



# *WORLD FEDERATIONS OF METHODIST AND UNITED CHURCH WOMEN*

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## STUDY GUIDE

TOPIC: Objective No. 2 "Achieve universal elementary education"

Hope for learners

Text: Colossians 2: 2-3 "To encourage his heart and to remain united in love" Contemporary  
Reina Valera

### 1. Introduction: Information

#### OBJETIVE 2 "Achieve universal elementary education"

- Ensure that, by 2015, children everywhere complete a full course of primary schooling
- Literacy rates are increasing among adults and young people and are reducing the differences between gender
- The new national data demonstrated that the number of children out of school declined from 102 million to 57 million between 2000 and 2011.
- Enrollment in primary education in developing countries reached 90% in 2010.
- Ensure that, by 2015, children everywhere complete a full course of elementary schooling

## CURRENT SITUATION

Developing regions have achieved amazing progress in expanding access to primary education. From 2000 to 2011, the enrollment rate increased from 83% to 90% and the number of school children not enrolled was reduced by almost half, from 102 million in 2000 to 57 million in 2011. Improvements in education will make an effect in the achievement of all the Millennium Development Goals (MDGs).

Even after four years of primary education in the whole world amounts to a total of 250 million children who cannot read or write. Without these basic skills, it seriously undermines the foundation of all future learning. It is not enough to attend school; it is crucial to improve learning.

It persists early school abandonment. Out of the 137 million children who started the first course in 2011, it is likely that 34 million leave school before reaching the last grade of primary school. This translates into a rate of early school leavers of 25%, ie the same level that existed in 2000.

Literacy rates are rising. The largest increases in literacy rates between 1990 and 2011 were recorded in North Africa (from 68% to 89%) and Southern Asia (from 60% to 81%), which decreased the differences between the sexes.

Poverty, gender and place of residence are key factors that keep children out of schooling. Children and adolescents coming out of poorest households are three times more likely not to attend school than children from the richest households.

Even in the richest households, girls are more likely not to attend school than boys.

Worldwide, 123 million young people between 15 and 24 years lack basic reading and writing; 61% of them are women.

Progress in reducing the number of none schooling children have completely stopped, since in 2011 the international aid for basic education decreased for the first time since 2002. This stagnation, along with the reduction in aid, has endangered the possibilities of achieving the target set for 2015.

## **WHAT IS WORKING?**

Afghanistan, Bangladesh: The initiative "Let's learn" uses innovative approaches to face the obstacles to teaching the most excluded children. Under this program, the Fund of the United Nations Children's Fund (UNICEF) enrolled 3,917 children aged 5 years (60% of them were girls) in preparation of programs for school, including 153 disabled children from the Bangladesh disadvantaged rural region. In Afghanistan, 9,339 children and young people, out of which over 84% were girls, participated in community programs accelerated learning, with the initial goal of 8,600 students, was exceeded. In addition, of the 286 humanitarian crises of varying magnitude to which UNICEF and its partners responded in 79 countries in 2012, UNICEF helped some 3.56 million children and adolescents to get access to formal and non-formal basic education.

Cambodia: Schools connect remote villages.

Children of the village of Tuol Pongro now can continue their education after that the cross-community cooperation project, supported by the United Nations Development Programme (UNDP), build a local secondary school. Currently, the project benefits 54 of the 171 districts of Cambodia, which has prompted the Government to consider integrating into national policies for local governance. Since 2006, by means of more than 260 projects: roads, bridges and schools have been built in remote communities.

Brazil: Millions of people come out of poverty and schooling is encouraged. A program of cash transfers enables parents to send their children to school. Since 2003, "Bolsa Familia" has lifted 50 million people out of poverty in 5,500 communities, with consistent results from improvements in school attendance and health conditions.

Guatemala: More opportunities for indigenous girls. Since 2004, "Opening Opportunities" (Abriendo Oportunidades) has benefited over 4,000 girls in 45 Mayan communities in poor and isolated remote areas. This project enhances the opportunities for girls, who often face a future marked by

limited schooling and early marriage. Girls strengthen their self-esteem and literacy, stay in school and break the cycle of poverty.

**United Republic of Tanzania:** Scholarships for maasai school girls at risk. About 140 million girls live with the consequences of mutilation or female circumcision, a practice that is linked to early marriage and end of education to girls. The United Nations Entity for Gender Equality and the Empowerment of Women (UNWomen) and the Maasai Women Development Organisation (MWEDO)

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## **PARTNERSHIPS WITH SUCCESS**

Increase in commitments with global initiative of the Secretary-General called "Education First". For the launch of the initiative in 2012, dozens of companies and private foundations promised the mobilization of more than 1,500 million dollars to ensure that all children receive adequate, renewal and quality education.

The efforts of this initiative include the program ING and UNICEF called "Opportunities for Children" which aims to get 1 million people to access quality education and better living conditions for 2015 and the project from Microsoft, Intel and Millennium @ EDU, offering packages of educational solutions and aims to benefit 15 million children in 150 countries. Paladins Member States, such as Australia, Bangladesh, Benin, Brazil, China, Croatia, Denmark, Guyana, South Africa and Tunisia continue to promote support for education.

Youth Group promoting "Education First" drafted a resolution on youth and education ( "The Youth Resolution: The Education We Want"), which was presented in July 2013 in the Assembly of Youth in The United Nations. During this event, the activist for education Malala Yousafzai declared that young people want schools and education so that all children have a promising future.

Numerous partners and stakeholders have joined the World Bank, UNDP, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Population Fund (UNFPA) and UNICEF commitment to achieve the goals of Education for the whole world.

The Global Initiative on children without education, launched by UNICEF and the Institute for Statistics UNESCO in 2010 to accelerate efforts to achieve universal primary education by 2015, is taking place today in 26 countries.

The Global Alliance for Education has helped more than 19 million children to attend school since 2003. In the first pledging conference held by the Alliance in 2011, the major donors pledged an initial amount of 1,500 million dollars over the next three years. The common education fund aims to achieve expected to enroll 25 million children by 2014 funding.

The thematic group on education in emergencies the IASC, which is supported by UNICEF and Save the Children, helps to coordinate the activities of agencies of the United Nations, government partners and national non-governmental organizations and international in communities affected by conflict and natural disasters. Thematic Group coordinates initiatives to restore education for children and rebuild education systems, thus contributing to the countries affected by emergencies return to normal.

Initiative of the United Nations Girls' Education (UNGEI) actively promotes the education of girls and gender equality.

It collaborates with civil society and governments in some countries to promote the introduction of fundamental legislative and regulatory changes that make education more accessible to girls. In Nepal, for example, the initiative has helped to double the number of girls receiving scholarships and in Uganda has led to a new policy to support the schooling of pregnant minors or parenting.

To meet the educational needs and feed some of the 66 million children who each day attend school hungry, the World Bank and the World Food Programme (WFP) collaborate with governments to design school feeding programs. WFP benefits 22 million children in 60 countries, including Bangladesh, where every day more than 1 million school picnicking micronutrient-fortified biscuits. Her Highness Sheikha Moza bint Nasser, who heads the Group of Education Advocacy Group of the Millennium Development Goals, launched a global initiative so that millions of children have access to quality primary education

**The initiative "Educate a child"** collaborates with organizations and the most skilled persons in the world to provide high quality learning for children who have no access to formal education. This project, launched in Doha (Katar) at the World Innovation Summit for Education, held in November 2012, plans to invest \$ 152.6 million in 17 countries over the next 3 to 7 years.

### **Achieving Universal Primary Education.**

- Did you know that one out of four adults in the under-developing world -872 million people are illiterate? (Oxfam UK - Education Now Campaign - 'Campaign for Education Now')
- That more than 100 million children do not attend school? (Source: UNFPA, "Population Fund United Nations - Source: UNFPA)
- That 46% of girls in the poorest countries in the world have no access to primary education.
- That the fact of more than 1 in 4 adults does not know how to read or write and 2/3 of those adults are women? (Source: ActionAid - Source: ActionAid)

These figures may be inconceivable in our minds but the reality is that each figure refers to a human being whose life could become a tragedy due to the lack of basic education. Unfortunately, it is unbelievable that many people lack the most basic needs such as elementary education, which many of us 0 take it as a normal occurrence in our lives.

Due to the lack of school education, illiterate remain trapped in the vicious circle of poverty and ignorance and face tough situations throughout their lives. Receiving an education is a basic right of every human being; however, a disproportionately huge amount of the population fails to even, have the opportunity to attend an elementary school.

Education by itself can ensure that poor people can find positive ways to overcome their adversities and have the power to create a brighter future for themselves and their families.

In fact, according to Oxfam, young people who have received elementary education as a whole are much less likely to contract HIV than those who did not receive such education. Universal primary education by itself has avoided 700,000 cases of HIV each year - about - close to 30% of all new infections in this group of young people. It is imperative that at least primary school education be offered to every person around the world.

Is it to obtain universal primary education an impossible dream? Consider this data provided by ActionAid: Americans spend about \$ 20 billion on ice cream each year, while the cost of providing universal elementary education per year is just half that amount of money!

While adequate funds are not necessarily the only answer, certainly it helps distribute sufficient resources toward this goal. With some efforts constantly put into action by governments and organizations, it is definitely possible to ensure that even the poorest people in the world at least learn the basics of reading and writing.

**Target referring universal elementary education by 2015 is within reach.** What we need to do is to remind the governments of the promises that were made and support each act performed in fulfilling those promises. We need to unify the help that comes from every sector of society to make this mission an unprecedented success, ensuring that every girl or boy in the world to complete a course of primary education that is not as rigorous. We precisely must be willing to help those who never receive the same opportunities that we have received - all we need to do is get involved in this effort.

In Nicaragua 50% of children who start the 1<sup>st</sup> grade never, reach the 5th grade. Our goal is to reduce this percentage significantly.

\$ 100 is what makes us possible in International Empowerment to have a child in school for one year. Imagine! for the price of a pair of Nikes you can help a child attend school for a whole year!

#### **Goals for 2015:**

- To make sure that all children complete a full course of primary schooling
- Eliminate gender disparities in primary and secondary education.

Although the deadline for most of the Millennium Development Goals is 2015, the goal aimed to achieving the gender parity was established 10 years earlier, a recognition that equal access to education is the basis of all other development goals. However, the latest statistics indicate that for every 100 boys who do not go to school, there are still 117 girls in the same situation.

Until you have the same number of girls as boys in school, it will be impossible to impart the knowledge necessary to eradicate poverty and hunger, combating disease and ensuring

environmental sustainability. And millions of children and women continue to die unnecessarily, a circumstance that places all programs at risk for development.

- Ensure that all boys and girls complete a full course of primary schooling.
- According to 2001 estimates, about 115 million children of primary school age, mostly girls, do not attend school.
- Educating girls can promote development for all.
- Achieve Goal related to education will promote the progress of all the other Millennium Development Goals.
- Educating children helps to reduce poverty and promote gender equality.
- It helps reduce mortality rates in childhood and promotes concern for the environment.
- It is closely linked to Objective 3 -parity between genres- as universal primary education by definition requires gender parity. Meanwhile, gender parity in primary education has very little value if it involved a small number of boys and girls.
- Education, especially free primary schooling for all children is a fundamental right to which governments committed in 1989 when they signed the Convention on the Rights of the Child.

UNICEF promotes quality basic education for all, with greater emphasis on gender equality and elimination of all types of disparities. In particular, the schooling of girls, and to ensure that they remain in school and learn, offers what UNICEF calls a "multiplier effect." Girls who have received education tend to marry later and have fewer children, who in turn have more chances of survival and are better nourished and educated. Girls who are educated are more productive at home and better paid in the workplace, and more able to participate in making social, economic and political decisions.

The School also offers boys and girls a safe environmental surrounding through support, supervision and socialization. Here they learn practical life skills that can help prevent diseases such as HIV / AIDS and malaria. It is quite possible that the school receive vaccines that can save their lives, drinking water and nutrient supplements. Educating a girl also significantly reduces the possibility that your child will die before their fifth birthday.

Conversely, depriving the child of access to quality education increases the chances of it being a victim of abuse, exploitation and disease. Girls are even more exposed than boys to risk abuse when they do not go to school. In many towns, the school provides a safe refuge for infants, a place where you can find companionship, adult supervision, latrines, drinking water and possibly food and health care.

However, even these basic issues are beyond the reach of hundreds of millions of boys and girls. These children are deprived of their right to an education because their families cannot afford school fees or other related costs, or because their communities are too poor or are too remote to have facilities and teaching materials, or because they must work to bring food home. Boys and girls of indigenous peoples or ethnic minorities are usually victims of discrimination, which excludes them from education, just as like it happens with children with disabilities.

In addition, HIV / AIDS has decimated schools, communities and families around the world, creating orphans and other vulnerable children. Civil conflicts and humanitarian crises also

deprive children of their right to an education. Girls are often the most affected by these problems. They are the first who have to leave school if there is not enough money or if household chores are demanding your attention, if family members need care, if the school is too far away, or in situations of widespread insecurity. The consequence is the loss of the promise that brings whole new generation.

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For the purpose related to education compliance action is required to address both human needs as well as materials -Buildings, books and teachers and organic requirements so that all children go to school to assure an education. These requirements must be noted equality in society, good health and nutrition, and the strong support from governments and communities.

Participation in dissemination and promotion tasks. UNICEF conducts global information campaigns on the importance of having schooling for children, especially girls, and committed \$ 233 million for these activities. For example, UNICEF's "Go Girls! Education for all childhood " is dedicated to raising awareness, generating public support and mobilizing resources for "25 for 2005", an effort accelerated to enroll girls in school in 25 countries. In these campaigns several allies-from children and teachers to religious leaders and popular sports such as football and cricket to spread the messages. UNICEF works directly with governments to address issues such as gender discrimination or other barriers to education, such as school fees or forced child labor.

"Accompany" countries in formulating educational policies and their implementation. In the case of countries requesting assistance, UNICEF offers a multi- sectoral sustained support beyond funding. This includes actively participate in decision-making without being too prominent or try to dictate terms, while the vision that has the country on their own development is respected, and establish cooperation activities within frameworks of wider development assistance .

Every time more and more countries, for example, have adopted sector to the development of education approaches and UNICEF participates with other key partners in the processes of policy development and planning. UNICEF provides support for the collection and distribution of data on the educational situation of childhood; it helps to establish information systems and

firm educational management and share practices for the development of education policies. UNICEF also promotes innovating initiatives that can boost enrollment and participation, such as eliminating school fees and reducing other costs, and the preparation of an "essential learning package" that can be used in emergencies.

Promoting care and early childhood development to ensure a "good start" in education. Diseases, malnutrition or developmental delay, severely restrict learning ability of children. UNICEF helps strengthen the capacity of communities and families to protect and care for disadvantaged groups, especially boys and girls orphaned by HIV / AIDS.

UNICEF procures and distributes vaccines for about 40% of boys and girls in the developing world, while at the same time disseminates information on them, and provides education and interventions to combat diseases such as malaria, guinea worm and anemia, all of which can alienate children from school and learning. National campaigns and local outreach programs help educate caregivers at home on best practices related to good hygiene and nutrition, especially breastfeeding practices.

Learning begins at birth and invest in the care and development of quality child in early childhood can improve your chances of performance and educational learning for the rest of their life. UNICEF supports efforts as care programs and early childhood development based on the community; parent education; and linking health, hygiene promotion, nutrition and other early interventions.

Intensifying partnerships for girls' education. UNICEF is the coordinator agency Initiative of the United Nations Girls' Education Initiative (UNGEI), a group dedicated to achieving the goals of gender parity and gender equality in education allies. Presented by the General Secretary of the United Nations, Kofi Annan, at the World Education Forum held in Dakar in 2000, UNGEI has established a program of action and a framework of alliances for global education movement for girls (in English).

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UNICEF is also a key ally in the Fast Track Initiative launched by the World Bank in 2002, and supported by many bilateral donors, to help mobilize resources for the purpose of education. The Initiative aims to help countries with policy data, capacity building and financial support, and help them improve efficiency in managing their resources.

UNICEF has also stepped up the campaign "25 by 2005" an acceleration strategy that includes promotion, funding, problem solving and creating community partnerships to improve gender parity in education in 25 diverse countries where needs urgent assistance in this sector.

UNICEF also strongly supported the Movement for Girls' Education, a grassroots initiative implemented in several countries of Africa and officially launched in Uganda in 2001. The aim of

the clubs of this movement is to empower girls through education and sensitize communities on the importance of sending all, boys and girls to school.

Help schools to provide supplies, drinking water and sanitation. Water, sanitation and hygiene are fundamental to get and keep girls in school, as they are the most affected if the toilets are unhygienic or nonexistent. The lack of clean and separate sanitation facilities in schools discourages many girls from attending school full-time and some of them forces them to leave, especially as they approach adolescence and the beginning of menstruation. The lack of water in homes also alienates girls in the classroom, as they are the ones who have to travel long distances to get the water for the household. All children lose nutrients, energy and the ability to learn if they infect with parasites that are transmitted by water.

UNICEF is very much present in projects related to water, sanitation and hygiene in schools, and supports initiatives in 73 countries, including the distribution of water pumps in primary schools and teacher training in hygiene education. UNICEF also acquires materials such as school in a box, a pre-packaged with exercise books, pencils, erasers and scissors, enough for a teacher and 80 students.

Protect the right to education in emergencies. At any given time, between one quarter and one third of the countries where UNICEF works are affected by emergencies arising due to conflicts, economic crises, natural disasters or a combination of all these factors.

To help provide a sense of normalcy and security to greater risks related to violence and exploitation of children, especially girls, suffer in times like these, UNICEF provides tents, supplies and human resources as part programs back to school. UNICEF, in collaboration with its partners, also helps organize campaigns back school on a large scale, and provides long-term assistance to governments to support the resumption of activities of quality education, reconstruction of schools and infrastructure and the preparation of accelerated learning strategies tailored to the local situation for children who do not attend school.

## **PROGRESS**

Worldwide, considerable progress has achieved in enrollment / attendance in elementary school and, if current trends continue, most countries in the regions of Middle East and North Africa, East Asia and the Pacific, and Latin America and the Caribbean seem to stay on course to achieve by 2015. In Central and Eastern Europe and the Commonwealth of Independent States, although the rate of increase has to improve, it is certainly possible to achieve the goal. In all these regions, gains in enrollment / attendance also need to translate into higher rates of completion of primary school.

The world has also made steady progress in attendance / enrollment in general. In 2001, the net enrollment / attendance in primary school in the world (1) was 82%, which means total of 115 million children of school age not attending primary school. UNICEF projections indicates that in 2005, the percentage of children in primary school age attend school rise to 86%.

The achievement is significant because it means that if the population of primary school age in the world remains constant or decreases between 2000 and 2005, as have projected the United Nations (3), the number of children not attending school girls may be less 100 million for the first time since he registered this type of data.

However, it will not be sufficient to ensure that all children benefit from a full course of primary education by 2015. We must accelerate the pace. The world will have to maintain an average annual rate of increase in enrollment / attendance in elementary school 1.3% over the next 10 years. The UNICEF estimates and projections indicate that three Middle - East and North Africa, South Asia and West Africa regions and centrally not achieve the goal of gender parity in primary education in 2005, and will have to achieve a rate annual average considerably higher to meet the Millennium Development Goals rise.

Global policies and strategies in the future will have to help countries achieve exponential growth of the average annual rate of increase through a series of substantial increases in enrollment rates

As Methodists women have many different ways of how to support good initiatives, we must observe the action plan for millennium goals that reveals the World Federation in its manual.

Let Governments and NGOs do their part we have a great variety, fertile ground to help in this aim watching from our reality as a country and society. We must give hope to others and others

**2. There are countries that have a solid educational proposal**, which runs from the consensus and especially the remarkable commitment, dedication, personal and professional demands of my head teachers, teachers and professors here present and the select team, composed of non-teaching staff. The educational proposal pointed out, is reflected in our Educational Project. Institutional form seeking committed people with a high degree of knowledge and skill development, to enable successfully pursue higher studies, through a strong value-based and academic training.

We are aware that today we live an explosive boom in the development and construction of knowledge - that is leading us mainly to an overly materialistic world. This is leaving a little space to the experience and practice of those values that make us feel and remember that we are persons and we need the other, especially in the SOLIDARITY - RESPECT - LOYALTY, LOVE - JUSTICE AND EQUALITY.

DEDICATION, EFFORT, AND PERSEVERANCE are the key to achieving the dreams and aspirations of life. Finally, all those who make up this beautiful educational community, continue to raise a permanent prayer to our Lord, for they follow always accompanied in the beautiful task of training and educating future generations

**""The purpose of education is to make children want to do what they should do"**

**(Howard Gardner)**

Most parents see the task of educating as difficult. Nonetheless, if you anticipate everything that can go wrong, your child will not study, you will interact with friends that subtract, not eat ... this will despaired and fall into the self-fulfilling prophecy. The most important thing in education is to

establish rules that do not jump even you. Work to fulfill since an early age. After six months the children understand many things; they not expressed, but begin to differentiate between "this yes and this not." Do not try to educate a boy of 15 whom you have been acquiescing all this time, it will be late. The sooner your children know that there are rules, the prizes are associated with compliance responsibilities; all have to work before you will get educated, responsible and autonomous children.

The best prevention is early intervention education. Many parents complain that children do not come with a manual under his arm, but if you follow these basic rules, will surely pave the way that supposes to educate.

**First.** Volume and conversational tone. If you do get it is not a matter of talk loudly. Power is more on what it is said, in the consequences that do not lead at the first, in coherence and being very disciplined with the routines. If you want your children to respect you, start by respecting them. Nobody wants to obey someone who does not show to be safe and relaxed.

**Second.** Do not give contradictory orders. If you tell your child to shower, pick up his clothes to the room and sit at the table, without indicating priority, just blocks it. Say the first thing he has to do, and when finished, the second. If your child is old enough to memorize several orders, just number them, tell him what is the priority. Do not expect him know it, because he has his own.

**Third.** Imagination. Have a contest week to play "do what you have to"; it can be about any behavior to correct you can announce on Sundays: "From tomorrow on we will celebrate, the fantastic contest 'Who has the cleanest horse teeth'. The basis are these: clean your teeth three times a day and check. Dad scores and mine will be added, and Friday we will announce the winner ". If you want that children take it seriously, you do the same. And be patient, until it becomes routine it takes time. The game creates a relaxed atmosphere in who wants to learn and obey.

**Fourth.** Do not pursue in changing in your child everything that bothers you at once. If you spend the day telling what he does wrong, he will end up charging his self-esteem. Choose a behavior to be changed, and focus on it following the guidelines of this article. When it succeeds, follow with another.

**Fifth.** When correcting or show your anger at them, do not mock them, or ridicule, or make value judgments. If you do, they end up behaving according to the expectations that have set on them and affect their self-esteem. Better to say: "I hate to see your room messy; please, keep the toys in boxes," than to say, "You're a dirty, yuck bedroom. " Do not get that self-fulfilling prophecy be fulfilled. If you transmitted them not to trust them and do not expect anything, it may be met

**Sixth.** Be constant. What is very important, just argue once argue, look no further arguments because your child does not need them. Simply seeks to gain time to do what you owe. Say, "This is not negotiable; the sooner you start, the sooner you can enjoy what you like best." Negotiate what is negotiable and set no precedent to what is not negotiable.

**"Educate the children, and you will not have to punish men" (Pythagoras)**

**Seventh.** Patience and calm. People who patiently transmit are more credible and generate a warm and relaxed atmosphere. When you enter changes in the way of educating, children initially react with uncertainty: "What does it mean that my mother / father are now calm and not yell at me?". Give them time, they need to get used to this new way to communicate.

**Eighth.** Do not conflict with your partner. Children need to know that the philosophy and the scale of values start of both. If not, they will be blackmailing one another and encouraging deceit to get what they want. It will end up having many discussions with your partner about it. Do not disqualify, or ridicule, or contradict before them. All what you do not agree, talk it about in the privacy and negotiate.

**Ninth.** Never lift the punishment. It is preferable to postpone it, than to impose one very hard as result of your anger and then it will undo becoming as someone who can be blackmail. Say, "This deserves punishment, and I'll tell you what will happen."

**Tenth.** Better than punishment, is reinforcement. It means paying attention to what he does well, any change, and tell him. If you continuously focuses on what he does wrong and corrects and get angry, your child will learn that this is the way to get their attention. All is reinforced is repeated. The child likes his parents be proud of him, but you have to say what makes you feel you proud, because he is not going to guess.

Remember the most fundamental: through adolescence, there are no more important models than parents. If you try to educate in one direction, but behaves in another, it will be useless. Children copy like sponges. Educating actions has much more impact than words.

### **3. Teaching values to children**

Faced with the difficult task of educating children appear doubts and fears in parents as well as teachers. When asked where to start, you must know a number of essential values so that children can have a happy childhood and gain some valuable virtues for adult life.

**Values** are the essence of an education. A child, who does not learn and does not apply the values in their attitudes and behaviors, can become a child without self-confidence and no self-esteem.

#### **Questions to think about:**

1. What kind of knowledge have you recently taken advantage of?
2. How can you get the knowledge you need?
3. How can your mind develop, thinking attitude and all kinds of knowledge that will be of benefit in your life?

## **EXPLORING THE TOPIC:**

1. What caused the fall of man? (Gen. 3: 5) "... you will be like God, knowing good and evil". (Gen. 3: 6) "... desirable for gaining wisdom." Knowledge and wisdom makes the difference between good and evil. Since the days of Eden, it is our responsibility to choose between good and evil. We seek the wisdom and because of mercy from the Lord, we can do good works.

2. How can humanity receive wisdom? Is it possible to receive wisdom from study, reading from life experiences? How you can get the knowledge of good and evil? For the Lord gives wisdom, and from his mouth come knowledge and understanding. (Prov.2: 6). Trust in God with all your heart and lean not on your own understanding. (Prov.3: 5)

3. The knowledge and wisdom of the Lord gives wealth to humanity and a special heritage that helps win treasures in heaven. Rather, up for yourselves treasures in heaven, where nor moth and rust destroy and where thieves break in and steal not. (Mt.6: 20) The knowledge accumulated by the nations become their wealth as it becomes to be our cultural heritage. It is our responsibility to share these riches and use them wisely because as Christians we know the difference between good and evil. As good stewards, we must use the knowledge learned by technology, science, health care and methods of lifestyles that make this world where we live a better place.

4. Choose what is best as Mary did (Luke 10: 36-42) Martha, Martha, you are anxious and careful about many things. But only one thing is needful: Mary has chosen that good part, which shall not be taken away from her The first source of knowledge and wisdom comes from the wise teachings of parents. Listen, my son, your father's discipline, and do not forsake the instruction of your mother; because tiara will grace your head, and chains around your neck. (Prov.1: 8-9) (Prov.1: 3-5) to acquire discipline and education, justice, and equity, to give prudence to the naive and youth knowledge and prudence. The wise man will hear and increase in learning, and the understanding will acquire skills. (Prov.6: 20) My son, keep my father's commandment, and forsake not your mother's instruction. I call to remembrance the unfeigned faith that is in thee, which dwelt first in your grandmother Lois and your mother Eunice, and I am convinced that in thee also. (2Tim.1: 5) All knowledge of a mother taught to her children so she is of influence in society. Can you understand what that means? Mothers, grandmothers and good lullabies can change the world because of their wisdom.

5. The best teacher in the world is Jesus Christ. He taught his followers, disciples, men and women to follow Him. Moving on from there, he saw a man named Matthew sitting at the tax office, and said, "Follow me!" And he got up and followed him (Mt.9: 9) And as you go, preach, saying, 'the kingdom of heaven is at hand.' Heal the sick, raise the dead, cleanse the lepers, cast out demons. Freely you have received; freely give. "Do not acquire or gold, nor silver, nor brass in your purses. Nor did you carry bags for the journey, neither two coats, neither shoes, nor a staff, for the laborer is worthy of his food. (Mt.10: 7-10) Peter stressed in his letter the importance of knowledge to help them recognize false teachers and false doctrines. (II Peter 1: 5-6) And this, giving all diligence, add to your faith virtue; to virtue knowledge; to knowledge temperance; self-control, perseverance; to perseverance, godliness; (ITim.6: 3-5) If someone teaches something different and does not

agree with sound words of our Lord Jesus Christ and the doctrine which is according to godliness, is filled with pride and knows nothing. Rather, dotting about disputes and arguments over words, from which come envy, discord, slander, evil suspicions, and inane bickering between men of corrupt mind and deprived of the truth, supposing that godliness is gain.

## **APPLYING THE WISDOM**

The 21st century is based on knowledge, achievement and learning. Encyclopedic knowledge doubles, triples very quickly and so it becomes difficult to keep update with science. Let's explore some men and women using their knowledge adequately for the Glory of God. How can we apply our knowledge in the best way?

- Read about a very polite man talking to Jesus as a child, thirsting for new life in him. He is Nicodemus who has a question and receive a response. "... Truly, I say to you ..." (John 3: 1-21)
- Tabitha (Dorcas) used her talents and shared what she knew. Knowledge is not always intellectual. She used her creativity and deft fingers in crafts and was fine him all the widows, weeping and showing him the coats and garments which Dorcas made while she was with them (Acts 9: 36-42).
- Lord to heed to what Paul said. (Acts 16: 13-15)
- The Virtuous Woman Proverbs 31 is another example. She is the most popular and rich example for all. No matter the culture, age, lifestyle in the next verse we read: "His mouth opens with wisdom, and the law of mercy is on her tongue" (Prov.31: 26).
- Share his knowledge. He began to preach bravely in the synagogue, and when Priscilla and Aquila heard him, they took him aside and explained to him more accurately the Way of God. (Acts 18:26)

Children Worship Service –

### **Foreword**

When worshipping God, most of the people put some basic elements such as singing, praying, and reading the Bible. If you have the task to lead the Worship Service for children, please be sure of using as many elements as possible, to make it in a very interesting way for children and very pleasant for God

### **Instructions**

1. Welcome children to the worshipping service with some puzzles, games or others activities to keep them busy while every one of them salutes. Lead some activities related to the preaching they will be listened later on, so that they start thinking about what they know about the issue.
2. Begin the service with a prayer. It is a great way of starting any event at the church, and it shows children that prayer is very important. It



involves children asking them to talk with God loudly after the leader has opened the instance for prayer. Let children learn that they can speak to God to heal people who is ill; praise God because He is powerful, or even more to thank Him for something is joyful. Do not encourage children to confess their faults loudly because this is something intimate that is private between God and the child.

3. Start the service with praise songs to God. You may reproduce one CD or to watch a DVD which reproduces dynamic praise songs to God or you can invite some church people to sing with children while they play with some available instruments.
4. Allow time for children to present their offerings. As this is a very regular part of the worship service, make sure that children understand the meaning of the offering to God. Encourage them to work at home to earn their money for the offering, and not just getting it free from their parents. Besides, let children learn about the way we use that money for missions, for supporting the church work, or some other reason. A child will feel really good when understanding that he has participated in this offering time, especially if he or she knows why he is doing so.
5. Hold the sermon for children. The sermon may focus on any story from the Bible or biblical current application to the life of a child. Some churches use object lessons where children can use their senses to refer to a story from the Bible, while others use works of puppetry, storytelling or simply the old and simple technique to tell the story with a debate end of the sermon. Try to mix things up with different ways to make a sermon in order to keep the children's interest each week.
6. Sing some other songs at the end of the worship service, trying to choose some slow song that will give children a sense of worship frame in their minds.
7. Finish with a closing prayer before dismissing children.



## **Worship Liturgy**

For this service, we will prepare the chapel having the benches in circle and tables that are used for children in Sunday School were placed in the middle of the space

Songs were prepared in anticipation with different groups of children/ parents and grand-parents.

**1. Prelude** (Infant melody)

2. Invocation / Worship - God is here and they come bringing flowers and honey

3. Welcome remarks

4. Leader: Welcomes every persons who believe that the Kingdom is for all children . In this moment they bring flowers and honey.

**5. Song:** God is here (with gestures)

God is here, as sure as the air I breathe

As sure as the morning rises. As surely as you talk to me and I can hear.

**6. A child reads:** " Jesus Called a little child, and set him in the midst of them, and said: Verily I say unto you: Except ye be converted, and become as little children, ye shall not enter into the Kingdom of heaven. " ( Matthew 18 : 2-3)

**7. Leader:** For the Kingdom of God is like children when they play us convey what is new , peace, life and fullness . " A marvel of creation, children ... " Let us worship God , all adults who already were children (and we still have in us some of them) and all children present here.

8. Bible Reading: Psalm 95 : 1-7 or just sing it as praise

**9. Song:** : Everything God made

// The sun God did for flowers //

// The sun God did it for you and me//

// Great is God, great is our Father//

// Love God did for us //

// Love God did to love you and I //Everything God did//

**10. Prayer of gratitude** (pray by one grandmother)

Thank God! because I am grateful for life, for being healthy, by friends who help me, for my family that gives me affection, love and understanding,

For teachers who teach me so much,

For studying in a good school and to play,

Because my parents have job and can keep me up,

Because we have food to eat,

Because we have a house and clothes to keep warm.

Because the floods did not reach our neighborhood.

Thank you for my life. And by the gift that is the art of living

Life that God gave us. Thank my Oh, Lord!

**11. Offering.**

**12. Song:** God loves you

God loves you and I love you, and so we should live.

God loves you and I love you always live well.

### **13. Proclamation of the Word - Seeding the word of God.**

Bible reading: Mark 4: 1-4 and 30-32

### **14. Song** (regarding seeding)

Introduction to message: One of the teachers accounts (by miming) the parable of the sower

Message (some proposals to work message prepared according to the reality of the community)  
Jesus spoke to us in parables.

Parables are stories of life. Many times lived and heard experiences when counted transmitted with full force what we mean.

Jesus wanted to teach us some things regarding the Kingdom of God. Kingdom of God where the one that does not become like a child will not enter.

To become like a child means, among other things looking at the world with eyes that want to know; learn, grow. It means to listen to what they tell us and ask from the heart what is not understood; what it feels; not being afraid of life. It means to playing, singing, and jumping with other children without mistrust; not knowing lie; where he smiles with delight in the eyes and the heart. It means mourn when something hurts or saddens let everyone see the joy that you feel; but mainly look for life with eyes of hope, simplicity, believing, trusting and loving without imposed conditions. So, Jesus teaches us about the Kingdom - to sow the seeds of LIFE, PEACE with love and faith.

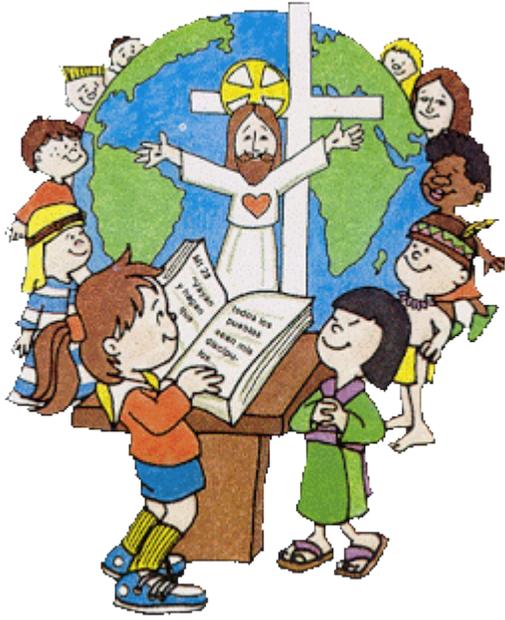
Always take care while growing to result in fruits of love, justice, solidarity, harmony, hope.

**15. Children:** Whoever does not receive the Kingdom of God like one of us, will not get into it. .

**16. Congregation:** Lord, may we can work with our children with love and respect them for what they are. We would also commit ourselves with the lives of our children, being willing to pray, to work and to fight for our sons and daughters and sons and daughters of our people may have opportunities to full life, where they can express themselves, sing, play, run and mainly grow up healthy and happy.

**17. All:** Make us children and help us to live in harmony with your kingdom. Amen

**18. Blessing:** Pastor.



Trans. Nancy Carmona