRECTIONS:

Based on the skills, interests, and age level of the students, assign one of the following homework activities:

1. Continue answering assigned questions on your group's primary sources.
2. Investigate and report on the UN's Millennium Development Goals at: <http://www.unicef.org/mdg/>.

Lesson 2

Why Are Children Excluded? The Root Causes of Exclusion

TOTAL TIME: 45 Minutes

Objectives

To deepen students' awareness of exclusion by discussing its root causes in a round table discussion involving all group members.

Session Plan

- * OPENING ACTIVITY: 10 Minutes
- * ROUND TABLE DISCUSSION: ROOT CAUSES OF EXCLUSION: 30 Minutes
- * EVALUATION: 5 Minutes

Vocabulary

- * Armed conflict
- * Discrimination
- * Disenfranchised
- * Endemic
- * Exclusion
- * "Fragile" states
- * Gross
- * Hazardous
- * Inclusion
- * Millennium Development Goals (Find them at: http://www.unicef.org/voy/explore/mdg/explore_2204.html)
- * Mitigate
- * Net
- * Pandemic
- * Primary source
- * State
- * Stigma
- * UNICEF

Materials Needed

- * Chalkboard/whiteboard
- * Copies of Class Handout #3, "Round Table Discussion: The Root Causes of Exclusion," one for each student
- * Pencils/pens

Set Up

Before class starts, set 12 desks in a semi-circle facing the class. The Round Table participants, three from each group, will sit here for the 10-minute Round Table sessions. Then write on the board: Round Table Discussion Procedure—3 rounds, up to 3 members from each group in each round, 10 minutes per round. Respond concisely; listen to others.

Opening Activity

DIRECTIONS:

1. Have students gather in their groups and direct their attention to the board. Review the Round Table Discussion procedure with students. Explain that up to three members of each group may take part in each round. Each member is expected to contribute to the discussion during the round. Each round lasts 10 minutes.
2. Distribute Class Handout #3. Have groups review questions and decide which members will represent them in each round.

DIRECTIONS:

1. Circulate among the groups and determine which group members will take part in each round of the Round Table Discussion.
2. Have students in the audience pose the questions found on Class Handout #3 to participants in each round of the Round Table discussion.

DIRECTIONS:

1. Have students evaluate their fellow group members' performances in the Round Table Discussion by writing responses to the questions on Class Handout #3.
2. Collect copies of Class Handout #3 from students and invite each group to provide an oral assessment.

DIRECTIONS: Based on the skills, interests, and age level of the students, assign one of the following homework activities:

1. Write a personal essay reflecting on the challenges faced by children who are excluded due to one or more of the root causes. Expand into a persuasive essay or Letter to the Editor for publication in your school or local newspaper.
2. View more images documenting the exclusion of children in the United States. Write a journal entry responding to one of the images. You can view images of racial segregation and child labor at the following sites:

Library of Congress—Racial Segregation

<http://www.loc.gov/exhibits/brown/brown-overview.html>

<http://www.loc.gov/exhibits/brown/brown-aftermath.html>

National Archives—Child Labor

http://www.archives.gov/exhibits/picturing_the_century/portfolios/port_hine.html#

Tip!

Round Table

Teachers' Tip

Students should understand that participants in each round have a total of 10 minutes to contribute.

Evaluation

Homework

Lesson 3

Tackling the Root Causes of Exclusion

TOTAL TIME: 45 Minutes

Objectives

To present ideas for an outreach campaign. To stimulate thinking about the types of programs that can help eliminate the roots causes of exclusion.

Session Plan

- * OPENING ACTIVITY: 15 Minutes
- * TACKLING THE ROOT CAUSES OF EXCLUSION: 20 Minutes
- * WRAP-UP DISCUSSION: 10 Minutes

Vocabulary

- | | |
|--|------------------|
| * Armed conflict | * Mitigate |
| * Discrimination | * Net |
| * Disenfranchised | * Pandemic |
| * Endemic | * Primary source |
| * Exclusion | * State |
| * “Fragile” states | * Stigma |
| * Gross | * UNICEF |
| * Hazardous | |
| * Inclusion | |
| * Millennium Development Goals (Find them at:
http://www.unicef.org/voy/explore/mdg/explore_2204.html) | |

Materials Needed

- * Chalkboard/whiteboard
- * Copies of Class Handout #4, “Voices of Youth,” one for each student
- * World map(s), globe, etc.
- * Copies of Class Handout #5, “Tackling the Root Causes of Exclusion,” one for each student
- * Note cards
- * Pens/pencils

Opening Activity

DIRECTIONS:

1. Tell students that engaging young people is an important part of any UNICEF project.
2. Distribute Class Handout #4. Locate Lesotho on a world map or globe. Then ask volunteers to read aloud the poem and statement on this handout.
3. Discuss student responses to the question at the bottom of the handout.
4. Explain that young people in Lesotho face enormous problems. Recently they voiced their strong feelings about necessary changes in their country. Point out that the handout includes just two of several eloquent statements by young people asking for change.

Tackling The Root Causes of Exclusion

Tip!

Teachers' Tip

Students can learn more about UNICEF and young people in Lesotho at the UNICEF site:

http://www.unicef.org/infobycountry/lesotho_2537.html.

DIRECTIONS:

1. Have students meet in their groups. Allow a few minutes for them to discuss ideas for tackling the root cause of exclusion they've investigated: poverty, discrimination, the HIV/AIDS pandemic, or armed conflict/"fragile" states. Suggest that they refer to all the UNICEF project examples on Class Handout #2 for ideas. Ask them to list the group's ideas on note cards.
2. Distribute Class Handout #5. Explain that students will use information on pages 11 and 29 of Chapter 2 of *SOWC 2006* (<http://www.unicef.org/sowc06/fullreport/chapter2.php>) to fill in information on the handout about "their" root cause.
3. Allow time for group members to locate information and complete the chart on Class Handout #5, summarizing ideas in *SOWC 2006* about tackling their assigned root cause.
4. Ask group members to summarize both their ideas for tackling the root cause they've studied and the ideas from *SOWC 2006*.

Wrap-up Discussion Questions

Ask students:

1. How do UNICEF projects like "A Cry for Change" (Recommendations from children and young people of Lesotho to the Government) empower young people? How does a project like this tackle the exclusion of children?

Responses might include: Having a chance to make their views known, having an audience for their dreams and opinions, gives young people a stake in their country, and includes rather than excludes them from society.

2. What do you think of this statement made by a boy in Nigeria: “One way that young people can participate is through volunteering.” What do volunteers do locally, nationally, and internationally to prevent the exclusion of children from essential services?

Reactions will vary. Examples of volunteering might include: Local volunteers tutor, mentor, or coach children who might otherwise be excluded. National and International volunteers offer assistance to children who would otherwise be excluded by poverty, discrimination, or a crisis, such as natural disaster or armed conflict.

3. One suggestion for tackling the root causes of exclusion is through the media. How can young people influence the media to pay attention to the world’s excluded children? How did the young people of Lesotho influence the media?

Responses might include: hold a press conference, write letters and articles, or hold rallies. The young people of Lesotho have reached a worldwide audience by having their writing posted on the UNICEF Voice of Youth website. Suggest students visit the site to read about other young people taking action:

http://www.unicef.org/voy/explore/sowc06/explore_2481.html.

The following assignments can be given as part of an overall class-based research assignment. Or, they can be done by individuals as either extra credit or make-up work.

- * Visit the “Take Action” section of UNICEF’s Voices of Youth website (<http://www.unicef.org/voy/takeaction/takeaction.php>). Report to the class on some of the highlighted activities of young people around the world.
- * Launch a “Reach Out” campaign in your school with other students. Design a poster/write a song/create a skit using either a slogan such as: “Include don’t Exclude” or “We’re here. Do not forget us.” Incorporate messages from children, such as the young people in Lesotho.

Extension Activities

Suggested Responses—Questions on Group Handouts, Lessons 1 and 2

Group Handout #1: Root Cause—Poverty (Pages 1-2)

1. How does the exclusion of children from education and health care in the least-developed countries compare to exclusion in developing countries and to the rest of the world? (Use the Table, “Why children in the least-developed countries risk missing out” on page 13 of the *SOWC 2006*.)

Education: Least-developed countries’ children are more excluded compared to developing countries and to the world. (A lower percentage of children reach grade 5 or attend primary or secondary school in the least-developed countries.)

Health care: A much lower percentage of children under 5 in the least developed countries world are taken to health providers for acute respiratory infections or are treated for diarrhea than in developing countries or the world. (Diarrhea in children can be fatal; children lose vital fluids, go into shock, and die.)

2. In developing countries, why are children more excluded in rural areas?

In developing countries, rural areas tend to be poorer and harder to reach with services; 30% of rural children are out of school compared to 18% in urban areas. Or: Over 80% of all children out of primary school live in rural areas. (*SOWC 2006*, p.19.)

Graph 1: The least-developed countries are the richest in children.

3. What is the difference in the percentage of the population under 18 in the least-developed countries compared to industrialized countries?

The population under 18 is 28% higher in the least-developed countries.

4. How would a high percentage of an under-18 population affect a country’s ability to get itself out of poverty?

Children require services but do not generate income (taxes), so it would be harder for such countries to get out of poverty.

Graph 2: Children living in the poorest countries are most at risk of missing out on primary and secondary school.

5. What is the difference in the percentage of children attending secondary school in the least-developed countries compared to industrialized countries?

Boys: 61% fewer

Girls: 66% fewer

6. Using the answers to the first three questions, how would you characterize the exclusion of children in the least-developed countries compared to the rest of the world?

Answers will vary. Students should characterize exclusion of children in the least-developed countries as much greater than in the rest of the world by overwhelming percentages.

Map: A decent standard of living, pages 32–33 of the *SOWC 2006*.

7. What regions of the world have the highest proportion of the population living on under \$1/day?

West and Central Africa, Eastern and Southern Africa, and least-developed countries.

8. What does the proportion of the population living on less than \$1 dollar a day tell you about a country or a region?

That many of the children living there are excluded because of poverty.

Group Handout 2: Root Cause–Discrimination

1. How widespread is exclusion due to ethnicity?.

Almost 900 million people in the world belong to groups that are excluded because of their ethnic identity.

2. What types of exclusion do the Roma face?

The Roma in Europe are excluded in many ways—from housing (except in segregated areas), from many schools, from health care, from certain jobs, even from restaurants and public places. Some Roma children are sent to special schools for the “mentally challenged” simply on the basis of their ethnicity or confined in institutions, excluded from the community.

3. How are children with disabilities excluded in the developing world?

They are usually unable to get health care or attend school because of physical barriers. In some places they are excluded from the community by being institutionalized or neglected at home.

4. What are some causes of children’s disabilities in the developing world, according to the source?

Children's disabilities are related to poor nutrition, lack of health services, lack of resistance to disease, and lack of vaccinations. Children often go blind because of a lack of vitamin A. Lack of prenatal care also contributes to children's development and health problems. Children in places with current or recent armed conflict often suffer disabling injuries and psychological difficulties.

Graph: In several regions, girls are more likely than boys to miss out on primary school.

5. What are some of the long-term effects of the exclusion of girls from primary school?

As women they are "disempowered," unable to play an equal role in society. They are unprepared to enter the workforce at the same level as their male peers at the same pay level.

Group Handout #3: Root Cause—The HIV/AIDS Pandemic (Pages 1-2)

1. What adult roles might children have to take on if their family is affected by HIV/AIDS? How does that result in the exclusion of children?

Children might have to support their families, care for younger siblings, or care for family members who are ill. Taking on adult roles means that children are excluded from school and from socializing/playing with other children.

2. What happens to health care and education in areas heavily affected by the HIV/AIDS pandemic?

When health care providers fall ill, access to health care becomes harder to find. Teachers also are affected by the pandemic; without them, classes are not taught. If enough teachers are affected, schools may be closed.

Graph 1: Children account for an increasing proportion of people living with HIV/AIDS.

3. Which regions have the highest proportion of children living with HIV/AIDS?

West and Central Africa and Eastern and Southern Africa.

4. How does the high percentage of women with HIV/AIDS in West and Central Africa and in Eastern and Southern Africa affect children in those areas?

Women are typically the main caregivers for children. When women are stricken by HIV/AIDS, children immediately suffer from lack of care and protection at home.

Graph 2: In several regions, girls are more likely than boys to miss out on primary school.

5. Which regions have the highest likelihood of girls and boys missing out on primary school? Which regions have the highest proportion of children living with the HIV/AIDS pandemic? (See Graph 1.) What is a conclusion you could draw from looking at these two graphs?

The same regions, West and Central Africa and Eastern and Southern Africa, have the highest likelihood of children missing out on school and the highest proportion of children living with the HIV/AIDS pandemic. One conclusion might be that living with the HIV/AIDS pandemic is a factor in excluding children from school.

Group Handout #4: Root Cause—Armed Conflict/“Fragile” States (Pages 1-2)

1. Why might there be a lack of statistical information about countries that have recently experienced armed conflict?

Armed conflict disrupts normal activities; data can be destroyed by bombing, fire, and a general disruption to normal daily lifecycles due to unrest. In an armed conflict that results in a change of government, access to information may be intentionally disrupted.

2. What are some of the reasons children are excluded from education in a country involved in armed conflict?

Families are forced to move because of armed conflict; some families become refugees without a stable place to live or access to schools. Children may be injured and unable to go to school. When parents are injured or killed, children take on adult roles such as caring for the family, leaving them no time for school.

Graph 1: Most of the countries where 1 in 5 children die before the age of five have experienced major armed conflict since 1999.

3. Choose one of the countries from the graph above. Then answer the following question about the country you chose: What generalizations can you draw about the effect of war on the education of children? Use Table 5: Education (SOWC 2006, pages 114–117) (Not all countries will have complete data.)

Responses will vary. Students can access the full *SOWC 2006* report (and find pages 114–117).

Graph 2: “Fragile” states are among the poorest.

4. Express the Gross National Income per capita in industrialized countries as an approximate percentage of the Gross National Income per capita in “fragile” states.

The Gross National Income per capita in industrialized countries is approximately 6,000% greater than in “fragile” states.

Class Handout #3: Round Table Discussion

Round 1	<p>1. What are some of the reasons that children are excluded from education?</p>
	<p>Children in the least-developed countries are often excluded from education because they have to work and have no time for school. Children whose families are affected by the HIV/AIDS pandemic often are excluded because they can't afford to go to school. Discrimination excludes children because of gender, ethnicity, or disability (in some cases children physically cannot get to school). Armed conflict disrupts education and other services; in some cases it forces children to leave their homes. "Fragile" states sometimes lack basic services for their citizens; children have no access to affordable education.</p>
	<p>2. How does the HIV/AIDS pandemic affect families and result in the exclusion of children?</p>
	<p>When the HIV/AIDS pandemic sickens or kills adult family members, children are left on their own; forced to take on adult roles in caring for younger siblings; and excluded from protection, education, and health care. Many health care workers, teachers, and whole communities of adults have been lost in the pandemic.</p>
	<p>3. How do armed conflict and "fragile" states differ in the ways they exclude children?</p>
	<p>Armed conflict excludes children from physical safety, education, and health services. Armed conflict destroys children's families, food and water supplies, and sometimes involves children as soldiers. As refugees fleeing armed conflict, children can be separated from their families and excluded from services. In "fragile" states, governments do not or cannot provide basic services to adults and children. Because they are among the poorest countries, "fragile" states exclude children due to lack of resources.</p>
	<p>4. In what ways do the Roma in Europe provide a useful example of exclusion based on ethnicity? How are they being helped in Romania?</p>
	<p>The Roma in Europe are excluded in many ways—where they can live, where they go to school, what health care they can get, and how they are treated (such as where they can eat and work). Having a long history of exclusion (and now being the subject of efforts to include them) they are a useful example of discrimination based on ethnicity. They provide a stark contrast: poverty in the midst of industrialized nations. UNICEF Romania and other organizations have launched "Leave No Child Out" to combat discrimination and help Roma children get better access to education.</p>
Round 2	<p>1. What is a connection between discrimination and the HIV/AIDS pandemic in excluding children?</p>
	<p>Children whose families have been affected by the pandemic are excluded because of new responsibilities, such as caring for siblings. Children also face exclusion due to prejudice and discrimination against people affected by HIV/AIDS.</p>
	<p>2. What are some similarities between the ways that armed conflict and poverty exclude children?</p>
	<p>In armed conflict, children can lose their family, their homes, and protection against exploitation. Disruptions from armed conflict exclude children from basic necessities—food and water—as well as education and health services. Poverty also deprives</p>

	children of protection and education or health services. Poverty disrupts families and places children at risk of exploitation.
	3. Is poverty the most important root cause of the exclusion of children? Why or why not?
	Yes: Poverty is widespread and affects children whose parents are well or sick; children of every ethnicity, with disabilities or not, in countries with armed conflict; in “fragile” states and stable, well established states. No: Poverty is important, but not the most important root cause of exclusion. The exclusion of children is a huge problem; it is simplistic to say there is only one root cause.
	4. What are some examples of UNICEF projects that tackle the root causes of exclusion?
	Students should cite one or more examples of the UNICEF projects detailed on Handout #2.
Round 3	1. Pose a question to a member of another group about the root cause that group investigated.
	Responses will vary.
	2. What further questions about exclusion do you have? Where will you look for answers?
	Responses will vary.
	3. Explain this statement: It is possible to bring excluded children everywhere back into full participation in society. In your response, refer to one or more of the examples of UNICEF projects on Handout #2.
	Students might say anything is possible if enough people are committed to making it happen. Examples cited should include the UNICEF projects listed on Handout #2.

Class Handout #5: Table: Actions Needed to Tackle the Root Causes of Exclusion

Check students’ SOWC information against the answers below.

Table: Actions Needed to Tackle the Root Causes of Exclusion

Poverty and inequality	Armed Conflict/ “Fragile” States	HIV/AIDS Pandemic	Discrimination
Provide development assistance	Prevent and resolve armed conflicts	Protect children and adolescents from exclusion due to losses caused by HIV/AIDS	Openly confront discrimination in society
Reallocate resources to help children	In an emergency, respond with services for education and child protection	Halt and reverse the spread of HIV/AIDS by 2015	Pass and enforce legislation prohibiting discrimination
Provide debt relief	Engage countries with “fragile” states to protect children and women and provide essential services	Carry on Global Campaign on Children and HIV/AIDS	Carry out initiatives to eliminate exclusion faced by girls, ethnic groups, and the disabled

Source: SOWC 2006, pp. 11 and 29–31.

National Standards

The three lessons in this unit align with the following national guidelines for curriculum standards:

World History—Grades 5-12

The 20th Century Since 1945: Promises and Paradoxes

- * Students understand the search for community, stability, and peace in an interdependent world.
- * Students understand major global trends since World War II.

United States History—Grades 5-12

The Emergence of Modern America (1890–1930)

- * Students understand how Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.

Postwar United States (1945 to early 1970s)

- * Students understand the struggle for racial and gender equality and the extension of civil liberties.

Contemporary United States (1968 to the present)

- * Students understand developments in foreign policy and domestic politics.
- * Students understand economic, social, and cultural developments in the contemporary United States.

Geography—Grades K-12

The World in Spatial Terms

- * Students understand how to use maps, globes, and other geographic tools and technologies.
- * Students understand how to use mental maps to organize information about people, places, geographic features, and patterns of the environment.

Places and Regions

- * Students understand the physical and human characteristics of places.
- * Students understand that people create regions to interpret the Earth's complexity.
- * Students understand how culture and experience influence people's perceptions of places and regions.

Environment and Society

- * Students understand the changes that occur in the meaning, use, distribution, and importance of resources.

Mathematics—Grades K-12

Data Analysis and Probability

- * Students formulate questions that can be addressed with data and collect, organize, and display relevant data to answer.
- * Students select and use appropriate statistical methods to analyze data.
- * Students develop and evaluate inferences and predications that are based on data.

Connections

- * Students recognize and apply mathematics in contexts outside of mathematics.

Representation

- * Students use representations to model and interpret physical, social, and mathematical phenomena.

Health

Health Promotion and Disease Prevention

Students will comprehend concepts related to health promotion and disease prevention:

- * Analyze how behavior can impact health maintenance and disease prevention.
- * Analyze how the family, peers, and community influence the health of individuals.
- * Analyze how public health policies and government regulations influence health promotion and disease prevention.

English Language Arts—Grades K-12

Standard 1: Students read a wide range of print and non-print texts to build an understanding of the texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace, and for personal fulfillment.

Standard 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather,

evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).



Root Causes of Exclusion

LESSON PLANS FOR HIGH SCHOOL STUDENTS

Class Handout #1	Page 27
Group Handout #1	Page 28
Group Handout #2	Page 30
Group Handout #3	Page 31
Group Handout #4	Page 33
Class Handout #2	Page 35
Class Handout #3	Page 36
Class Handout #4	Page 37
Class Handout #5	Page 38

Exclusion in the U.S.—Historic Photographs

Child Labor: 1910



“Rose Bido, Philadelphia, 10 years old. Working 3 summers, minds baby and carries berries, two pecks at a time [at] Whites Bog, Brown Mills, N.J. This is the fourth week of school and the people [she works for] expect to remain here two weeks more.”

By Lewis Hine, September 28, 1910

National Archives and Records Administration, Records of the Children’s Bureau (102-LH-1123) [VENDOR # 334]
http://www.archives.gov/exhibits/picturing_the_century/portfolios/port_hine.html

Japanese-American Relocation: 1942



“Members of the Mochida family awaiting evacuation bus. Identification tags were used to aid in keeping a family unit intact during all phases of evacuation. [Mr.] Mochida operated a nursery and five greenhouses on a two-acre site in Eden Township.”

By Dorothea Lange, Hayward, California, May 8, 1942

National Archives and Records Administration, Records of the War Relocation Authority (210-GC-153) [VENDOR # 84]
http://www.archives.gov/exhibits/picturing_the_century/portfolios/port_lange.html#

1. What was Rose Bido excluded from by working?

2. What were Japanese-Americans excluded from by being relocated during World War II?

Root Cause–Poverty (Page 1)

Readings from Chapter 2, *State of the World's Children 2006*:

<http://www.unicef.org/sowc06/fullreport/chapter2.php>.

Children in the least-developed countries are most at risk of missing out (pp. 12–14).

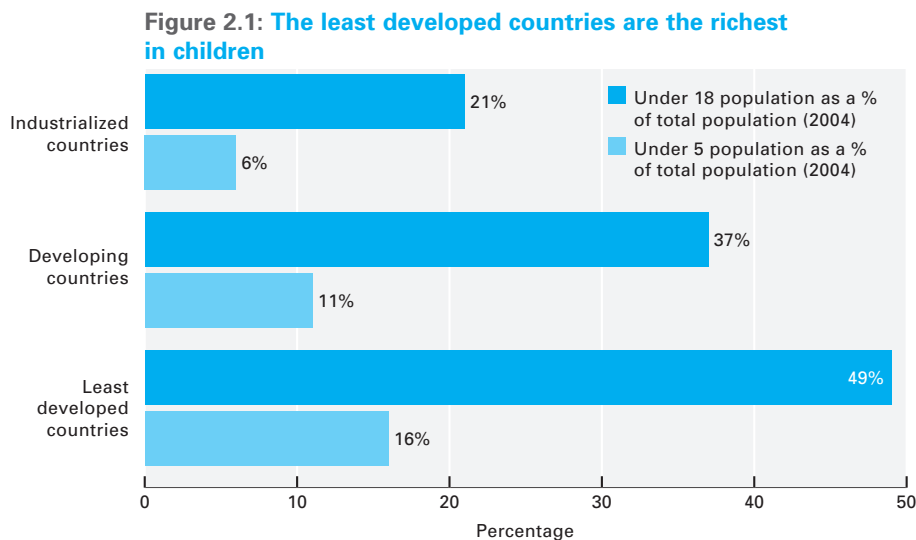
Children living in rural areas and among the urban poor often face a high risk of exclusion (pp. 19 and 22).

Questions Write your answers on a separate sheet of paper. Share your answers with other members of your group.

1. How does the exclusion of children from education and health care in the least-developed countries compare to exclusion in developing countries and to the rest of the world? (Use the Table, “Why children in the least-developed countries risk missing out” on page 13.)
2. In developing countries, why are children in rural areas more excluded than those in urban areas?

GRAPH 1

Answer the questions based on the text, graphs, and map on a separate sheet of paper.

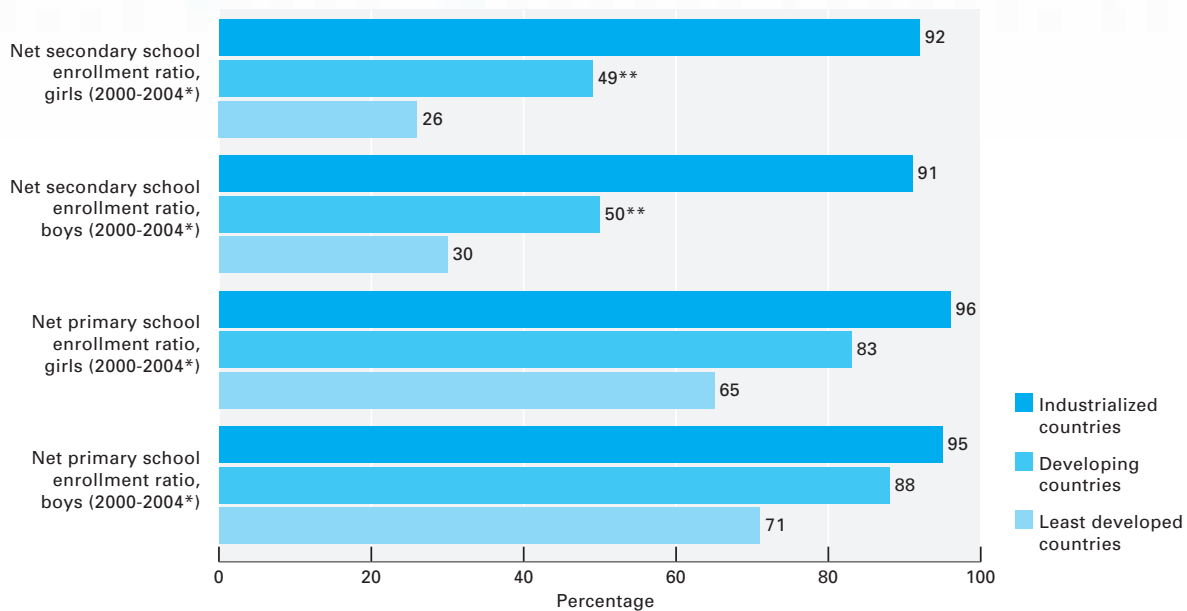


3. What is the difference in the percentage of the population under 18 in the least-developed countries compared to industrialized countries?
4. How would a high percentage of under-18 population affect a country's ability to get itself out of poverty?

Root Cause–Poverty (Page 2)

GRAPH 2

Figure 2.2: Children living in the poorest countries are most at risk of missing out on primary and secondary school



*Data refer to the most recent year available during the period specified.

**Excludes China

Source: Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS).

Questions Write your answers on a separate sheet of paper. Share your answers with other members of your group.

5. What is the difference in the percentage of children attending secondary school in the least-developed countries compared to industrialized countries?
6. Using the answers to the first three questions, how would you characterize the exclusion of children in the least-developed countries compared to the rest of the world?

* **Map: A decent standard of living** (pp. 32–33)

http://www.unicef.org/sowc06/pdfs/map_living.pdf

Questions Write your answers on a separate sheet of paper. Share your answers with other members of your group.

7. What regions of the world have the highest proportion of the population living on under \$1/day?
8. What does the proportion of the population living on less than \$1 dollar a day tell you about a country?

Root Cause–Discrimination

Readings from Chapter 2, *State of the World’s Children 2006*

<http://www.unicef.org/sowc06/fullreport/chapter2.php>.

Discrimination against girls excludes them from education (pp. 22–23).

Discrimination on the basis of ethnicity is widespread (pp. 23–24).

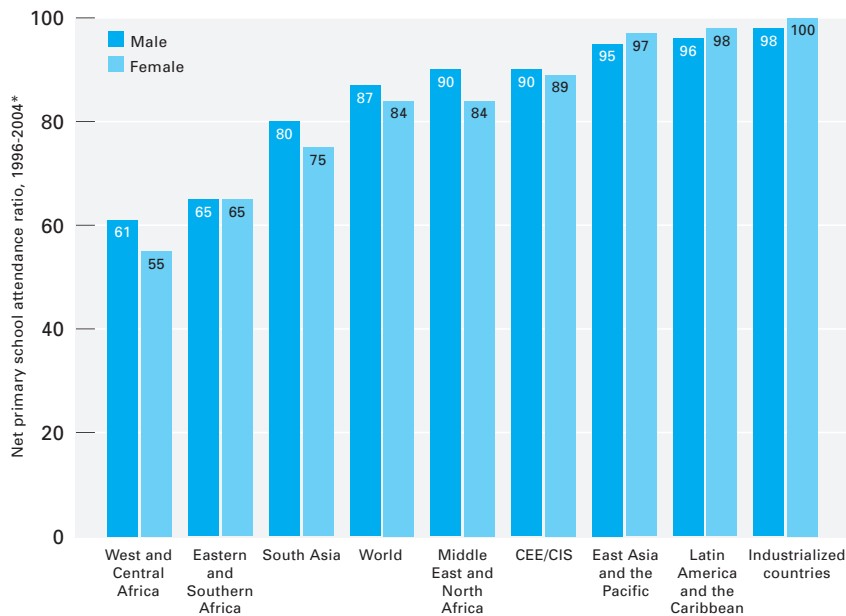
The marginalization of Roma communities and their children (pp. 24–25).

Neglect and stigmatization can result in exclusion for children with [a] disability (pp. 28–29).

Questions Write your answers on a separate sheet of paper. Share your answers with other members of your group.

1. How widespread is exclusion due to ethnicity?
2. What types of exclusion do the Roma face?
3. How are children with disabilities excluded in the developing world?
4. What are some causes of children’s disabilities in the developing world, according to the source?

GRAPH Figure 2.6: In several regions, girls are more likely to miss out on primary school than boys



*Data refer to the most recent year available during the period specified.

Source: United Nations Children’s Fund, *Levels, Trends and Determinants of Primary School Participation and Gender Parity*, Working Paper, 2005.

Note: CEE/CIS=Central and Eastern Europe/Commonwealth of Independent States

5. What are some of the long-term effects of the exclusion of girls from primary school?

Root Cause—The HIV/AIDS Pandemic (Page 1)

Reading from Chapter 2, *State of the World's Children 2006*:

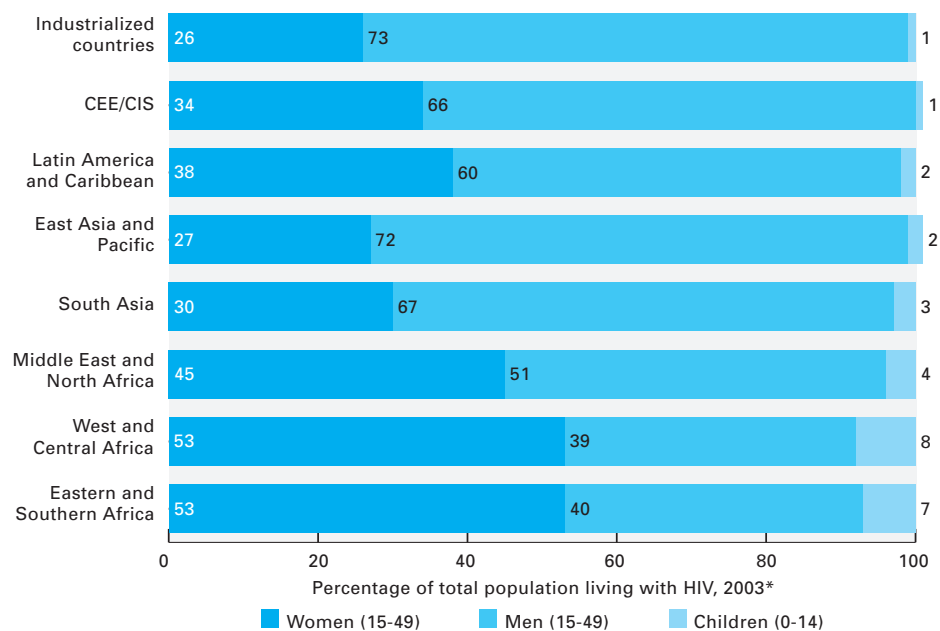
<http://www.unicef.org/sowc06/fullreport/chapter2.php>.

HIV/AIDS is wreaking havoc with children's lives in the worst-affected countries (pp. 16–17).

Questions Write your answers on a separate sheet of paper. Share your answers with other members of your group.

1. What adult roles might children have to take on if their family is affected by HIV/AIDS? How does that result in the exclusion of children?
2. What happens to health care and education in areas heavily affected by the HIV/AIDS pandemic?

GRAPH 1 Figure 2.5: Children account for an increasing proportion of people living with HIV/AIDS



*Figures may not add up to 100% due to rounding.

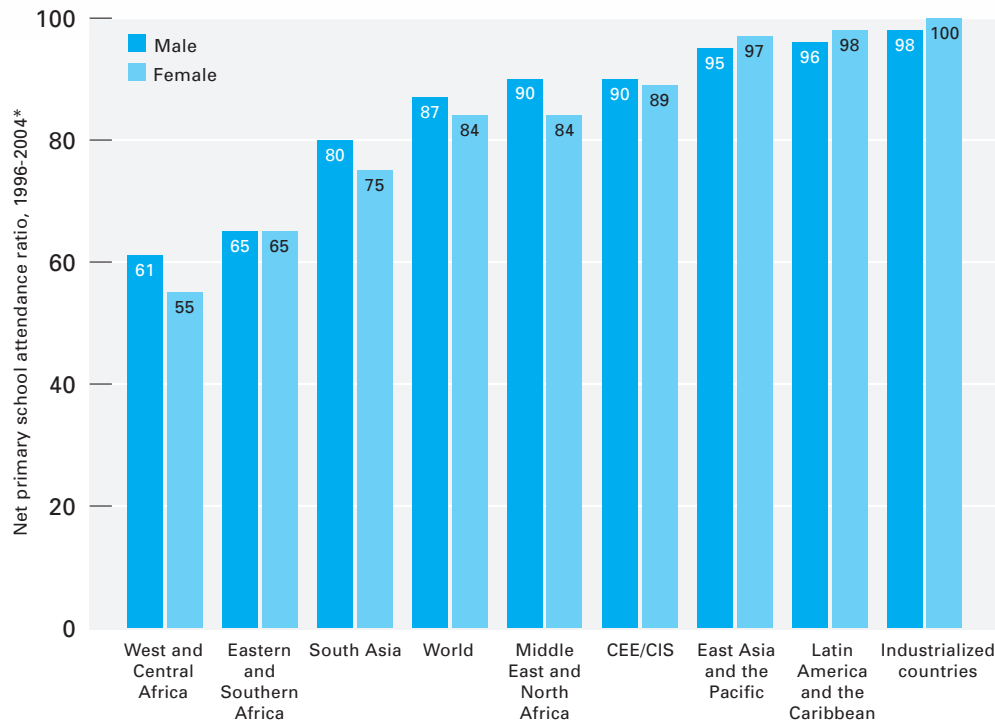
Source: UNICEF calculations based on data from Joint United Nations Programme on HIV/AIDS, *Report on the Global HIV/AIDS Epidemic, 2004*

3. Which regions have the highest proportion of children living with HIV/AIDS?
4. How does the high percentage of women with HIV/AIDS in West and Central Africa and Eastern and Southern Africa affect children in those areas?

Root Cause—The HIV/AIDS Pandemic (Page 2)

GRAPH 1

Figure 2.6: In several regions, girls are more likely to miss out on primary school than boys



*Data refer to the most recent year available during the period specified.

Source: United Nations Children's Fund, *Levels, Trends and Determinants of Primary School Participation and Gender Parity*, Working Paper, 2005.

Note: CEE/CIS = Central and Eastern Europe/ Commonwealth of Independent States

Source: Graph—*State of the World's Children 2006*, p. 19, Figure 2.6

Questions Write your answers on a separate sheet of paper. Share your answers with other members of your group.

5. Which regions have the highest likelihood of girls and boys missing out on primary school? Which regions have the highest proportion of children living with the HIV/AIDS pandemic? (See Graph 1.) What is a conclusion you could draw from looking at these two graphs?

Root Cause—Armed Conflict/“Fragile” States (Page 1)

Read this section of Chapter 2, *State of the World’s Children 2006*:

<http://www.unicef.org/sowc06/fullreport/chapter2.php>.

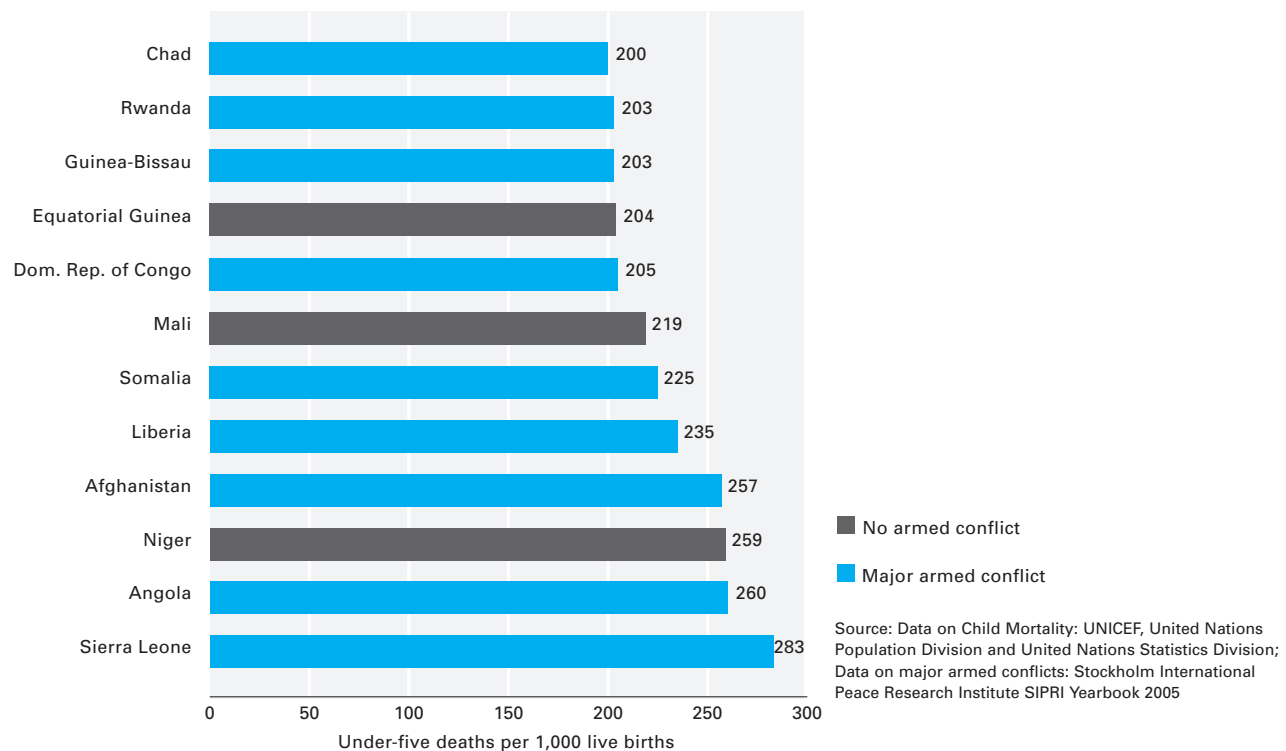
Armed conflict and poor governance escalate the risk of exclusion for children. (pp. 14–16).

Questions Write your answers on a separate sheet of paper. Share your answers with other members of your group.

1. Why might there be a lack of statistical information about countries that have recently experienced armed conflict?
2. What are some of the reasons children are excluded from education in a country involved in armed conflict?

GRAPH 1

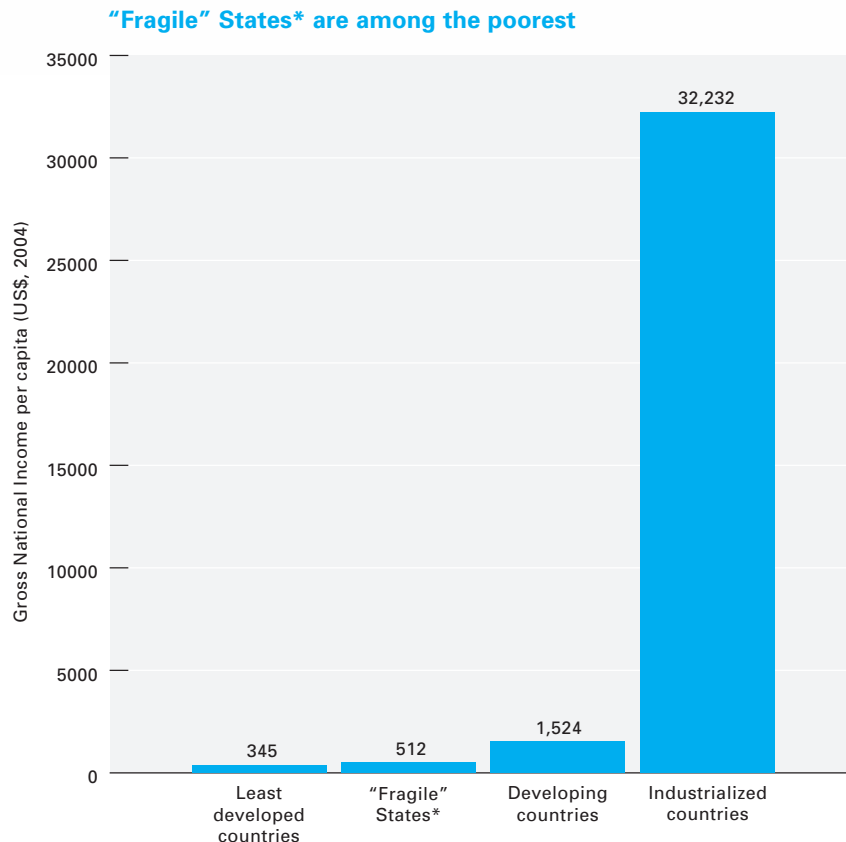
Figure 2.3: Most of the countries where 1 in 5 children die before five have experienced major armed conflict since 1999



3. Choose one of the countries from the graph above. Then answer the following question about the country you chose: What generalizations can you draw about the effect of war on the education of children? Use Table 5: Education (*SOWC 2006*, pages 114–117; find full report online at: http://www.unicef.org/sowc06/pdfs/sowc06_fullreport.pdf.) (Not all countries will have complete data.)

Root Cause—Armed Conflict/“Fragile” States (Page 2)

GRAPH 2



*Countries with weak policy/institutional frameworks. A list can be found in the References section, p.91

Source: World Bank, *2004 Country Policy and Institutional Assessment (CPIA)*, Overall Rating, Fourth and Fifth Quintiles; and *World Development Indicators 2005*.

Questions

4. Express the Gross National Income per capita in industrialized countries as an approximate percentage of the Gross National Income per capita in “fragile” states.

UNICEF Projects Tackle the Root Causes of Exclusion

EXAMPLE: Poverty in Nicaragua

As the largest country in Central America, Nicaragua is also the third poorest in the Americas—46 percent of the population are poor and 15 percent are extremely poor. In 2002, only 29 percent of students completed primary school. Girls often drop out of school to take care of younger siblings or to help with household chores.

UNICEF is working with the government of Nicaragua to improve the education system. One example is the Child-Friendly and Healthy Schools Initiative. The initiative builds on strong student, parent, teacher and community involvement. Good teaching, health services, meals, water, and sanitation for the students are essential components of the program. In 2003, the initiative was implemented in 99 schools nationwide and 200 more have been certified as Child-Friendly and Healthy Schools.

Source:

http://www.unicef.org/infobycountry/nicaragua_24060.html.

EXAMPLE: Armed Conflict—Sri Lanka

Armed conflict in Sri Lanka has caused many people to leave their homes. Nearly half of the displaced population are children. To protect children from harm and exploitation, UNICEF and its partners in Sri Lanka are working to register all children who are separated from their parents. In addition, “child-friendly spaces” are being created to provide younger children with a safe environment to play and meet new friends.

At the same time, UNICEF recreation kits and other supplies have been sent to conflict areas, enabling children to play with toys and participate in positive activities such as drawing and sports. It is now more widely appreciated that sport is an effective trauma therapy for children displaced by war and natural disasters.

UNICEF is also looking at ways to bring children back to school—the best way to help them cope with emotional stress.

Source:

http://www.unicef.org/infobycountry/sri_lanka_35909.html.

EXAMPLE: The HIV/AIDS Pandemic—Around the World

Around the world UNICEF offers protection and support for orphans and families affected by the HIV/AIDS pandemic. In Southeast Asia, UNICEF has teamed up with Buddhist monks across the Mekong region to break the stigma surrounding HIV/AIDS and to improve care for children orphaned by the disease.

UNICEF supports a church-based organization in Zambia called Chikankata Health Services, which assists hundreds of children who have lost their parents to HIV/AIDS by raising money to pay their school fees and for medical care. Hundreds of similar organizations around the world receive UNICEF support.

In Uganda, UNICEF supports the Uganda Women’s Effort to Save Orphans (UWESO), which helps communities start income-generating projects such as beekeeping or sustainable farming. It also provides micro-credit to help women start small businesses. Finally, UNICEF helps ensure that communities maintain regular contact with orphaned children heading households to make sure that they have adequate nutrition, are in school, and are safe from exploitation and abuse.

Source: http://www.unicef.org/aids/index_orphans.html.

EXAMPLE: Discrimination—Romania

The Roma population constitutes Europe’s largest and most vulnerable minority, estimated at between 7 and 9 million people. Exclusion in all its dimensions—social, political, economic, or geographic—has affected Roma for centuries and has taken the form of overt ethnic discrimination.

Many Roma children attend separate schools or are segregated when attending mainstream schools. Roma children attending Roma-only schools find themselves in overcrowded classes as a result of geographic and socioeconomic segregation.

In 2004, UNICEF Romania, in partnership with organizations active in child-protection issues in Romania, launched the “Leave No Child Out” campaign dedicated to combating discrimination against Roma children and enhancing their access to education. So far the campaign has reached about 65 percent of the country’s Roma population.

Source: *SOWC 2006*, pp. 24–25.

NAME: _____ GROUP: _____

Round Table Discussion: The Root Causes of Exclusion

Part 1: Discussion

Directions: Up to three members of your group may take part in each round. Each member is expected to contribute to the discussion during the round. Each round lasts 10 minutes. Review these questions with other group members. Decide who will represent your group in each round of the Round Table Discussion.

Questions

Round 1	1. What are some of the reasons that children are excluded from education?
	2. How does the HIV/AIDS pandemic affect families and result in the exclusion of children?
	3. How do armed conflict and “fragile” states differ in the ways they exclude children?
	4. In what ways do the Roma in Europe provide a useful example of exclusion based on ethnicity? How are they being helped in Romania?
Round 2	1. What is a connection between discrimination and the HIV/AIDS pandemic in excluding children?
	2. What are some similarities between the ways armed conflict and poverty exclude children?
	3. Is poverty the most important root cause of the exclusion of children? Why or why not?
	4. What are some examples of UNICEF projects that tackle the root causes of exclusion?
Round 3	1. Pose a question to a member of another group about the root cause that group investigated.
	2. What further questions about exclusion do you have? Where will you look for answers?
	3. Explain this statement: It is possible to bring excluded children everywhere back into full participation in society. In your response, refer to one or more of the examples of UNICEF projects on Handout #2.

Part 2: Evaluation

Directions: Write responses to the questions below on the other side of this sheet. Be honest and constructive in your responses.

- * What did your group do well today?
- * What could your group have done better?
- * How would you change your group’s response to one or more questions?

Voices of Youth

From: "A Cry for Change" (Recommendations from children and young people of Lesotho to the Government)

A Poem: "Where Is the Law?"

(Presented by Lehlohonolo, 18-year-old boy from the Junior Law Reform Committee in Lesotho)

Days pass by
Months slip by
And Years roll by
But oh!... Child abuse and exploitation never
Where is the law to protect us... The children?
HIV/AIDS the solitary reaper
Reaps our parents like sugar cane
Leaving us orphaned and vulnerable
Tears trickling down our cheeks in thick streams
Who's going to come to our rescue?
The law, oh! The law! Where is the law, please?
We're still too young
To perform exploitative labor
We're still too young
To become victims of sexual harassment
But oh! Where is the law to protect us from all this?
Without quality education
We have no destinations
Without good health centers
Our health is in danger
Come Child Protection and Welfare ACT! Where are you?
You're delaying!
Make a future investment
And make our rights a reality!

A Statement: Ensure a Platform for Children—ALWAYS!

(Presented by Lisebo, 17-year-old girl from the Girls and Boys Education Movement [GBEM] in Lesotho)

. . . We ask for our voices to be heard and to be taken seriously. We ask adults not to undermine our potential and our views. We ask for the youth to be involved in decision making about issues affecting our country, especially issues affecting us. Therefore this brings us to an important request for young people to be able to represent other young people in the parliament and perhaps in the long run have parliament for children. Everything can happen if children and young people are given a chance to participate and make their voices heard: "NOTHING ABOUT US WITHOUT US!"

Source: "A Cry for Change" (Recommendations from children and young people of Lesotho to the Government)
www.unicef.org/voy/media/exp_sowc06_recommendations_Maseru-Lesotho.doc.

Question: These young writers believe their government can and should help children. Do you share this belief? What do you think of the slogan: "NOTHING ABOUT US WITHOUT US!"?

Tackling the Root Causes of Exclusion

Table: Actions Needed to Tackle the Root Causes of Exclusion

Directions: In each column list the actions recommended for tackling the root cause you're studying. Use information on pages 11 and 29–31 of Chapter 2 of *SOWC 2006*, <http://www.unicef.org/sowc06/fullreport/chapter2.php>.

Poverty and inequality	Armed Conflict/ "Fragile" States	HIV/AIDS Pandemic	Discrimination