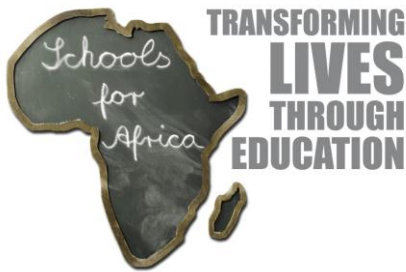


## Promote The Schools For Africa Project



Delegates to the 2010 DKG International Convention in Spokane, Washington agreed to "transform lives through education" on the African continent when they unanimously voted to undertake the Schools for Africa project as the first official international project of the Society. Through DKG's support of this project nearly 5 million African children will gain access to quality basic education. The project has a special focus on girls, orphans, and vulnerable children.

DKG's partnership with UNICEF will train over 100,000 teachers and build or rehabilitate almost 1,000 schools.

### Why is Schools For Africa an appropriate international project?

In sub-Saharan Africa, one-third of all children do not have access to an education. In many cases this is because of inadequate school facilities and unqualified teachers. In addition, many schools lack gender-separate sanitation facilities, causing many adolescent girls to stay home. Poverty also forces these students to forego an education. They must work so that their families may survive. Schools for Africa makes it possible for children in these countries to realize the dream of an education and a better future. Support of this project allows all DKG members to embrace our vision of impacting education worldwide, not just in one country, but throughout an entire continent.

Schools for Africa operates in 11 countries: **Angola, Burkina Faso, Ethiopia, Madagascar, Malawi, Mali, Mozambique, Niger, Rwanda, South Africa, and Zimbabwe.** The campaign was founded in 2004 by UNICEF, the Nelson Mandela Foundation, and the Hamburg Society for the Promotion of Democracy and International Law. In 2009 additional corporate donors and foundations joined the effort: Gucci, the George Harrison Fund, the U.S. Fund Boston Board, and Kind World Foundation.

Currently, UNICEF national committees of twenty seven countries support the Schools for Africa UNICEF campaign. Among those countries are these DKG member nations: Canada, Denmark, Finland, Germany, Iceland, Sweden, United Kingdom, and the United States.

### What can DKG members do to support the international project?

**Support for the project comes from donations made directly to the U.S. Fund for UNICEF, not through materials or monetary donations directly to the countries where the project is in place.** The U.S. Fund for UNICEF supports UNICEF's work through fundraising, advocacy, and education. UNICEF determines the needs for each locality and supports the efforts to address the problems.

A donation form is on the last page of the Schools For Africa brochure posted on the DKG Web site. Please download and copy as needed. Included in the pocket folder found

in this training material is also a sheet with the donation form for your use with members in your state organization. It is important that members, chapters, and state organizations use this donation form whenever a donation is made to Schools for Africa. The UNICEF office keeps records of donations made by our Society and periodically forwards that information to Society Headquarters in Austin.

**Donations by members in the U.S.** should be made payable to U.S. Fund for UNICEF and mailed to:

U.S. Fund for UNICEF  
Attn: NGO Department  
125 Maiden Lane  
New York, NY 10038

**Donations by members in countries other than the U.S. may:**

- Send the donations to the local Fund for UNICEF if a connection has been made for Schools for Africa contributions at the country's UNICEF office
- If no connection has been made locally, wire or send contributions to Society HQ payable to DKG at:

DKG Society Headquarters  
P.O. Box 1589  
Austin, TX 78767-1589  
USA

The funds will be converted to U.S. currency and mailed to the US Fund for UNICEF. An acknowledgement letter will be sent directly to the donor.

## **How does the Educational Excellence Committee help DKG members get involved with this project?**

One of the major functions of the Educational Excellence Committee this biennium involves the promotion of the Schools for Africa project. The committee currently provides these resources for this purpose:

- Schools for Africa link on the International Web site where the following information can be found:
  - UNICEF brochure
  - Photo Gallery
  - What your support can do?
  - Newsettes
- Articles published in the *DKG News* and the *DKG@UN newsletter*
- *Schools for Africa Newsette* –monthly newsletters posted on the DKG Web site, featuring information about the countries supported by the project, sample chapter programs, and fundraiser ideas
- Schools for Africa blog on the DKG Network



- Schools for Africa Project flyer

Additional programs and activities will be available as developed throughout the biennium. In addition, the committee will sponsor workshops/info fairs at regional conferences in 2011 and at the international convention in 2012.

## **What support does the Educational Excellence Committee offer to state committee chairs designated to promote this project in their state organization?**

In addition to the materials and resources provided to all members as outlined above, the Educational Excellence Committee provides SFA project materials for all EEC/POW state organization chairs attending the pre-conference training sessions during the summer of 2011. Included in those materials is a pocket folder with ready-to-copy items for a state meeting. Workshop materials ready for presentation are also part of the Schools for Africa folder.

## **How will donations from members and chapters be used by the Schools for Africa program?**

Here is a sample of how your donations will be used:

- \$5 can provide ten children with a pencil and exercise book;
- \$10 can provide a learner kit for 1 student in Mozambique and Mali which contains a bag, stationery, mini atlas, math tables;
- \$60 can provide a School-in-a-bag with individual school supplies for 40 students and 1 teacher;
- \$100 can provide 100 children with a sketch pad and crayons;
- \$250 can provide a School-in-a-box;
- Build and rehabilitate 1,000 schools;
- Create schools that offer a safe and protective environment for children; and
- Educate children about proper hygiene and HIV prevention; this knowledge is passed on to siblings, parents, and the community at large.



More information on the Schools for Africa program may be found at [www.schoolsforafrica.com](http://www.schoolsforafrica.com).

## **PROGRAM TOPIC: Schools For Africa Project**



**Title: SFA Geography 101**

### **Program Purposes:**

- To Support Purposes:
  - #4: "To initiate, endorse, and support desirable legislation or other suitable endeavors in the interest of education or of women educators"
  - #6: "To stimulate the personal and professional growth of members and to encourage their participation in appropriate programs of action"
  - #7: "To inform members of current economic, social, political and educational issues so that they may participate effectively in a world society"
- To help members understand Schools for Africa, DKG's first official international project
- To introduce members to the basic geography and needs of the eleven countries that are served through UNICEF's Schools for Africa campaign

### **Program Summary:**

The program committee assists members as they conduct a geographical study of each of the eleven African countries in the Schools for Africa project. Prior to the meeting, members are asked to conduct a brief research of Africa, becoming familiar with the geography of the continent.

### **Program Plan:**

- Pre-Program Activity: Prior to the meeting (perhaps as a "coming attraction" announcement at the last chapter meeting or through a newsletter notice), ask members to conduct a brief research of Africa, becoming familiar with the geography of the continent. Resources/web sites may be provided initially or members may be asked to bring sources they used to the meeting.
- Encourage members to bring their laptop computers to the meeting, especially those with Wi-Fi. You may want to consider meeting in a location that has a computer lab or where internet hook-up is readily available and free (public libraries, some restaurants/coffee shops, schools, churches)
- Upon entering the meeting, give each attendee a card with the name of an African country in the Schools for Africa project written on it.
- Form small groups (one per country or double up with a group made of two countries). The number of groups you use will depend on the number of members present
- Provide a resource table with maps of Africa and resources/materials that members have brought to the meeting
- Challenge each group to find out these facts about the country and report back to the group within a designated time-frame:

- Location
  - Capital
  - Population
  - Climate
  - Language(s) Spoken
  - Natural Resources
  - Health/Diseases/Infant Mortality Rate
  - Literacy
  - Unique Customs/Holidays
  - Government
  - Major Exports/Imports
- Locate each country on a map of Africa as the groups report. Use a cut-out of the new rose logo to denote that DKG now is having an impact in that country.
  - The facilitator leads the group in a discussion of the factors common to these countries based on the group reports. She also shares specific help that the SFA project provides for the children in these countries taken from the SFA informational flyer.



**Follow-Up and Evaluation:**

- Establish a fundraiser to generate money to contribute to the Schools For Africa project.
- Share the latest issue of the *Schools For Africa Newsette* with your members.
- Before adjourning the meeting, have each member write a note on the back of her index card addressing the effectiveness of the program. Collect cards.

**Materials Needed:**

- Index cards with names of SFA countries written on them (one card per member)
- Books, maps, handouts related to Africa
- Copies of the *Schools For Africa Newsette*
- The Schools For Africa informational flyer or other similar resources found at the DKG Web site ([www.dkg.org](http://www.dkg.org))
- A list of Web sites for the eleven countries represented in the Schools for Africa project
- A large map of Africa posted in the room (may opt to use an overhead transparency of Africa projected on the wall)
- Eleven cut-outs of the new DKG logo to affix to the map

## ACTIVITY TOPIC: Schools For Africa Project



**Title: SFA: "Big Game" Safari**

### Activity Purposes:

- To Support Purposes:
  - #1: To unite women educators of the world in a genuine spiritual fellowship
  - #6: To stimulate the personal and professional growth of members and to encourage their participation in appropriate programs of action
  - #7: To inform the members of current economic, social, political, and educational issues so that they may participate effectively in a world society
- To help members navigate the DKG Web site and find materials that support the Schools for Africa project.

### Activity Summary:

This activity gives members an opportunity to explore the DKG Web site and to discover the "big game" items on the site pertaining to the Schools for Africa project.

### Activity Set-up and Plan:

- The facilitator will need either a computer, LCD projector, internet connection OR overhead transparencies that capture the web images/pages she will be sharing. (The ideal location for this program is a computer lab in a local school or library where each member or pair of members has access to a computer with internet hook-up.)
- Set the mood by playing African music before and during the program (see **Materials Needed** for more info).
- As facilitator, dress the part with a khaki jacket and safari hat.
- Provide a resource table with maps of Africa and resources/materials that members can look through at the end of the meeting or during your social hour.
- Give each member a handout listing the "Big Game" they will be looking for on their DKG Web site safari. (See **Materials Needed** below for the handout information.)
- Go to the DKG Web site at [www.dkg.org](http://www.dkg.org) and begin your hunt on the Home Page.
- Walk the members through the handout, helping them gather "bag" the "big game," the different resources posted on the site, so that everyone is a winner.
- When the safari is complete, reward each member with an African-motif sticker on her worksheet.
- Celebrate the success of your safari by dancing. Follow the "Ndakuvara" movement instruction sheet using the scarves or even a tissue to enhance the movements.
- Ask members which of the postings is most useful to them and/or the chapter. Discuss as a group how best to use these resources in promoting the Schools For Africa project. (Use chalk/white board or large Post-it sheets to record main points of the discussion.)

**Follow-Up and Evaluation:**

- Forward your chapter's best ideas for follow-up programs and fund-raisers to the International Educational Excellence Committee for use in the development of additional materials for all chapters.
- Brainstorm ways to incorporate information about this project into each newsletter or program throughout the remainder of the biennium. Add these ideas to your chapter's Strategic Plan of Action.
- Before adjourning the meeting have several members volunteer to be the chapter's "web scouts" to report on updates to the DKG Web site's SFA information at the next chapter meeting.

**Materials Needed:**

- African-inspired props as available, including a map of Africa if possible
- Books, maps, web-site lists, handouts – all related to Africa
- African music – Try "Ndakuvara" from the CD, *Oliver Mtukudzi, vhunze moto*, Putumayo World Music at [www.putumayo.com](http://www.putumayo.com) [PUT 199-2/ISBN 1587590530]
- "Ndakuvara" movement instruction sheet and scarves for each member (Ask members to bring two small scarves to the meeting.)
- SAF Safari Worksheet/Answer Key
- African motif stickers
- Large Post-it sheets/markers for discussion OR chalk/white board in meeting room
- A backup plan (overhead transparencies, hand-outs with web-captured pictures, etc.) in case of computer or internet failure



## SFA: "Big Game" Safari Worksheet

Follow these directions as you search for SFA "prey" on the DKG Web site ...

1. **To start this safari:** Click on the Library link at the top of the DKG HOME PAGE.
2. On the **LIBRARY** page locate the link to the left entitled **SCHOOLS FOR AFRICA**. Click on this link.
3. "Walk" through the Schools For Africa: TRANSFORMING LIVES THROUGH EDUCATION\* page to find the following information. Record your answers here.
  - a. **Which three groups founded the SFA Campaign?**
    - 1) \_\_\_\_\_
    - 2) \_\_\_\_\_
    - 3) \_\_\_\_\_
  - b. **On which three groups will they focus and increase access to quality education for children?**
    - 1) \_\_\_\_\_
    - 2) \_\_\_\_\_
    - 3) \_\_\_\_\_
  - c. **By September 2009 how many African countries were involved in this campaign? List them by name.**  
\_\_\_\_\_  
\_\_\_\_\_
4. Jog to the left menu bar and carefully open the monthly updated **NEWSETTE** link to discover these "big game" items:
  - a. **Which country is featured in the September 2011 of the SFA Newsette?**  
\_\_\_\_\_
  - b. **Where did you find a "ready-to-go chapter program" on Schools for Africa?**  
\_\_\_\_\_
5. Unearth action shots in the **PHOTO GALLERY**. Look at the pictures to find your answers to these items.
  - a. **Name one project that provides a basic need for an African community.**  
\_\_\_\_\_
  - b. **Describe one picture that stood out to you.**  
\_\_\_\_\_
6. **UNICEF Flyer:** How can this flyer be used in our chapter and state organization levels of DKG?  
\_\_\_\_\_  
\_\_\_\_\_
7. Click on "What Your Support Can Do!" to bag this prey.
  - a. **Would the loose change gathered from your members today fund a learning kit?**  
\_\_\_\_\_
  - b. **How many months would it take to fund a School-In-A-Box Kit?**  
\_\_\_\_\_

*\*Advanced hunters may want to continue their excursion by clicking on the UNICEF link and discovering the long tradition of support DKG has given to UNICEF sponsored projects over the years.*

### SFA: "Big Game" Safari Worksheet KEY

1. NA
2. NA
3.
  - a. UNICEF, the Nelson Mandela Foundation, the Hamburg Society
  - b. Girls, orphans and vulnerable children
  - c. 11: Angola, Burkina Faso, Ethiopia, Madagascar, Malawi, Mali, Mozambique, Niger, Rwanda, South Africa, Zimbabwe
4.
  - a. Malawi
  - b. Every issue will have a ready-to-use chapter program.
5.
  - a. Answers will vary.
  - b. Answers will vary.
6. Answers will vary.
7.
  - a. \$10/Learner's kit – Answers will vary.
  - b. \$250/School-In-A-Box – Answers will vary.

## "Ndakuvara" Movement Instructions, movements composed by Pat Taylor

The following movements, with scarves, may be used with the song, which can be found at [www.putumayo.com](http://www.putumayo.com) on the album "Oliver Mtukudzi" (ISBN 1587590530).

1. (first 16 beats – guitar only) – Stand still with a scarf in each hand.
2. (next 16 beats – full band playing) – swing scarves (one in each hand) over head from side to side. If you are facing the audience, ...
3. (next 16 beats – full band playing) – swing scarves low – with arms extended down – side to side in front of body.
4. (next 14 beats – **soloist is singing**) – wave scarves over head – two times to each side over and over until you get to ....
5. (beats 15 and 16) – lower arms and wave scarf to the lower right side and then the lower left side in front of body. (This goes by very fast)
6. repeat lines 4 and 5 for three more times.
7. Then stop for 7 beats and then raise both arms very slowly as the singers are singing the "Ahs."
8. Lower the scarves as the singers are singing the next "Ahs."
9. Then raise the scarves slowly while the singers sing the next "Ahs."
10. On the words "Pidi Pidi" (sung two times) – with arms in the air and a scarf in each hand, pretend to throw the scarf towards the audience two times (but hang on to the scarves).

Repeat entire sequence from line 2 to line 10.  
(instrumental interlude – **have audience do their "own thing"**.  
In this interlude, you will hear a pulsating sound from the electric guitar throughout).

Return to stop for 7 beats and do the actions for each of the "Ahs." (lines 7, 8, 9, and 10).  
At this point, lower the volume of the music and end the song.



## Other “Schools For Africa” Ideas

### Fund-raiser Ideas

Monetary donations by DKG members demonstrate our support of UNICEF's Schools for Africa campaign. Chapters will want to generate the funds they donate in a variety of ways. Here are suggestions that can be used. Additional ideas will be found in each issue of the *Schools For Africa Newsette*.

#### "SCHOOLS FOR AFRICA" MONTH

- At a chapter program either present a program on the international project or generate interest in the project through an icebreaker or news article in your chapter newsletter. As a follow-up to the material presented, designate the next month as "Schools for Africa" month. Give each member a calendar to use in generating her personal contribution to the project.
- Here is a sample of what you could do. Personalize your statements to reflect interests in your membership or other projects your chapter supports...

<b>MARCH 2011</b>						
<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
		1. I helped someone today. (25¢)	2. I saw a snowflake last month. (10¢)	3. I can name a country in Africa. (5¢)	4. I ate a piece of chocolate. (25¢)	5. I sent an email today. (10¢)

This should give you an idea of how to complete your chapter's calendar for SFA Month!

- Each day on the calendar will have a statement for the members to read. Answers to the daily statements will determine if a donation is made that day or not to the member's collection for the Schools For Africa project.
- Members will follow the calendar all month. At the next chapter meeting the icebreaker could involve a follow-up to the activity with members bringing their collected funds to the meeting and discussing which items they enjoyed the most or the least.
- Money collected will be sent by the chapter treasurer to the US Fund for UNICEF per info on the DKG brochure for the project. [Members in countries other than the U.S. will wire funds to Society Headquarters per the procedure noted in the training manual overview for the Schools For Africa project.]
- Members not at the meeting where the calendar is distributed can receive it via email or snail mail, thus ensuring that all members participate in this lighthearted way to promote the international project.

### **"PENCILS & PENS"**

- Show chapter members a sample of the items that go into a UNICEF Schools-In-A-Box used by children in several of the 11 countries served by this project. Items included are exercise books, pencils, pens, erasers, scissors, a wooden teaching clock, plastic cubes for counting, a wind-up solar multi-band radio and a set of three laminated posters (alphabet, multiplication and number tables), and a blackboard with chalk.
- Ask members to count the number of pencils and pens they have at home. Challenge them to bring a donation to the SFA project to the next meeting, giving a nickel or dime for each pen/pencil they found.
- Compare your collection to what one Schools-In-A-Box costs for UNICEF to produce for a classroom of students – \$250. Challenge your members to donate enough money from their chapter to the SFA project to match that amount.
- For more information about these boxes prepared for students, especially in emergency situations see: <https://secure.unicefusa.org/site/Ecommerce>.

### **"THE SCHOOLS FOR AFRICA" CHALLENGE**

- Challenge the other chapters in your area, coordinating council or state organization to raise more funds for the Schools For Africa project than your chapter.
- Collect donations at a multi-chapter function, coordinating council meeting or state meeting.
- Recognize the winning chapter with a feature article and picture in the state newsletter (send to the local newspaper, too). You might also consider reimbursing the meeting expenses for that chapter's president at the event where the winner is announced.

## "CHANGE" ABOUT

- Place on your meeting "sign-in" table a box or jar decorated with an African motif.
- Beside the jar have a sign inviting your members to empty their pocket change into the SFA container as they record their attendance and pick up the meeting agenda.
- At the end of the meeting announce how much was collected and record that sum.
- Bring the container to each meeting throughout the year, having members add to it each time.
- As the amount increases note what item(s) UNICEF could now send to an African school.
- Have your treasurer send in your collected change after the last meeting of the year.

## Ice-Breaker

Using ice-breakers at the start of chapter meetings will encourage support for UNICEF's Schools for Africa project. Here is an idea to get you started.

## "SCHOOLS FOR AFRICA" ELEVATOR SPEECH

At the chapter meeting following your initial introductory program on the Schools For Africa project, divide members into teams to write elevator speeches based on what they recall from the program.

- **Discuss/review what constitutes an elevator speech and how to write one;**
  - **What is an elevator speech?**

This is a mini-presentation of 30 to 60 seconds that you give to answer a question someone might ask you about a topic you have mentioned. While the "speech" should be planned and rehearsed, it should sound natural and spontaneous when you actually speak it.
  - **What should be included in writing an elevator speech?**
    - What is the Schools for Africa project?
    - What group of people does it serve?
    - What makes SFA different from other projects?
    - How does support of this project benefit the recipients and DKG members?
- **Form four (4) groups using one of these methods:**
  - By the color of clothing they are wearing
  - By number of years in DKG: 1-10, 11-20; 21-30; over 30
  - By length of hair: short, medium, long
  - By favorite main course: steak, fish, chicken, veggies
  - By favorite dessert: pie, cake, ice cream, none

- **Provide the following supplies to members to use:**
  - Paper
  - Pens or Pencils
- **Give members 10-15 minutes to write elevator speeches in their groups.**
- **Have each group share its speech with the other groups. Correct facts, if necessary.**
- **Collect all four speeches and duplicate on business card paper for distribution at the next meeting.**



## Schools For Africa Resources/Links

A sampling of resources and Web site links that support both general information on Africa and information specific to the UNICEF Schools For Africa campaign follows:

### GENERAL INFORMATION

- Mainstreaming Sustainable Development into African School  
[www.tc.columbia.edu/cice/issues/07.02/7](http://www.tc.columbia.edu/cice/issues/07.02/7)
- Education in Africa [www.newsfromafrica.org](http://www.newsfromafrica.org)
- Shocking State of the Central African Educational System  
[www.scribd.com/doc/260352](http://www.scribd.com/doc/260352)
- Pro Teacher African Lesson Plans (tons of information that could be used)  
[www.proteacher.com](http://www.proteacher.com)
- Click on the country to find its natural resources  
[www.exploringafrica.matrix.msu.edu/teachers/curriculum](http://www.exploringafrica.matrix.msu.edu/teachers/curriculum)
- Free Wikipedia encyclopedia [www.en.wikipedia.org/wiki/Africa](http://www.en.wikipedia.org/wiki/Africa)
- African Atlas (click on the country for resources) [www.infoplease.com/atlas/africa.html](http://www.infoplease.com/atlas/africa.html)
- African Political Sites sorted by country: [www.politicalresources.net/africa.htm](http://www.politicalresources.net/africa.htm)
- Industry list of African Countries: [www.afribix.info/content/industries](http://www.afribix.info/content/industries)
- Choose a book to read together to prompt a discussion:
  - [The Power of One](#) by Bryce Courtenay
  - [A Cowrie of Hope](#) by Binwell Sinyangwe (lovely collection of short stories)
  - [Joys of Motherhood](#) by Buchi Emecheta
  - [God's Bits of Wood](#) by Ousman Sembene
  - [The Beautiful Ones Are Not Yet Born](#) by Ayi Kwei Armah

### SCHOOLS FOR AFRICA

- DKG resources (Library Section), including *SFA Newsettes*, UNICEF brochure and general information on the Schools for Africa project: [www.dkg.org](http://www.dkg.org)
- DKG's partnership with UNICEF:  
[www.unicefusa.org/partners/ngo/delta-kappa-gamma-society.html](http://www.unicefusa.org/partners/ngo/delta-kappa-gamma-society.html)

- UNICEF's Schools for Africa Program: [www.unicefusa.org/work/education/schools-for-africa/](http://www.unicefusa.org/work/education/schools-for-africa/)
- Gucci Partnership for Schools for Africa: [www.unicefusa.org/partners/corporate/gucci.html](http://www.unicefusa.org/partners/corporate/gucci.html)
- Video clips to support Schools for Africa:
  - Through Schools for Africa, UNICEF works closely with governments, communities and other partners in 11 sub-Saharan countries to help ensure education for all children. Learn more about the campaign here [www.unicefusa.org/assets/right-column/schools-for-africa-video.html](http://www.unicefusa.org/assets/right-column/schools-for-africa-video.html) and through this clip, too, [www.unicefusa.org/work/education/schools-for-africa/](http://www.unicefusa.org/work/education/schools-for-africa/)
- Slideshows of SFA in Mozambique:
  - [www.unicefusa.org/hidden/slideshow-3.html](http://www.unicefusa.org/hidden/slideshow-3.html)
  - [www.unicefusa.org/slideshow-3.html](http://www.unicefusa.org/slideshow-3.html)
  - [www.unicefusa.org/slideshow-2.html](http://www.unicefusa.org/slideshow-2.html)
  - [www.unicefusa.org/slideshow-1.html](http://www.unicefusa.org/slideshow-1.html)
- *EVERY CHILD*, a publication of UNICEF; download updates from [www.unicefusa.org/news/publications/](http://www.unicefusa.org/news/publications/)
- SCHOOLS FOR AFRICA DVD given to each of the 2009-2011 state organization presidents at the 2010 International Convention in Spokane. Clips include: "Schools for Africa"/7 min.; "Nelson Mandela"/7:10 min.; "Rwanda Girls Empowerment"/8:25 min.; "Schools for Africa"/9:25 min. See your state organization president for a copy of this DVD.