



WORLD STUDIES : THE THIRD WORLD

EDUCATION IN THE THIRD WORLD

SLIDEFOLIO
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Better education is a priority in the Third World where less than 40% of the children of school age complete even primary schooling. In Africa, for example, only 28% of young people of school age go to school. In the Black African countries, south of the Sahara desert, this figure is only 16% and only 10% of these go to secondary school. Most schools in the Third World do not have many facilities and there is a big shortage of qualified teachers. Another problem is finding the right kind of education. Many of the early schools were run by European missionaries. They taught about Europe and Christianity and neglected the cultures and needs of the people they taught. There is still too much concentration on European types of schooling and too many people think of schooling as a way to get

a certificate or diploma, leading to an attractive desk job. There is still a tradition of sending away the élite to be educated in Britain, France or other European countries of which the Third World countries were once colonies. If these people return, many of them find it difficult to fit in with the local society. Underdeveloped countries need not only doctors and scientists but also people with practical skills, for example in farming, industry and building. Adults as well as children have to be educated. Experiment and change are needed to get away from the traditional type of schooling. Many new programmes of education and training are encouraged by UNESCO and other organisations of the United Nations.

1. Most of the Third World countries are in Asia, Africa and Latin America. This graph compares the proportion of children in these areas who go to school with those who go to school in other parts of the world.
2. 40% of the Third World's population is under 15. These children may never go to school. The population of the Third World is growing so rapidly that not enough schools can be built and not enough teachers can be trained to cater for them.
3. Demonstration is often the best way to teach. Here, new and better ways of improving health and hygiene are being demonstrated at a post-natal care clinic in Ghana. It is not easy to change habits based on thousands of years of tradition.
4. Education and literacy are important in enabling people to understand the new developments that are taking place in their countries and in their local communities. They are able to make informed decisions, for example when choosing their governments, as here in Ecuador.
5. Most adults in the Third World are illiterate and would not be able to read a poster such as this one which encourages people to plan their families. In most parts of the Third World, it is important to educate people in family planning to help limit the size of families and so raise standards of living. Where people cannot read, signs or symbols may be used instead of words. This poster is in Jamaica.
6. These children in Nepal are receiving a primary education. They are being taught to read and write in English. As in most schools of the Third World there are few books or facilities.
7. In many Third World countries there is still a European type of education. Children in this new school in Bhutan are influenced by the ideas of British and American schools. Here they are parading before the king's sister who is in charge of Bhutan's few schools.
8. Education is becoming increasingly practical in some countries. This farmer in East Africa is learning better methods of farming from a travelling teacher who is using a tape recorder for his lesson.
9. In Botswana, Southern Africa, students are taught practical skills. They put up useful buildings and run farms which benefit the country. In return for their work they receive their food and two hours of classroom teaching a day.
10. In Liberia, West Africa, students are also taught practical subjects. Boys Town is a farm school. With help from the Food and Agricultural Organisation (FAO) of the United Nations, marshes have been drained and new ways are being taught of growing the latest varieties of rice.

11. In many Third World countries, farming methods have changed little for more than a thousand years. The introduction of simple tools made of iron may bring revolutionary changes. In other places better designed tools, such as these being demonstrated in Laos, South East Asia, must be explained before they are used.
12. The introduction of tractors and other advanced machinery means that people must be trained in their use and mechanics must be trained in their maintenance.
13. Many Third World countries have agricultural institutes where farmers can go to learn the latest techniques but it is often better if they can be trained on their own farms where they see that the methods do work and where they benefit immediately from the results. Farming experts from other countries are needed for many of the new projects. Here an FAO expert in West Africa gives his advice on growing better tobacco.
14. Until Third World countries are able to train enough experts of their own, they must rely on the experts from other parts of the world. New industries which use advanced machinery cannot be started until workers can be trained in using and maintaining it.
15. Many people think that Third World countries should concentrate on improving the traditional methods instead of beginning industries for which expensive training is needed. This boy in Ecuador is training for a new industry based on traditional crafts. He is learning how to paint traditional American Indian designs on plates.
16. International communications become important as the Third World countries develop their economies. This language laboratory is run by the International Labour Organisation (ILO) of the United Nations so that people from different countries can learn to speak French.
17. Some Third World countries cannot train enough doctors and scientists of their own and must send people to countries such as the United States and the Soviet Union to be trained. Many do not return as they can get better jobs overseas.
18. Some Third World countries have fine schools, colleges and universities, such as Makerere University in Uganda, but to provide these buildings, their equipment and teachers is expensive. In some countries so much has been spent on education that other necessary developments have suffered.

The pictures and notes in this set are not intended as a complete treatment of the subject. They provide a core of material to which the teacher can add further materials and questions. Additional sets in the series will provide a useful library of pictures to illustrate the general themes of development studies in the Third World. There is a large amount of case study material available, such as that published by Oxfam and the Centre for World Development and Education. Well illustrated studies of these general themes may be found in "The Third World" by R.Clare (Macdonald Educational : World Topics. Colour Units) and other books in the same series.

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EDUCATION IN THE THIRD WORLD : QUESTIONS

(Numbered to correspond with the related slides)

1.
 - a. Which continents have the least children at school?
 - b. What proportion of children in these continents goes to school compared with the rest of the world?
 - c. In which continents are most of the Third World countries?

2.
 - a. Why is the high birth rate of many Third World countries a problem in providing for education?

3.
 - a. Why is it important to teach mothers about the good care of their babies?

4.
 - a. Why is it important that people who vote in an election for their government have received an education?

5.
 - a. Why are posters a good way of communicating with people, especially in poor countries?
 - b. On many posters the pictures convey the message to people who cannot read. Find examples of posters where the picture gives a clear message.

6.
 - a. What is this girl studying?
 - b. What is the advantage of using slates for writing?
 - c. How might the facilities of your schools compare with most schools in the Third World?

7.
 - a. Where is Bhutan?
 - b. Can you see any influences in this school which might have come from European countries? Are they good or bad influences?

8.
 - a. What are the advantages of taking education to the farmers on their farms?
 - b. What might this tape recorder be used for?

9.
 - a. Where is Botswana?
 - b. What is the advantage of this kind of practical education?

10.
 - a. Where is Liberia?
 - b. What is the advantage of this kind of practical education?
 - c. Is this the kind of schooling that you would like?

11.
 - a. Find examples of early methods of farming which are still used today.
 - b. Are simple tools like these an improvement?
 - c. Why is it necessary to be taught about such simple tools?

12.
 - a. What might be the difficulties which will face these farmers as a result of buying a tractor?

13.
 - a. What kinds of things may have to be explained to farmers to help them to grow different and better crops?

14.
 - a. In which part of the world was this machine probably made?
 - b. Why must many parts of the Third World still rely on exports from the more developed countries?

15.
 - a. What types of design are being painted?
 - b. What are the advantages of teaching ways of improving old skills instead of beginning large scale industries?

16.
 - a. What is the ILO?
 - b. Why would the ILO run a language laboratory?
 - c. Why is it important to teach languages that can be understood by people in different countries?

17. a. Why do many of the people in the Third World who have been trained as doctors and scientists, for example, go to work in other parts of the world?

18. a. Which is it most important to train: a doctor, a mid-wife, a nuclear scientist, an economist, an expert in tropical soils?

General. Which pictures in this set show the most important needs of education in the Third World?