

Education Package

Helping Youth Through Educational Scholarships
HYTES



FUNDRAISING AND AWARENESS- RAISING PACKAGE

Created: March 2008

Open source materials for use in
Leadership clubs and classes
Social Justice clubs
Social Studies-current events classes
Language Arts classes
Student councils
Youth groups



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GENERAL CONCEPT

This package seeks to provide resources to educators and youth leaders to North American children and youth raise their awareness and understanding around issues of social injustice, quality of life standards and the importance of education.

INTRODUCTION

Helping Youth Through Educational Scholarships ("HYTES") is a not-for-profit organization that has no affiliation with any government or religion.

Two of HYTES' objectives are:

- To provide educational scholarships to youth in developing countries to advance and grow themselves, contribute to their community and benefit society.
- To increase awareness in Canadian schools and the Canadian public on the need for educational support in developing countries.

This educational package is designed to meet these objectives.

PROJECT RATIONALE

The goals of HYTES Educational Fundraising Package align with HYTES objectives of increasing awareness in Canadian schools and providing educational scholarships to youth in developing countries.

The Educational Fundraising packages have been designed primarily for Canadian secondary students, their educators and youth leaders. Resources could easily be adapted to primary school students as well.

Through our Education package, we hope to impart a message of social compassion, global consciousness and the importance of learning and education. We seek to broaden students' global consciousness and empathy with world conditions.



Fundraising-Awareness Raising Project:
SUCCESS CARDS

Created: 10 August 2007
 Jacqueline. Ford

Bob Edwards Junior High School, Calgary

PROJECT DESCRIPTION

<p>Student Ages/Grades:</p>	<p>Middle -Junior-Senior High Schools</p> <p>This project has particular pertinence to students writing midterm exams, final exams and PATs.</p>
<p>Applicability</p>	<ul style="list-style-type: none"> ➔ Curricular tie-ins to Social Studies 7-8-9 Program of Studies ➔ Project and lessons for a leadership club, student council, social justice club or other similarly-themed extra curricular school group ➔ Religious youth groups ➔ Community youth groups or clubs

SUCCESS CARD BACKGROUND INFORMATION

Source: Eric and Pam Amalaku

The phenomenon of “Success Cards” seems to be, to our knowledge, unique to Kenya.

In Kenya, the educational career of students is highly dependent on two exams—at age 14, a student graduates from Standard 8 in primary school by passing a very serious cumulative exam called the KCPE—the Kenya Certificate of Primary Education. At age 18, students are again subjected to the stressful experience of the KCSE—the Kenya Certificate of Secondary Education.

The exams themselves are extremely intense and stressful. The Standard 8 exams, at age 14, involve a solid week of examinations, about 2 subjects per day. Form 4 finals, which culminate a student’s secondary education at about age 18, are spread over two or three weeks, with one or two subjects per day (for a total of seven). All exams are nationally standardized, and prepared by the Examination Council of Kenya.

A good score on the exams is 450 out of a total of 500 questions added up on all exams. The exams are very difficult, and count for 100% of the final mark. The mark achieved determines the type of school students will go on to. Secondary education in Kenya is not universal and is extremely expensive for the vast majority of people; most students do not get beyond primary school, which is free. The standard of schools at both the Primary and Secondary level varies enormously—from well-funded and equipped private schools to terribly equipped and under-staffed street schools. How well students do on the exam also determines whether they will be able to continue on to post-secondary studies, and some employees also require a minimum mark on KCPE or KCSE exams for employment! The exams are a huge deal!

An interesting note is that while children’s’ maternal language is a regional tribal tongue, Kenya’s official languages are English and Kiswahili. The exams are written in English, students’ *third* language. (Imagine if students here wrote their final exams in Spanish!)

It is because of this great pressure to succeed on these life-or-death exams that the tradition of Success Cards has become firmly implanted in Kenyan culture. The cards are taken very seriously, and each one received is a huge boost to students’ confidence. They are wildly popular during exam time, and sold everywhere—in shops and on the street.

What can learning about Success Cards mean to Canadian students? An appreciation for the universality of our education system, of how for us there is always a second chance, and a sense of fellowship with Kenyan students. As well, with every Success Card purchased in this campaign, students here help provide students there with the opportunity to have their hard work pay off for them by allowing them to continue on with their secondary studies.



Fundraising-Awareness Raising Project:
SUCCESS CARDS

TASKS

Step	Task Description	Suggested Timeline
I.	Viewing of presentation <ul style="list-style-type: none"> • Powerpoint available or representative from HYTES visiting the class 	Optional 20 – 50 minutes
II.	Background information: <ol style="list-style-type: none"> 1. Overhead transparency: Success Card background information 2. Overhead transparency: Profiles of several HYTES students 3. Overhead transparency: Comparison of economic information—costs and incomes in Canada and HYTES-sponsored countries 4. Overhead transparency: Cost of one year of school 	Optional- for instructional use
	Success card fundraising campaign within school—discuss possibilities with students Brainstorming of ideas: <ul style="list-style-type: none"> *Poster making by students *Placing of pre-made posters by students *Presentation in classes by students *Selling of Success Cards in a prominent place in the school at lunch *Set a fund-raising goal and track progress 	1 week prior to exam time
III.	Reveal funds raised—celebration of work completed by students	

CONCEPTS

General Concepts:	Citizenship, Global Connections, Economics and Resources
Curriculum Connections: Social Studies	Social Participation as a Democratic Process: developing leadership skills (7,8,9) Dimensions of Thinking: critical and creative thinking, decision making and problem solving (7,8,9) Communication: oral, written, visual and media literacy (7,8,9)
Student Outcomes:	Students will: <ul style="list-style-type: none"> • Recognize the disparity in educational availability between themselves and students in Kenya/Tanzania specifically as well as in other developing nations • Appreciate the challenges faced by youth in other countries vis-a-vis their economic situation and prospects for education • Participate in activities that will help improve the economic and educational situation for youth in Kenya and Tanzania
Curriculum Connections:	<ul style="list-style-type: none"> • Social Studies Objectives: values and attitudes, skills and process, knowledge and understanding
Key Questions	<ul style="list-style-type: none"> • What are the economic conditions of most families in these countries? • What is poverty? • What educational opportunities are available to youth in these countries? • What educational challenges are faced by youth in these countries? • What are the prospects for a typical youth in these countries?
Key Vocabulary	<ul style="list-style-type: none"> • Economic conditions; tuition, disparity, poverty

MATERIALS

Other	<ul style="list-style-type: none">• Posters (students can make their own or use those provided in this package)• Examples of Kenyan Success Cards (scans provided)• Overhead transparencies (made from pages provided)• Examples of possible school success cards
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What does this kid want



More than anything?



To go to school !

**Following in the
Great Tradition of Examinations in Kenya,
a success card can mean **success or failure**
on your exams...**

**Now, you can buy them here. Send them to
your friends to wish them success on their
exams.**

**And at the same time, help send Aziza to
school.**

**Help give this kid
a chance by going
to school again
next year**



**SEND A SUCCESS
CARD
TO A FRIEND!**



Fundraising-Awareness Raising Project: **SUCCESS CARDS**

SUCCESS CARD BACKGROUND INFORMATION

Source: Eric and Pam Amalaku

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It is because of this great pressure to succeed on these life-or-death exams that there the tradition of Success Cards has become firmly implanted in Kenyan culture. The cards are taken very seriously, and each one received is a huge boost to students’ confidence. They are wildly popular during exam time, and sold everywhere—in shops and on the street.

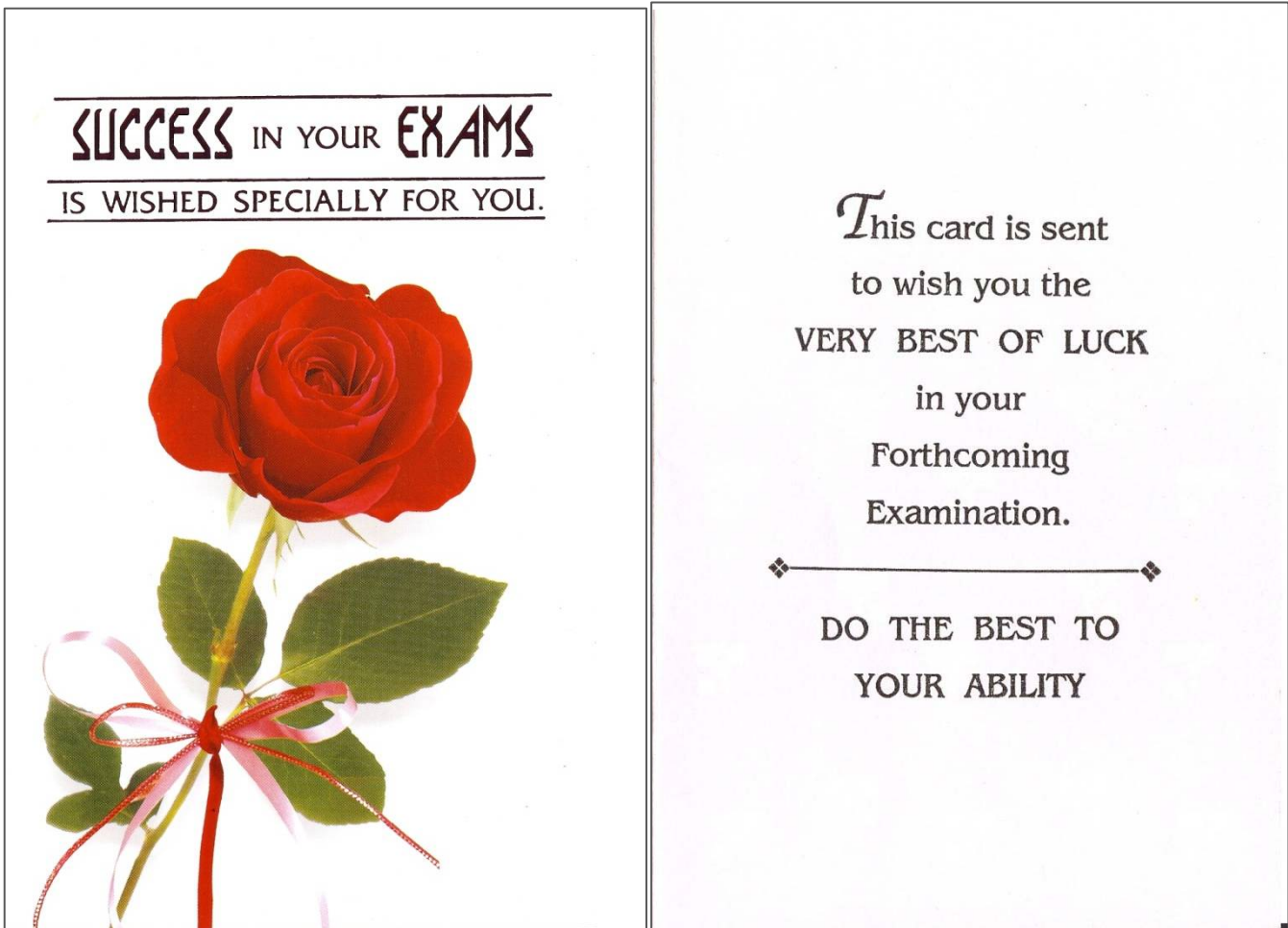
What can learning about Success Cards mean to Canadian students? An appreciation for the universality of our education system, of how for us there is always a second chance, and a sense of fellowship with Kenyan students. As well, with every Success card purchased in this campaign, students here help provide students there with the opportunity to have their hard work pay off for them by allowing them to continue on with their secondary studies.







Fundraising-Awareness Raising Project:
SUCCESS CARDS

COPIES OF KENYAN SUCCESS CARDS

Source: Eric and Pam Amalaku



Examples of Success Cards that could be used

<p>To: _____ Class: _____ From: _____ Message:</p>	 <p>Good Luck on your Exams!!</p>
<p>To: _____ Class: _____ From: _____ Message:</p>	 <p>Good Luck on your Exams!!</p>
<p>To: _____ Class: _____ From: _____ Message:</p>	 <p>Good Luck on your Exams!!</p>
<p>To: _____ Class: _____ From: _____ Message:</p>	 <p>Good Luck on your Exams!!</p>



Fundraising-Awareness Raising Project:
SCHOOL-WIDE AFRICAN QUILT RAFFLE

Created: August 13, 2007
 Paula Hamilton

PROJECT DESCRIPTION

Student Ages/Grades:	<p>Elementary – Middle – High Schools</p> <p>This fundraising project will not only have Canadian students learning about the opportunities and challenges faced by East African students, but also giving them the chance to raise money in a unique raffle to send a student to school for a year. The raffle will be collaboration between students and a community quilting group to sew a beautiful quilt made from authentic African fabric. Working with the fabric students will learn about the culture, the meaning behind the fabric and the use of the fabric. Once the quilt has been finished students can then take on the role of promoting the raffle within the school and community.</p>
Applicability	<ul style="list-style-type: none"> ➔ Curricular tie-ins to Social Studies Program of Studies ➔ Project and lessons for a leadership club, student council, social justice club or other similarly-themed extra curricular school group ➔ Religious youth groups ➔ Community youth groups or clubs

CHITENGE BACKGROUND INFORMATION

Chitenge pronounced (Chih-teng-ee) is the name of the fabric commonly used in Zambia. It is a long broad cloth used by women as a skirt, dress or baby carrier. The cloths are usually brightly coloured and highly decorated with abstract patterns, animals, African scenes or even political figures. This fabric is presented to a young girl who has come of age. It is used as a traditional dressing for women who are married. It is also presented to a female's in-law when they visit the home of the married couple. This is a sign of respect.



Fundraising-Awareness Raising Project:

COMMUNITY QUILT-MAKING RAFFLE

CONCEPTS

General Concepts:	Citizenship, Global Connections, Economics and Resources
Curriculum Connections: Social Studies	Social Participation as a Democratic Process—developing leadership skills (7,8,9) Dimensions of Thinking: critical and creative thinking, decision making and problem solving (7,8,9) Communication: oral, written, visual and media literacy (7,8,9)
Student Outcomes:	Students will: <ul style="list-style-type: none"> Recognize the disparity in educational availability between themselves and students in Kenya/Tanzania specifically as well as in other developing nations Appreciate the challenges faces by youth in other countries vis-a-vis their economic situation and prospects for education Participate in activities that will help improve the economic and educational situation for youth in Kenya and Tanzania
Curriculum Connections:	<ul style="list-style-type: none"> Social Studies objectives: values and attitudes, skills and process, knowledge and understanding ELA: explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts ELA: share ideas developed through interests, experiences and discussion that are related to new ideas and information Art: express a feeling or a message Art: use of media and techniques, with an emphasis on mixing media and perfecting techniques in print making and fabric arts
Key Questions	<ul style="list-style-type: none"> What are the economic conditions of most families in these countries? What is poverty? What educational opportunities are available to youth in these countries? What educational challenges are faced by youth in these countries? What are the prospects for a typical youth in these countries?
Key Vocabulary	<ul style="list-style-type: none"> Economic conditions; tuition, disparity, poverty
Materials	<ul style="list-style-type: none"> Posters (students can make their own or use those provided in this package) Overhead transparencies (made from pages provided) Fabric (contact HYTES) computers fabric paint, markers, posters Support of a quilter or quilting group which will be able to assemble the final product

DESCRIPTION OF PROJECT

Step	Task Description	Suggested Timeline
I.	Viewing of presentation <ul style="list-style-type: none"> Powerpoint available or representative from HYTES visiting the class 	Optional 20 – 50 minutes
II.	A Brainstorm on the board in a T-chart, the students believed differences in schooling in Canada compared with schooling in Africa.	10 minutes
III.	Students can then view the HYTES website (www.hytes.org) and find 5 facts about schools in Africa that they were not aware of. Present map, overhead statistics and discuss.	15 minutes
	Present material to students, discuss what they notice about the material (colour, pictures, patterns etc.). What do these things tell them about Africa? Inform students that this material with their help will be made into a beautiful quilt and raffled off to raise money to send a student to school in one of the HYTES given countries.	10 minutes
	Discuss with students what the quilt represents, what is its purpose and what symbols or words could be placed on the quilt to signify this. On a light coloured piece of material have each student or pair of students work on drawing a symbol or words a piece of material. This material could then be sewn into the quilt.	15 minutes
IV.	Locate a group willing to volunteer to sew the quilt. Women’s Quilting Bee Community Group It would be great to have a group that would <ul style="list-style-type: none"> Show progress of the quilt being made. Allow students to assist in the making of the quilt at some point, whether it is in the design of the quilt or actually sewing a piece of the quilt together with the assistance of an experienced quilter. 	
V.	Once the quilt has been completed, students can make posters to place around the school provided information about the quilt raffle. Tickets could be sold for 1 for \$2 or 6 for \$10 It would be important for information to be placed in the school newsletter, in student’s agendas or call the local newspaper.	

ASSESSMENT

Formative:	<ul style="list-style-type: none"> Students reflect on the experience in their response journals after each task is completed. Students contribute to a bulletin board of their learnings. Students listen to and then comment on the music of their sponsored student’s country. Students track a timeline of the project’s completion.
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Summative:	<ul style="list-style-type: none"> • Students write a final reflection on the experience in their response journals • Students create and present a pantomime of a typical day for an less-privileged student. • Students create a museum exhibit of their sponsored student's country.
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**Fundraising-Awareness Raising Project:
VOW OF SILENCE**

Created: 2 March 2008

Compiled by: Jacqueline Ford

Resources: http://www.freethechildren.com/we/images/VOS/VowOfSilence_guide.pdf

PROJECT DESCRIPTION

Student Ages/Grades:	Elementary through to High Schools
Applicability	<ul style="list-style-type: none"> ➔ Curricular tie-ins to Social Studies Program of Studies ➔ Project and lessons for a leadership club, student council, social justice club or other similarly-themed extra curricular school group ➔ Religious youth groups ➔ Community youth groups or clubs

BACKGROUND INFORMATION

This project has proven popular with students and has been used for fundraising and awareness raising campaigns on behalf of various organizations. *Free the Children* is one such organization that has had enormous success in motivating youth to take action. Free the Children works in to alleviate child poverty, child labour and, like HYTES, to ensure that children everywhere are able to go to school.

A very comprehensive and detailed project plan is outlined on their website: <http://www.freethechildren.com/> Their pledge of silence campaign is also an excellent resource.
http://www.freethechildren.com/we/images/VOS/VowOfSilence_guide.pdf

The idea behind a vow of silence is that when a student here chooses to remain silent, they are helping to give a voice to students elsewhere who do not have the same rights and opportunities.



**Fundraising-Awareness Raising Project:
VOW OF SILENCE**

TASKS

Step	Task Description	Suggested Timeline
I.	Viewing of presentation <ul style="list-style-type: none"> • Powerpoint available or representative from HYTES visiting the class 	Optional 20 – 50 minutes
II.	1. Overhead transparency/information sheet: Vow Of Silence 2. Overhead transparency: Cost of Education	Optional- for instructional use
	2. Vow of Silence fundraising campaign --discuss possibilities with students Brainstorming of ideas: <ul style="list-style-type: none"> *Poster making by students *Presentation in classes by students *Setting the details of the campaign *Set a fund-raising goal and track progress 	
IV.	3. Organization of campaign: overhead transparency Reveal funds raised—celebration of work completed by students	

CONCEPTS

General Concepts:	Citizenship, Global Connections, Economics and Resources
Curriculum Connections: Social Studies	Social Participation as a Democratic Process—developing leadership skills (7,8,9) Dimensions of Thinking: critical and creative thinking, decision making and problem solving (7,8,9) Communication: oral, written, visual and media literacy (7,8,9)
Student Outcomes:	Students will: <ul style="list-style-type: none"> • Recognize the disparity in educational availability between themselves and students in developing nations • Appreciate the challenges faces by youth in other countries vis-a-vis their economic situation and prospects for education • Participate in activities that will help improve the economic and educational situation for youth in HYTES sponsored developing nations
Curriculum Connections:	<ul style="list-style-type: none"> • Social Studies objectives: values and attitudes, skills and process, knowledge and understanding

Key Questions	<ul style="list-style-type: none"> • What are the economic conditions of most families in these countries? • What is poverty? • What educational opportunities are available to youth in these countries? • What educational challenges are faced by youth in these countries? • What are the prospects for a typical youth in these countries? • Why is education a human right? • How does education empower people to “have a voice?”
Key Vocabulary	<ul style="list-style-type: none"> • Economic conditions; tuition, disparity, poverty

MATERIALS

Other	<ul style="list-style-type: none"> • Posters (students can make their own or use those provided in this package) • HYTES powerpoint presentation • Overhead transparencies/information sheets(made from pages provided)
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Fundraising-Awareness Raising Project: **VOW OF SILENCE**

The idea behind the Vow of Silence campaign is to “give a voice” to kids like you in other countries who do not enjoy the same rights or opportunities that you have. By committing to be silent, you are bringing awareness to their plight. The first step in changing any situation is first learning about it, and sharing your knowledge!

STEP ONE: Inform yourself so you can inform others

Either before or after you take your vow of silence, you will have to explain your reasons for your oath. Consider the following questions and make sure you have the answers that you will be able to share with others:

- What are the economic conditions of most families in HYTES sponsored countries? (Kenya, Tanzania, Zambia, Uganda and Guatemala)
- What educational opportunities are available to youth in these countries?
- What educational challenges are faced by youth in these countries?
- What are the prospects for a typical youth in these countries?
- Why is education a human right?
- How does education empower people to “have a voice?”

STEP TWO: Organize and carry out your campaign

This campaign can be done individually or as a group, but it must be organized. Firstly, you must ask permission from parents, teachers and other people who may be affected. It is *not* good to choose to be silent on a day in which a major oral presentation is due in class!

Next, you will have to decide when your 24 hours of silence will begin. You will have to spend time beforehand informing people of your plan—educating them about the reasons behind your oath. Perhaps you will prepare an Explanation Card to show to people who talk to you while you are being silent. You may also choose to collect pledges

that you will then donate to HYTES. Remember, though, the most important part of this campaign is to tell others and to educate them!

STEP THREE: Finish it up

As a conclusion to this project, why not write a letter to a newspaper recounting your experience and taking the opportunity to share again what you have learned. If you have collected pledges, count what you have raised and celebrate that with your community. Remember, it doesn't take very much money to provide a year of schooling to a student in another country.



Fundraising-Awareness Raising Project:

**VOW OF SILENCE
PLEDGE SHEET**

Name of Pledge Taker : _____

HYTES strongly discourages students from collect pledges through door to door canvassing. It's best to collect pledges from people you know.

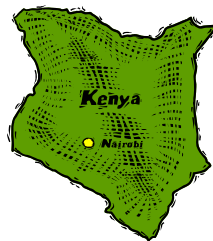
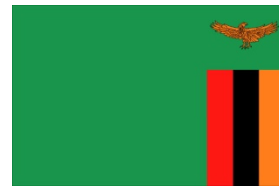
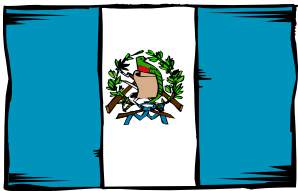
FULL NAME	FULL ADDRESS	PHONE NUMBER	E-MAIL	PLEDGE TOTAL	TAX RECEIPT	PAID?

HYTES issues charitable tax receipts for all donations over \$10.
HYTES – 4676 Quentin St. S.W. Calgary, AB, CANADA. T2T 6E1. (403) 291-9812 www.hytes.org
Registered Charity Number : 828039545RR0001

Helping Youth Earn Personal Scholarships
H Y T E S



Average School Fees per Secondary Student



Guatemala

\$400 CAD

Tanzania

\$269 CAD

Kenya

\$660 CAD

Zambia

\$300 CAD



Fundraising-Awareness Raising Project:

SUCCESS CARDS

STUDENT PROFILES



Lingasiku Kalibule is in her last year of high school in 2008. She is 17 years old and she goes to Jangwani Secondary School in Dar Es Salaam.

This is the second year Lingasiku has been sponsored by HYTES. Her parents have both passed away—her mother died when she was seven and her father passed away three

years ago. The year after her father's death, HYTES covered Lingasiku's school fees.

Lingasiku currently lives at school and every month she goes home to visit her extended family. When she completes her secondary education her plan is to attend apply to the Faculty of Law at the University of Dar Es Salaam. She says *“I would like to be a lawyer or a magistrate – I like the way of judging cases to be in the right way of justice to all. I will make sure that I reach my goals in order to defend the rights of the people”*.



Peter Mikobi is 17 years old and is currently in his first year in secondary school. He attends Nyanchwa Mixed High School in Kisii, Kenya. His mother was from Kenya

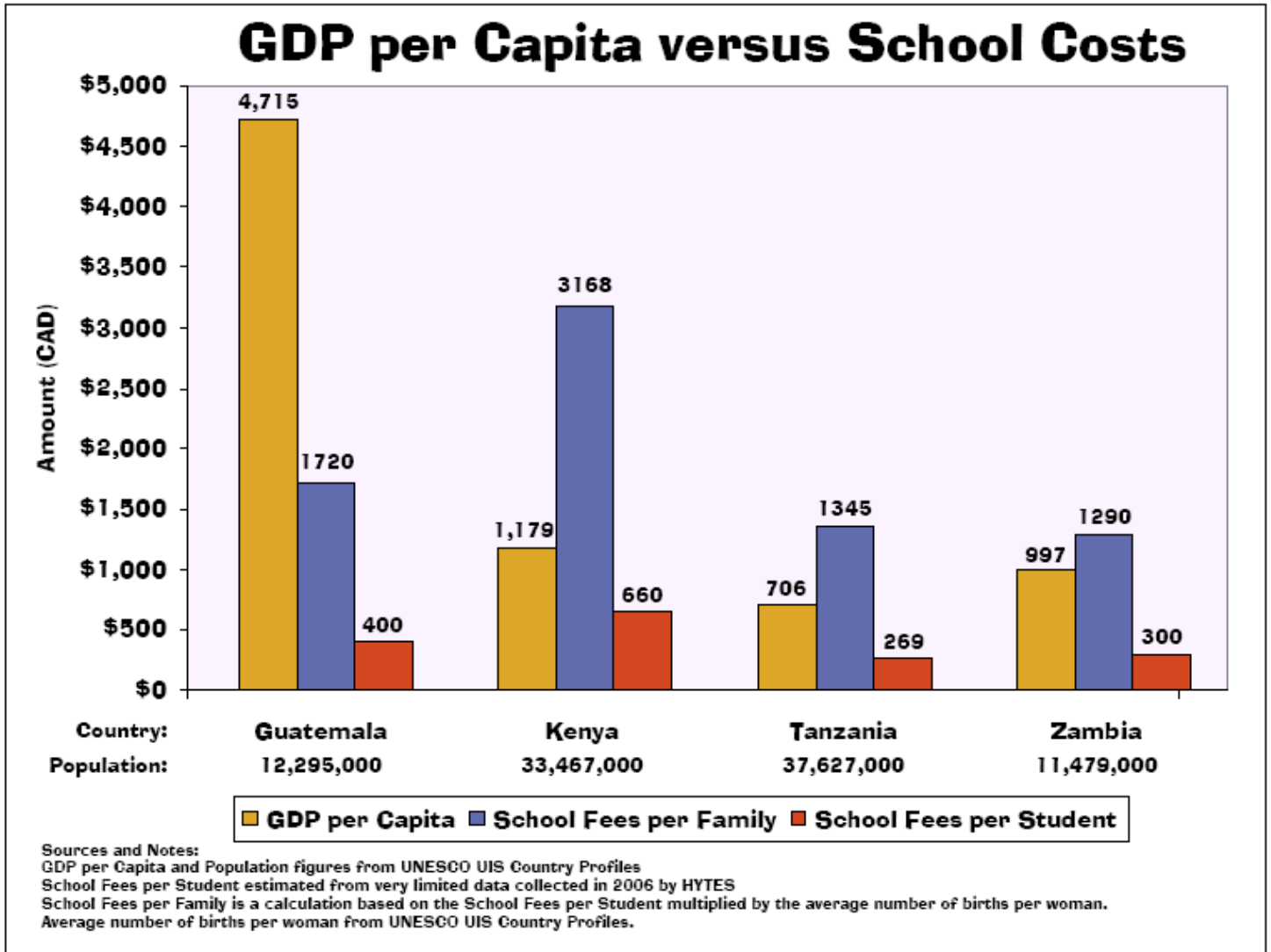
and his father from the DRC—Democratic Republic of the Congo. He lost both parents in 1997, within 3 months of each other. His current guardian has children of his own who are starting to go secondary school as well and so affording Peter's school fees is now very challenging. Now that he has been given financial assistance, Peter would like to become a Social worker so that he can extend a helping hand to those that could be the same situation he found himself in. In ten years, he wants to have his first degree and be able to get to the roots of his father's people back in the DRC and assist those in need. He hopes that at that time, his country will have taken steps towards political stability and economic improvement. Peter says *“Being the only child of my parents, I want to make sure that all the achievement that would have been made by my parents are fulfilled.”*



Anne is 14-years old and lives with her parents and three other siblings. She has often been sent home from school because her father, a casual labourer, could not afford her school fees. With a HYTES scholarship, she is now attending Form Two (grade ten) in a Nairobi girls' school. Anne would like to

attend University to become a doctor specializing in HIV/AIDS. She is also an avid environmentalist and would like to intern with an environmental organization.

Overhead transparency



July 23, 2006

Helping Youth Through Educational Scholarships

www.hytes.org



HYTES SCHOOL PRESENTATION

PRESENTATION OVERVIEW

Purpose

To provide students with an opportunity to “develop the attitudes, skills and knowledge that will help them to become engaged, informed and responsible citizens” (Alberta Social Studies Program of Studies, Program Rationale and Philosophy) through an interactive presentation on the problem of inequity in access to universal education throughout the world.

To highlight to students the importance of universal education, to develop empathy, to create an awareness of students’ capacity to effect change in the world, to develop social compassion and a sense of global consciousness with respect to issues around access to education.

Outcomes

By the end of this presentation students will

- understand the importance of global equity in access to education
- make a connection between themselves and students in other countries
- be empowered in their ability to create change

AGENDA

Materials:

- LCD projector and laptop
- Powerpoint presentation: HYTES
- Handouts—Entrance/Exit slip
- T-shirt for door prize & tickets for door prize
- Simulation activity tickets
- Postcards
- Education package—fundraising for students
- Artefacts – handicrafts, posters of students, etc.
- Art supplies—markers, stickers, stamps, etc with postcards
- Profiles of students as handouts

1. OPENING – 15 minutes – slides 1 - 14

A. Introduction (as students enter classroom)

Upon entering the room, students receive an “Entrance/Exit slip” and are asked to fill it out. Students should also take a ticket (for door prize and simulation activity).

Music playing to create an African ambience.

B. Powerpoint (3 -5 minutes—Slides 1 – 7)

1. Go through first 7 slides and engage students in discussion around the questions asked.
2. Introduction of HYTES, its mission and names and brief background of presenters.

C. Simulation (5 – 10 minutes – Slides 8 - 14)

1. Ask all students with the red cards – PS to stand up and read the slide aloud with them. Discussion. Continue with the rest of the cards.

2. FOCUS (20-25 minutes) – slides 15 – 20

1. Profiles of some of our students
2. What HYTES does
3. What can kids here do?
4. Activity: postcard messages to send to students.
 - Provide postcards and markers to students, with some stickers, stamps, etc.
 - Ask students to read the profile of the student they have been given and to send a message of encouragement, of support and of camaraderie, wishing them well in their studies.

3. CLOSING (5 minutes)

1. Concluding questions. Ask questions from Entrance/Exit slip and have students answer. A treat for those who answer.
2. Give students several minutes to fill out their Entrance/Exit slip and to turn it in
3. Draw for t-shirt with tickets






SIMULATION TICKETS

to be handed out as students enter the classroom.

A class of 20:
 16 primary school
 12 secondary school
 4 ?
 3 girls

A class of 25:
 20 primary school
 15 secondary school
 5 ?
 4 girls

A class of 30
 24 primary school
 18 secondary school
 6 ?
 5 girls

<i>PS SS</i> 	<i>PS SS</i> 	<i>PS SS</i> 	<i>PS SS</i> 
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<i>PS SS</i>	<i>PS SS</i>	<i>PS SS</i>	<i>PS SS</i>
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?	<i>PS</i>	<i>PS</i>	<i>PS</i>
?	<i>PS</i>	<i>PS</i>	<i>PS</i>

<i>PS SS</i>	<i>PS SS</i>	<i>PS SS</i>	<i>PS</i>
<i>PS SS</i>	<i>PS SS</i>	<i>PS SS</i>	<i>PS</i>
?	?	?	?
?	?	?	?
?	?	?	?



Entrance/Exit slip



What I know (about education and/or kids in developing nations, the countries of Guatemala, Kenya, Tanzania, Uganda, Zambia...)	What I'd like to know Questions I have about these ← ← ← ← ← ← ← ← ← subjects	What I've learned (to be completed at the end of this presentation) Answers to your questions? Other stuff?

DURING THE PRESENTATION...
Can you find the answers to these questions?

1. In which countries does HYTES help students?

2. In what continent are the majority of these countries located?

3. Name one reason why many kids are not able to attend school.

4. What can students who do not go to school do? What opportunities are available to them?

Optional:
 My name: _____ School: _____
 Email address: _____

I am interested in receiving more information about HYTES via email.

Other notes/feedback:

