Integration Guide for *Fire in Our Hearts,* a BYkids film directed by Jayshree Janu Kharpade

Jayshree Janu Kharpade of India was taken out of school at 7 years old so that she could raise her four younger brothers and contribute to her parents' labor at a brick kiln site. Exceptionally bright and motivated, she pleaded for years with her parents to let her return to her studies. They finally agreed, and she soon rose to the top of her school. Now aged 16, she illuminates the immense social and economic potential of educating girls in the developing world.

Jayshree's film mentor is the renowned Joyce Chopra, a pioneer of documentary cinema whose numerous titles include *That Our Children Will Not Die*, about primary health care in Nigeria, and the autobiographical Joyce at 34, which is in the permanent collection of the Museum of Modern Art. Joyce, and a second camerawoman, Cat Papadimitriou, went to India in January 2011.

Part One - Instructions: As you watch the film, take notes on what you observe in each category.

	Notes (examples or observations in the film)
Barriers or obstacles to receiving an education for tribal people in Maharashtra State	
Supports to receiving an education	
Benefits of receiving an education	
Motivations or goals for receiving an education	

Part Two - Instructions:
1) Choose a country or region outside of India where access to education faces significant challenges.

2) Find and analyze data and other sources that allow you to describe the state of education access in that country or region. Fill out the chart below and see the suggested sources and sites at the bottom of the document.

	Notes:	Sources:
Barriers or obstacles to receiving an education for people in this state or region Consider economic, cultural, political, geographical factors as well as significant moments or events. Be sure to note if certain groups have more or less access.		
Data or statistics that demonstrate the above information		
Supports to receiving an education Consider initiatives and solutions such as government policies, nonprofits, community efforts, etc. in addition to dynamic trends or social norms. Include at least two specific examples.		
Compare your findings to what you learned in *Fire in Our Hearts*. Be sure to include similarities and differences in both barriers and supports/initiatives/solutions.		

Part Three - Instructions: Create an "Education Access Report"

3) Summarize your research in a **1-2 page report**. Be sure to include:
   a) An introduction to the country/region
   b) A description of the major barriers with statistics to support your explanations
   c) A description of at least two specific supports or initiatives
   d) A comparison to the situation outlined in *Fire in Our Hearts.* Specifically compare and contrast the barriers and supports.

4) Create a simple **infographic or poster** that visually represents your findings. Use images, charts, or maps as needed. Be sure to include data or statistics.

5) In class, share your findings with a group of four other students. Reflect on what stands out to you, what seemed similar to or different from the situation *Fire in Our Hearts*, and the insights gained about the global pursuit of educational equity.

6) Choose *two* of the below reflection questions. Respond to each with a thoughtful paragraph, using specific examples from the film, your research, and your classmates' research.
   a) How do you think the barriers that your group discussed intersect with other social or political issues?

   b) What trends or patterns did you observe in the data related to education access across regions? Did the data reveal any unexpected insights?

   c) Were there any limitations in the data? What additional information or data would help provide a clearer picture of the educational challenges in that area?

   d) Considering the supports or initiatives that your group discussed, which strategies seem most sustainable and why? Are there any limitations to these solutions? How might they be addressed or adapted in different contexts?

   e) How has your perspective on the role of education evolved? What role do you think education should play in achieving broader social justice goals?

Sources and sites to explore:

Or find a data set and explore barriers, supports, benefits, motivations elsewhere:
- [Education Statistics (EdStats)](#) [Access to basic education: almost 60 million children of primary school age are not in school - Our World in Data](#)
- [UNdata | search results](#)
- [Global Education - Our World in Data](#)
- [Education - Research and data from Pew Research Center](#)
- [World Inequality Database on Education](#)
- [250 million children out-of-school: What you need to know about UNESCO's latest education data](#)
- [SDG 4 mid-term progress review: progress since 2015 has been far too slow](#)
- [Education Statistics - UNICEF DATA](#)