



# Our Rights, Our Responsibilities 2002 - 2005

## The Right to Learn



### Introduction

The "Our Rights, Our Responsibilities" Introductory Pack offers the following thoughts on the theme *The Right to Learn*:

*Learning starts from the moment we are born and carries on throughout our lives. Learning is not only a school-based activity. Education means having the chance to develop all your abilities, your personal talents and your emotions as well as the ability to pass tests and examinations. All children and young people have the right not just to survive, but also to develop. This means developing every part of the child, the body, the brain, their feelings and relationships with other people, their search for a purpose in life and the sense of right and wrong. In recent years, there has been a growing recognition that while formal education is very important, there is also much to be said for so-called informal education and non-formal education. It is useful to understand these distinctions and so recognise that we are learning throughout our lives. They are explained below:*

**Formal Education:** *hierarchically structured, chronologically graded, educational system running from primary through to tertiary institutions. **All children have the right to free primary education.***

**Informal Education:** *the process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, such as from family, friends, peer groups, the media and other influences and factors in the person's environment. Everyday life is a very important source of education. Someone has to help us all to learn to walk, talk and do many of the things that we now do automatically. **Young people should get a sense of security from their home life and should have the confidence that people care about them.***

**Non-formal Education:** *organized educational activity outside the established formal system that is intended to serve an identifiable learning clientele with identifiable learning objectives. In some parts of the world there are a great variety of youth organizations and clubs that young people can choose from. Some offer the opportunity to develop a particular skill or interest, while others offer the chance to meet new people or to discover new places and interests. Lots of these offer young people **the chance to develop all their abilities in different ways to either school or home life.***

Everyone has abilities and the right to keep learning and developing new skills and knowledge. It is important to realise at an early age that self-development and continued growth are not only about the opportunities provided for us but also the opportunities that we make for ourselves. A love of learning can help us build self-respect and a meaningful life. **Think about the Girl Guide/Girl Scout Movement in this regard – both in terms of what it offers you but also what it helps you to offer others. WAGGGS' approach to education is to see it as not only a right but also a responsibility.**

## Thinking about education and learning

The next sections of this introduction to the pack provide some further background information on education and learning:

- summarising progress on a global scale with regard to education and learning;
- thinking about how and what we learn that is important in terms of rights and responsibilities;
- expanding the debate on how attitudes are changing towards the knowledge, skills and values that are acquired through non-formal and informal education;
- describing how educational opportunities differ for girls and boys – particularly looking at how attitudes in this important regard are changing;
- finally, considering what WAGGGS can do and highlighting some of our efforts to promote learning and to promote greater gender equity.

This information may give you ideas for developing further activities and for building partnerships – or may simply be a useful starting point for discussion.

## Education for All: progress in improving access to education

Internationally, a lot of thinking and planning has been devoted to improving access to education. In 1990, delegates from 155 countries as well as representatives from some 150 organizations agreed at the **World Conference in Education for All** in Jomtien, Thailand to make primary education available to everyone and massively reduce illiteracy before the end of the decade.

*A lot was achieved in the decade that followed:*

- 10 million more children went to school every year;
- the overall adult literacy rate rose to 85% for men and 74% for women;
- enrolment in primary school rose from 599 million in 1990 to 681 million in 1998;
- the number of out-of-school children fell from an estimated 127 million to 113 million;
- globally, there was a 5% increase in pre-primary establishments.

*But not everything went so well:*

- in the drive to open up primary education for everyone, quality was often overlooked;
- despite the improvements in percentages, over 875 million adults still remained illiterate at the turn of the century, of which 63.8% were women.

The World Education Forum in Dakar in April 2000 was another important step for education in the new century. By adopting the **Dakar Framework for Action**, the 1,100 Forum participants reaffirmed the commitment of 164 countries to achieving Education for All by the year 2015. The Framework committed governments to achieving quality education for all and placed particular emphasis on girls' education.

*Some of the specific goals set by the Dakar Framework were:*

- expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- ensuring that, by 2015, all children have access to compulsory, completely free primary education;
- young people and adults should have their learning needs met through appropriate learning and life skills programmes;
- achievement of 50% improvement in levels of adult literacy by 2015;
- eliminating gender disparities in primary and secondary education;
- improving all aspects of the quality of education so that recognised and measurable learning outcomes are achieved by all.



Some 83 countries are now on track to achieve Education for All by the deadline of 2015. However, on present trends, over 70 countries will not make it and some are even going backwards.

*Still to be achieved:*

- *Worldwide, there are still over 110 million children of primary school age not in school. Two thirds are girls.*
- *In the South, some 200 million children between the ages of 5 and 14 go to work instead of going to school. Of these, 50-60 million work in dangerous conditions.*

The reasons are many. Some of the factors that prevent young people taking part in formal education are set out below:

#### In the developing world:

- poverty
- distance to school
- children working to support families
- tradition – girls denied education
- lack of qualified teachers
- street children
- refugees
- disabled children
- natural and manmade disasters

#### In the developed world:

- homelessness
- breakdown of the family unit
- urbanisation
- exclusion from school
- difficulty in recruiting teachers
- families living on the margins of society
- large classes
- substance abuse
- discipline problems

There is hope of improvement, however. Education makes up a large part of many other worldwide campaigns. For example, the UN's **Global Movement for Children** calls on people throughout the world to take action and protect the rights of children. The Global Movement for Children has identified 10 key imperatives around which a highly successful "Say Yes for Children" campaign was launched. During the campaign, nearly 100 million people pledged to change the world. Of the 10 imperatives identified in the campaign, the one receiving the most votes was "Educate Every Child" (14.8%). This "Say Yes" campaign culminated at a Special Session for Children in which "A World Fit for Children" – the official document of the session – was adopted. This document sets out three necessary outcomes:

- the best possible start in life for children
- access to a quality basic education
- ample opportunity for children and adolescents to develop their individual capacities.

Nelson Mandela and Graca Machel received the results of the campaign at a special ceremony and delivered this simple message to the world:

***"We cannot waste our precious children.  
Not another one, not another day."***

#### What should we learn?

One of the main principles of the Convention of the Rights of the Child is that all children and young people have the right not just to survive but to *develop*. Your development as a person and as a member of society is a process that continues throughout your life. According to UNESCO (the United Nations Educational, Scientific and Cultural Organization) there are four key types of learning that are essential. They are called the "pillars" or foundation stones of education.



- 1 **Learning to Know** – getting some knowledge about a lot of different subjects while learning a lot more about a few subjects. It also means learning how to find out things, how to analyse, how to use what you already know to adapt to a new situation, to create something new or to solve a new problem.
- 2 **Learning to Do** – getting a broad range of the personal skills needed in life, such as the ability to communicate with others or work as part of a team, as well as practical skills.
- 3 **Learning to Live Together** – developing an understanding of other people, recognising that we all have rights and responsibilities, learning to treat others as we would like to be treated and to work together and resolve disagreements in a constructive way.
- 4 **Learning to Be** – developing our inner qualities, gaining the ability to live our lives in a way that is in line with what we really think is true and right.

Think about how these four pillars support our rights and responsibilities in so many areas besides education. Think too about how learning on all these levels supports not only our understanding of our own rights but our responsibilities in securing them – for ourselves and others.

## How are attitudes to education changing?

While an important right in terms of education is the right to go to school, education clearly does not begin or end in the classroom. Education is a lifelong process that contributes to the continuous development of the individual and their involvement in society. It is important in recognising the value of formal education that the other two important components of the learning process – informal and non-formal education – are not overlooked.

It is really important that we recognise the skills and competencies acquired by young people through informal and non-formal learning. Both informal and non-formal education opportunities promote young people's employability, promote their role as citizens and promote their own commitment to life-long learning. The list of skills and competencies gained in this way is probably endless but includes:

- commitment,
- democratic awareness,
- initiative,
- involvement,
- motivation,
- respect and tolerance,
- responsibility,
- participation,
- self-confidence,
- solidarity,
- communication and inter-personal relations,
- conflict solution,
- leadership and management,
- planning,
- problem solving and team work.

Can we honestly say that schooling alone can offer all this? Informal and non-formal education are critical processes because they can continue throughout our lives in a way that formal schooling cannot.



The NGO/UNESCO Collective Consultation Bureau endorses the value of non-formal education, believing:

- *“in the indispensable importance of non-formal education, particularly in the poorest countries”*
- *“in the important contribution made by NGOs in this sector”*
- *“in the complementary relationship between formal and non-formal education and the opportunity for an integrated approach to learning.”*

There is no doubt that all over the world, attitudes to informal and non-formal education are changing and there is a growing demand that skills and competencies developed in this way should be formally acknowledged and considered – by, for example, potential employers. “Lifelong learning” is becoming a recognised and valued process and the organizations working to deliver informal and non-formal education opportunities are gaining increasing respect and support.

**Lifelong Learning** is the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetime and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments.

Alongside the change in attitudes towards the value of different types of education are changes in attitudes towards who should have access to education and what kinds of skills they should appropriately develop. These issues are explored more fully in the section on gender and education below.

## Gender and education

Education is a human right and an essential tool for advancing equality, development and peace. Non-discriminatory education benefits both men and women and ultimately equalises relations between them.

Investment in formal and non-formal education and training for girls and women, with its exceptionally high social and economic return, has proved to be one of the best means of achieving sustainable development.

Attempts to mainstream gender equality in education have been made through the creation of more accessible schools, more and better quality female teachers, reduced costs, relevant curricula, responsive delivery, community participation and decentralised educational administration. These factors affecting equality or opportunity are as relevant to non-formal as they are to formal education.

Table 1 (overleaf) explores recommended strategies for ensuring participation in the context of non-formal education.

**Table 1: Recommended strategies for ensuring participation**

<b>Strategy:</b>	<b>Rationale:</b>
1. Make non-formal education location more accessible	Shortening the distance to meeting places will encourage enrolment. Girls' safety and social reputation are less at risk. Separate facilities and closed latrines may be important where education on offer is for a mixed group of boys and girls.
2. Improve the quality of education and the number of female educators	Active local recruitment may be essential, especially in rural areas. Bringing groups close to communities often attracts women who might otherwise not consider involvement because of cultural constraints or female mobility or family responsibilities.
3. Lower the costs	In many societies, parents regard any form of education for girls to be less affordable than for boys. In their view the direct costs (e.g. enrolment), hidden costs (e.g. uniform) and opportunity costs (e.g. for girls' household tasks) of educating girls outweigh the benefits.
4. Develop relevant curricula	Girls will be attracted to and benefit from a curriculum that is relevant to their lives, that links education to productive activities, addresses health and nutrition issues, employs the local language, seeks out the potential in the given setting and at the same time eliminates gender stereotyping.
5. Increase parental and community understanding through participatory approaches	In many communities, there is a need to change attitudes toward the education of girls. The support of influential community members and religious leaders can be harnessed to encourage parents to support both male and female education.

## What can WAGGGS do?

WAGGGS is one of the largest international non-formal educational organizations in the world. It offers a dynamic, flexible, values-based, non-formal education programme, relevant to young people's needs. Over 10 million young people worldwide receive a non-formal education through the WAGGGS educational programmes. It has been particularly successful in implementing the gender strategies summarised in the section above.

*WAGGGS is an educational organization whose object is to further the aim of the Girl Guide/Girl Scout Movement which is to provide girls and young women with opportunities for self-training in the development of character, responsible citizenship and service in their own and world communities"*

*WAGGGS Constitution Article III - Object*

Many people in your country may not be aware of the opportunities the organization offers. One of your responsibilities with regard to rights and learning may be to inform others to raise awareness. WAGGGS non-formal educational programmes endeavour to develop the individual's physical, intellectual, spiritual, social, moral and emotional life. This encourages the development of the whole individual and aims to allow each individual to develop to their full potential.



WAGGGS has already worked hard to support all forms of education as part of the last Triennial Theme, “Building World Citizenship”. Some of the actions recommended during that period are presented as Annex 1. You might use the list to start your group thinking about how these actions relate to rights or responsibilities and whether you have carried out any of the actions recommended.

## Our responsibility

Learning is not only a right – it is a responsibility. We all share a responsibility to ensure that we make the most of our potential, that we contribute as much as we can – not only through this potential, but also by helping others achieve their potential. This might involve us acting as an organization to distribute education kits, or driving literacy campaigns. It may also involve us as individuals helping and encouraging our friends both in the formal and non-formal activities in which they engage.

If you are able to read this you are more fortunate than many people worldwide who have not been given the opportunity to attend school and learn how to read. If we are given opportunities to learn either through school or non-formal methods then it is our responsibility to make the most of them. We must make sure that we go to places where we will learn and open our minds in order to take in the skills that are being offered and learn how they can be utilised. It is our responsibility to ensure that we use our education to develop our communities and nations. One way we can do this is by ensuring that the skills we have learnt allow us to make informed choices in our personal and civic life.

This Activity Pack has been designed to encourage Girl Guides/Girl Scouts to think more clearly about how they are educated, what has shaped their lives, what role they can and should play in the world and the further education which will be needed to achieve this role. Some of the activities help people think more deeply about these issues; others help them devise ways to promote themselves and their plans for the future. Remember that these ten activities cannot possibly suit everyone, given our diverse membership, so adapt or replace them to suit the young people you are working with. Share your ideas with others.

We hope that the information above and the activities that follow stimulate your interest in this important subject. Remember too that *The Right to Learn* is one of six packs exploring rights issues – you may be able to link activities between packs and take a more comprehensive view of rights and responsibilities in this way.



## Annex 1: Looking back on Building World Citizenship and education

Look at the list and actions recommended during the last Triennial Theme period. Tick the boxes against each action as appropriate:

- K = Improves knowledge
- S = Builds skills
- A = Influences attitudes
- B = Involves a change in behaviour
- Ri = Helps claim rights for ourselves
- Re = Helps us behave responsibly towards others' rights
- Yes = We have done something towards this action

<b>To support formal education</b>	<b>K</b>	<b>S</b>	<b>A</b>	<b>B</b>	<b>Ri</b>	<b>Re</b>	<b>Yes</b>
1. In groups, talk about all the reasons you can think of why young people of your age, in your country, might not go to school. What jobs do you think might be open to them? Plan a project to encourage school attendance in your area. For example, can you think of a project that would help children with transport difficulties get to school?							
<b>To support non-formal education</b>	<b>K</b>	<b>S</b>	<b>A</b>	<b>B</b>	<b>Ri</b>	<b>Re</b>	<b>Yes</b>
1. Mount a publicity campaign for Girl Guiding/Girl Scouting in your area.							
2. Choose a group of people in your community who you think would benefit from a non-formal educational programme. Then discuss with them and organise suitable activities for them.							
<b>To support literacy</b>	<b>K</b>	<b>S</b>	<b>A</b>	<b>B</b>	<b>Ri</b>	<b>Re</b>	<b>Yes</b>
1. As a group make a list of all the things it might be difficult to do if you were an adult and unable to read.							
2. Plan a project to support children in need in your community. You could contact your local primary school and find out if there are children who would like your help.							
3. Have a unit literacy week and pledge to spend at least half an hour a day either improving your reading or reading something new.							
<b>To support early education</b>	<b>K</b>	<b>S</b>	<b>A</b>	<b>B</b>	<b>Ri</b>	<b>Re</b>	<b>Yes</b>
1. Set up a programme to support parents in your community who are struggling to bring up children in difficult circumstances. You could set up a club once a week for pre-school children where they can come and listen to stories and play together in a safe environment.							
2. Set up a toy library for children in your community who have very little. Ask people to donate toys that they don't use anymore.							



<b>To think about education and work</b>	<b>K</b>	<b>S</b>	<b>A</b>	<b>B</b>	<b>Ri</b>	<b>Re</b>	<b>Yes</b>
1. Do you know what kind of work you would like to do? Do you know what training you will need? Will you have to pass special exams? Think about the plans you should be making that will keep the career options that interest you open.							
2. Working in groups, made a list of all the subjects that you study in school. Talk about each one in turn. Why do you think it is important to study it? Are there subjects that you think you should study but don't?							
<b>Women and education</b>	<b>K</b>	<b>S</b>	<b>A</b>	<b>B</b>	<b>Ri</b>	<b>Re</b>	<b>Yes</b>
1. Set up a literacy project for girls or women in your community or help out with an existing project or set up a reading group and encourage members to diversify their reading habits.							
2. Set out to change some attitudes in your community. Within your unit talk about ways in which families benefit if the mother is educated. Put together a play and take it out into the community.							
3. Do you think that girls and boys in your community have the same opportunities? Do they learn the same things? Take part in an activity traditionally undertaken by boys (if you are a girl) /by girls (if you are a boy). Explain your experience to the unit.							
<b>Education for peace and human rights</b>	<b>K</b>	<b>S</b>	<b>A</b>	<b>B</b>	<b>Ri</b>	<b>Re</b>	<b>Yes</b>
1. Talk about conflict in your community. Are there religious/racial/language/ethnic conflicts? Are there issues in the community that people cannot agree on? Plan a project to build bridges in your community. Perhaps you could set up a cookery evening for local women, inviting them to show each other how they prepare food.							
2. Find out about the history of human rights in your country. Find out about the political system, about rights to freedom. Find out about education. Can everyone go to school? Do you think everyone has equal opportunities?							
<b>Special needs education</b>	<b>K</b>	<b>S</b>	<b>A</b>	<b>B</b>	<b>Ri</b>	<b>Re</b>	<b>Yes</b>
1. Ask someone with a disability if they would be happy to come along to a meeting to talk to your unit about their disability. Find out about your own government's policy on disability.							
2. Choose to support an organisation in your country which is working to improve life for the disabled. You might fundraise or help out with a project.							
3. Children who find it very difficult to learn have "special educational needs". Talk to a teacher at a local primary school and find out if you can help a young child with learning difficulties							



# ACTIVITY PACK

## A GUIDE TO THE ACTIVITIES

All activities can be used for self-help or to help others. Some activities are best carried out by an individual, others by groups. Some activities encourage people to work more closely with their local community, others encourage global interaction. The activity sheets advise you on the relevance of each activity to all the above.

As each activity is planned and carried out, remember **PPR**:

- **Partnership**: can we involve another organization in this activity?
- **Publicity**: can we help raise the profile of our work through the media or by sharing information?
- **Recording**: how will we record the work we are doing so that we retain a personal record of our achievements?

The activity sheets have been written for leaders to use directly with WAGGGS members or for Girl Guides/Girl Scouts working alone. Adapt them to fit your needs. Sheets can be photocopied and distributed or sections can be “read out” or written on a chalkboard or flipchart during group meetings. The activities proposed in the pack are only a starting point, offered as examples which might or might not appeal. One of the “responsibilities” of the Theme is thinking for ourselves about best ways to support the rights issues. We hope that you will develop new ideas which are more appropriate to your local circumstances and needs and share these with others.

**It is expected that you will adapt the activities, including the language, to suit your local needs.**



## ACTIVITY TITLE: WHAT HAVE I LEARNED TODAY?

INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER

### PURPOSE

To demonstrate the different ways in which we learn - formal, informal and non-formal.

### METHOD

1. Briefly introduce the three types of learning and explain how they take place, where and typically who is involved.
2. Use sheet 1 to encourage young people to think about what kind of learning takes place in which kind of environment. Use the 1-5 codes for each thing learned and put something in each column.
3. Ask each individual to think of something they learned today and where they learned it. Make a chart within the group to illustrate your findings and discuss outcomes.

### OUTCOME

This activity raises awareness of life-long learning and the different ways in which we all learn. The discussion should raise consciousness about the value of all three types of education and the fact that they are complementary rather than alternatives.

### PARTNER IDEAS and PUBLICITY

A teacher, a guide leader and a mother could be invited to a meeting to discuss the differences in their teaching methods and the rules governing them.

### RECORDING IDEAS

People could keep a learning diary for a week to continue the awareness-raising process.

Keep a Triennial Theme personal record sheet or notebook to record your achievements.

### AGE RANGE

Suitable for all ages.

### NOTES

Encourage everyone to identify something they have learned today in order that everyone feels good about their achievements. Avoid negative comments such as "I haven't learned anything today" by going through the day step-by-step to discover at least one new thing.

Ensure that non-formal education is seen as complementary to and not an alternative to formal education.

How easy was it to identify new knowledge and skills? Compare and contrast how each thing was learned, how much fun it was and whether individuals recognised at the time that they were learning.



## LEARNING IN DIFFERENT SETTINGS

Look at the different kinds of learning listed below. Classify them using codes 1-5 depending on how much you have learned about the subject in each of the three settings:

- 1 I haven't learned anything about this subject in this setting
- 2 I have learned just a little
- 3 I have learned some things
- 4 I have learned quite a lot
- 5 This is where I have learned most about this subject

Different kinds of learning	INFORMAL (family, friends & media)	NON-FORMAL (youth associations & movements)	FORMAL (school)
Developing a loyal friendship			
Getting the knowledge and skills for a good job			
How to use a computer or other machine (specify)			
Having a good friendship with a member of the opposite sex			
Accepting and giving advice			
Developing a sense of meaning and purpose in life			
Understanding how my government works			
Learning about my country's heroes, heroines and major inventions			
Developing a sense of values			
Learning to read, write and do basic arithmetic			
Understanding how my body works and how to take care of my health			
Being able to lead a team			
Being able to understand and solve a conflict			



ACTIVITY TITLE: HOW TO LEARN		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To look at the different ways in which different people learn the same thing.</p>		
<p><b>METHOD</b></p> <ol style="list-style-type: none"> <li>Devise a task in which the whole group must learn the same thing e.g. a list of statistics or the words of a new song. Set up different bases around the room so that the teaching method varies at each as follows:                     <ol style="list-style-type: none"> <li>Silent reading</li> <li>Musical tape to listen to and sing along with</li> <li>Chanting alone</li> <li>Chanting in a group</li> <li>Using equipment such as blocks for counting or a slide show</li> <li>Re-writing</li> </ol> </li> <li>Discuss the advantages of each system and which methods the members preferred.</li> <li>Expand the exercise by asking each member of the unit (or young people working in pairs) to practice a skill that they think the other members of the unit will not be able to do immediately. Let each work out how they will demonstrate the skill. Then ask them to watch while all other members of the unit attempt to copy them. Who was most successful - and why?</li> <li>Discuss ways in which individuals have adapted their own learning plans to suit their own personal characteristics and style.</li> </ol>		
<p><b>OUTCOME</b> A greater understanding that people learn differently and that it is important to be tolerant of each other's learning speeds and styles.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b> Visit a local primary school to see which methods are being employed there, particularly with young children.</p>		
<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>		<p><b>AGE RANGE</b> Suitable for all ages.</p>
<p><b>NOTES</b> This should be a light-hearted exercise. Try to ensure that everyone gets praised, either for their demonstration of a skill or for the speed with which they picked up a new skill. Try to prevent domination by any one individual.</p>		



## ACTIVITY TITLE: LACK OF FORMAL EDUCATION

INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER

### PURPOSE

To look at factors that affect access to formal education in both developed and developing countries.

### METHOD

1. Discuss factors such as poverty, distance to schools, tradition (girls denied education), lack of teachers, large classes, discipline problems, refugees, disabled children and children working to support their families.
2. Use the lists provided within the introductory section of this pack. Also, use sheet 1 to get the discussion going about why some young people are not completing their basic education. Decide on one factor that the group would like to try to change in your own country. Think about different ways of bringing about this change and what can be done on a local level. Plan an action-based project. You might find some good ideas in Annex I at the end of the introduction to this pack.

### OUTCOME

An understanding that the reasons why children do not receive formal education are many and vary from place to place. The development of a wish to support others in accessing a good education.

### PARTNER IDEAS and PUBLICITY

Approach local authorities to see if you can help with a particular project, e.g. working on a campaign to encourage school attendance.

### RECORDING IDEAS

Make a poster to advertise the project and promote the value of a good, formal education.

Keep a Triennial Theme personal record sheet or notebook to record your achievements.

### AGE RANGE

All ages can discuss this topic and make posters. Working with local authorities may be more suited to older age groups.

### NOTES

It is a good idea to get the group to think realistically about what they could change. Some small but meaningful successes at the start may be a good way to move positively onto more ambitious campaigns.



### WHY DON'T YOUNG PEOPLE COMPLETE BASIC EDUCATION?

Fewer young people are completing basic education because:	This is not true	This is true for some	This is true for most of those who drop out
They are lazy			
They are girls - and have fewer opportunities			
Teachers have to follow an official curriculum based on the old system			
They need extra help and no one has the time to help			
What has to be learned is not interesting or useful for the future			
Competition favours a few - and does not take into account non-academic talents			
They belong to ethnic minorities and have difficulty understanding the language			
They are victims of abuse and have lost interest			
They are bullied at school			
They suffer from discrimination at school			
They have no say in how the school is run			
Transport is too difficult / too expensive			
Other (add your own)			

### WHY LEAVE SCHOOL?

Why do you think some young people leave school early? You may have more reasons than those we have listed.

- You can get a job
- 
- 

What are the bad things about leaving school early? See if you can add to this list.

- You will have less chance of finding a highly paid job
- 
- 



## ACTIVITY TITLE: IT'S NOT FAIR

INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER

### PURPOSE

To raise awareness that everyone has a right to an equal, non-racist and non-sexist education.

### METHOD

1. You will need one piece of paper and a pencil for each member of the group.
2. Split the group by putting one eighth of the members on one side of the room with seven eighths of the paper and pencils. On the other side of the room put the other seven eighths of the people with only one eighth of the paper and pencils.
3. Give the smaller group chairs and tables for each of them and give the larger group only one table and one chair between them.
4. Set a test for all the children to complete, e.g. a memory test with ten objects on a tray, show them the objects for ten seconds, cover them up and then ask the children to each write down the ten objects, giving them one minute to do so. Make it clear that no one is allowed to move from their area of the room or use anything else but the paper and pencils provided.
5. In order to pass the test pupils must draw or write down the objects on their own sheet of paper. After one minute collect the sheets and check them to see who has passed the test. It is likely that most in the smaller group will have passed, whilst few in the larger group will have done so.
6. Announce the names of those who have passed, praising them for their excellent work.
7. Discuss what the exercise was designed to demonstrate. Ask members of each group and those who passed and failed how they felt.
8. Discuss what can act as a disadvantage and why.
9. Try to think of a practical activity you could be involved in that would help overcome exclusion or disadvantage.

### OUTCOME

The development of an ability to empathise with those who are trying to learn despite disadvantage.

### PARTNER IDEAS and PUBLICITY

Consider whether your project would be stronger if you persuaded other organisations to join in.

### RECORDING IDEAS

Make a poster or write an article to promote your chosen activity to others.  
Keep a Triennial Theme personal record sheet or notebook to record your achievements.

### AGE RANGE

All ages.

### NOTES

It is important that this activity is explained to young people. It is likely that they will feel strongly about the fairness of the system. Explain to the group that the activity was a simulation based on the education system in a particular country before 1994. At that time, white people made up just one eighth of the population, but eight times more money was spent on their education than that of black children in the same country. Explain how most people now are working hard to make things fair.



## ACTIVITY TITLE: CHOOSE YOUR OWN TEACHER

INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER

### PURPOSE

To encourage members of the group to formulate their own ideas of what constitutes a "good" education and the qualities that individuals must possess if they are to be good educators.

### METHOD

1. Discuss the qualities that a teacher should have and how children like to be treated and spoken to by a teacher.
2. Split into two groups and use a role-play situation to show an effective and ineffective teacher.
3. Afterwards, in the main group, discuss how the children should treat teachers and whether it is possible to do anything about poor teaching.
4. Think about and discuss the advantages and disadvantages of choosing your own teacher.
5. End with a fun activity. Design a teacher as a poster and give him/her a name. Introduce the "Designer Teacher" to the rest of the group and explain why he/she is an excellent example of a good educator. You can take this exercise further and design the model pupil!

### OUTCOME

Despite the fun, this activity will demonstrate that exercising a right, e.g. to a good education, also involves taking responsibilities such as behaving reasonably in the classroom.

### PARTNER IDEAS and PUBLICITY

Ask your local school if you can set up a pupil panel to help to list the qualities required in a new teacher.

### RECORDING IDEAS

Video the role-plays or take photographs and add them to the poster display.

### AGE RANGE

All ages for discussion and role-play but more mature young people would be needed for pupil panels.

### NOTES

The discussion should focus on receiving a good education and not just choosing a teacher who lets you do as you wish.



<b>ACTIVITY TITLE: LIFE SKILLS</b>		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To celebrate individuals' learning achievements and to show how learning is about much more than formal education.</p>		
<p><b>METHOD</b> Everyone has something they are good at. It is likely that your group has a very rich and diverse set of skills. Give everyone three sticky notes. Each should write their initials on the back of each note, then write one thing they are good at on the front of each, e.g. I'm great at washing a car; I bake a fantastic chocolate cake; I can teach people to use a camp stove safely; I can do a great headstand; I am good at settling arguments. Stick the notes up and then decide how the skills could be used and shared with each other. Divide into pairs and allow each person to try to teach a new skill to their partner.</p>		
<p><b>OUTCOME</b> Everyone learns something new and has the pleasure of sharing knowledge with others. Members will become more aware of how non-formal and informal education happens</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b> Involve parents by asking them to teach a new skill or handicraft to the group.</p>		
<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>		<p><b>AGE RANGE</b> All ages. Older girls will have a wider range of skills to teach but may find it more difficult to discover something new to teach their peers; they may have to simply show their partner a different way of doing something.</p>
<p><b>NOTES</b> The skills passed on can be anything from plaiting hair or tying shoelaces to making an object or learning a skill such as cooking. Make sure that the activity is appropriate to the age range and that plenty of adult supervision is given if using potentially harmful equipment.</p>		



<b>ACTIVITY TITLE: LEARNING THROUGH HUMAN CONTACT</b>		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To demonstrate the importance of the first six years of life in a child's development.</p>		
<p><b>METHOD</b> 1. Find out about life in an orphanage in your country or in a much poorer country than your own. Contact an appropriate charitable organisation for more information. How does life for children living in orphanages compare with that of a child brought up by his/her own parents in a secure family home? Investigate such things as the amount of human contact each has, the play facilities, and the interaction with peers and discuss the effect that each of these would have on the child's development. 2. Think of a practical way in which you can help. Can you link your help to a focus on learning through human contact? 3. Undertake a research project to learn more about factors affecting early childhood development.</p>		
<p><b>OUTCOME</b> A greater understanding of the factors that influence early childhood development.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b> Link up with local groups to fundraise together or to raise awareness of the plight of particular youngsters in your own area or in another country. Look out for a mention of your contribution in the publicity materials produced by the charity you are supporting.</p>		
<p><b>RECORDING IDEAS</b> Prepare a "How to Help" booklet to share with other organisations. Produce posters to generate publicity for your fundraising activities.</p>		<p><b>AGE RANGE</b> All ages, but older children would be more suited to linking up with other groups and to undertake a research project.</p>
<p><b>NOTES</b> Facilitation and support will be required to make initial links, but if successful will bring about a real sense of contribution, responsibility and understanding.</p>		



## ACTIVITY TITLE: ACCESS TO EDUCATION

INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER

### PURPOSE

To develop an understanding of the concept of access as a basic rights issue; understand what is meant by a disabling environment; envisage how change can be brought about by individuals taking active responsibility and claiming their rights.

### METHOD

There are a number of activities that can be carried out to help the group think about access:

1. Make photocopies of sheet 1. Ask the group to study the cartoon in groups of four or five and make a list of what prevents people from benefiting from the exhibition. Who is affected? What rights are being denied? Discuss who is likely to have made decisions about access. What might their reasons be? How might some of the people in the cartoon feel?
2. Make copies of the "Rights Denied" sheet (sheet 2). Cut up the cards and give small groups working together two of the cards and a copy of the Global Charter of Basic Rights\* (sheet 3). Ask each group to decide which rights were being denied. Compare results with the rights that were denied in step 1 above. How does the denial of some rights contribute to the denial of others?
3. End on a positive note by sharing some of the "Rights Claimed" stories on sheet 4. Note that these stories are told by the same people who described how their rights were denied in the second part of this exercise.

### OUTCOME

A deeper understanding that anyone can be disabled by their environment and that there are many barriers to equal access. An awareness that we will all be disabled at some point in our lives. A greater awareness of what can be done to remove the barriers that prevent people with disabilities from enjoying their rights.

### PARTNER IDEAS and PUBLICITY

You may be able to find a local organisation (such as a school) to work with on improving access. Find out how you can help.

### RECORDING IDEAS

Keep a display of your work on disability on a display board. Make an assessment of your own meeting place in terms of access for all.

### AGE RANGE

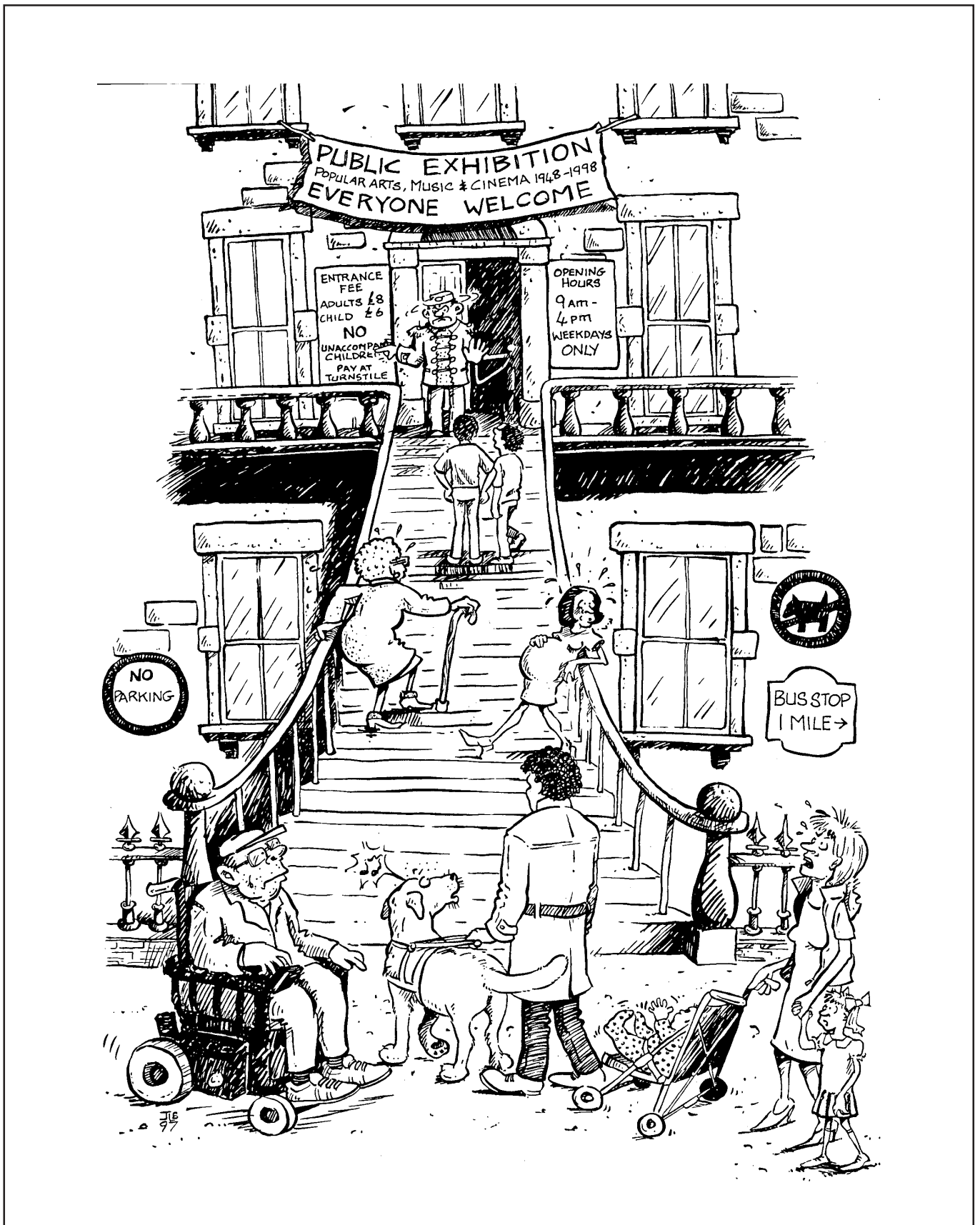
All ages can think about this issue and contribute meaningful suggestions.

### NOTES

Remember that people may be denied access because of physical disability, transport problems, lack of childcare facilities, costs, opening hours - think broadly about the issues of access and learning and how they connect.

\*Oxfam: "Developing Rights" 1998





### RIGHTS DENIED

<p>"There was no chance for girls or boys with disabilities to go to school in my area. Special schools exist but these separate children with disabilities from their parents, neighbours and the outside world."</p>	<p><b>Rima Matar</b>, aged 16 is a school pupil. "I am blind."</p>
<p>"I feel unhappy at school when people call me names and push me around. It's hard to walk up and down the stairs and all the way around school. I feel tired by the end of the day."</p>	<p><b>Lynn Woodward</b>, aged 15 is a school pupil. " I have some trouble walking and speaking and doing maths."</p>
<p>"My last school refused to accept me back because there were no staircases and no lift. I cannot go around the city by myself. I like swimming but no pool will accept me. Many people don't talk to me or other disabled people. Others help me physically but they just treat me as someone who is always needing the help of others. They don't see me as a human being, who has the same needs and feelings as everybody else."</p>	<p><b>Mohammed Shamma</b>, aged 17 is a school pupil. "I was paralysed after being shot."</p>
<p>"I love sport. I'm in the national women's wheelchair basketball team together with eight other women. We practice twice a week at a sports club and do exercises every day. I really enjoy the game; it allows me to forget everything. When building first started on the new sports stadium, we noticed that they were not putting in ramps for people in wheelchairs."</p>	<p><b>Imane Saab</b>, aged 28 works for the Lebanon Sitting Handicapped Association. "I have a physical disability."</p>
<p>"I missed a lot of school and the teachers wouldn't accept that I could take the exam. They said I would fail and would have to take the course again."</p>	<p><b>Marie Rose Younes</b>, aged 19 is a student. "I have many problems with my leg and have had to have many operations."</p>
<p>"Our families said you can't marry a handicapped person. They said my wife would not be able to cope in the house. When I told my doctor before we got married of my plans to have children, he said that this would not be possible."</p>	<p><b>Suhell Chehab</b>, an Electricity Board employee is married to Samar, a home worker. "We use crutches."</p>
<p>"I used to be a roof tiler. I loved my work. I was also a keen footballer and once did trials for Leeds United. After the accident I went a bit haywire. I thought it was the end of my life. I couldn't see the opportunity to play sport again, or get a job, or do anything worthwhile."</p>	<p><b>Steve Owen</b>, aged 31 is a basketball player. "I was paralysed after an accident at work."</p>
<p>"Getting around town by myself is hard. It is annoying to have to ask other people for help. Cars are dangerous because they park in places where disabled people cross roads."</p>	<p><b>Khaled Ramadan Jzadi</b> is an active member of the Lebanon Sitting Handicapped Association. "I am a wheelchair user."</p>



## A GLOBAL CHARTER FOR HUMAN RIGHTS

In response to calls from communities and organisations with which Oxfam (a UK-based charity) works around the world, ten basic rights have been identified. The list was developed over a long period of consultation with groups of people who suffer poverty and injustice. The rights are equal in status and interdependent. They are all based on existing legal rights, which many countries already claim to provide for their citizens, but which are often denied in practice.

Every person has a basic right to:

### **A home**

Not just a roof over their head, but somewhere they can identify with and feel secure.

### **Clean water**

Water which is safe for drinking, washing and cooking.

### **Enough to eat**

Enough food of the right kind to provide a healthy diet.

### **A safe environment**

An environment free from pollution or disasters or flooding.

### **Protection from violence**

Including the effects of war, as well as violence on the streets and in the home.

### **Equality of opportunity**

Equal chances for people whatever their race, gender, sexuality, age, religion, class or nationality.

### **A say in their future**

The right to have their opinions and wishes heard and taken account of and to have control over what happens in their lives.

### **An education**

A free, equal and adequate education for all children and any adults who have been denied it in the past.

### **A livelihood**

A way to provide for one's own needs in life – this might be land to farm; a useful skill; work opportunities; benefits or other state support.

### **Health care**

Including prevention of disease and disability as well as treatment.

These basic rights belong together; people need all of them. If one is taken away the others are threatened. For example, if someone does not have a safe environment, their water and food will not be safe and their health will be threatened.



### RIGHTS CLAIMED

<p>"I've been at this school for eight years now and I'm very happy here. The doors are large and there is a lift. When I make friends with people who are not in wheelchairs like me I feel happy. They respect me and do not consider that my disability is a block. The Information Technology teacher is my favourite. He treats me in the same way as my friends. He is not like a teacher but a friend. When I finish school I hope to be a graphic designer and to travel to many countries."</p>	<p>Mohammed Shamma</p>
<p>"My friends at school are very confident and helpful. They treat me the same as everyone else. My Arabic teacher is my favourite. She doesn't give me too much attention and treats me as normal, which is what I like. I am happy in school, especially when I get good grades. I am unhappy when we have exams on the first day of the year. I also go to the Youth Association of the Blind to practise typing Braille. They helped me to go to school and still help me in many ways. When I leave school, I want to be a lawyer."</p>	<p>Rima Matar</p>
<p>"The lift has solved many of my problems, especially the stairs! My support person is very good, especially in science, maths and P.E. My favourite teacher is my form tutor who is very special indeed. He is very kind to me and helps me. When people call me names he speaks to them about it. I like seeing all my friends and all my favourite teachers. I especially enjoyed the Record of Achievement evening when we had our pictures taken together. I have now got a place at college, which I am really looking forward to."</p>	<p>Lynn Woodward</p>
<p>"I took part in a sit-in protest at the new sports stadium. We took banners demanding ramps and prevented the builders from continuing their work. Some non-disabled people joined us. Soldiers came and tried to detain Mohammed, one of our members. We all joined him and said we would not let him go alone. When the soldiers saw that we were all working together they released him. One of them even joined us. I was not afraid. We took pictures and gave them to a television station so that more people would know about our protest. I was so pleased because we achieved our aim and ramps were built."</p>	<p>Imane Saab</p>
<p>"Since I became involved in wheelchair basketball, things have really changed for me. This sport gives me plenty of enjoyment and allows me to get rid of a lot of tension and energy. People are amazed by what a fast and skilful game it is. A highlight for me was being in the Great Britain squad that won the gold medal in the European Championships. I am a lot fitter now than I ever was when I worked - in fact the only thing I can't do is walk."</p>	<p>Steve Owen</p>
<p>"I told my mother that I wanted to go to school and do the exam. When I arrived, the teachers said, "What are you doing? Why are you here?". I told them that I wanted to do the exam and if I failed I would repeat the course. They gave me a room with a bed and I took the exam. I got a very high grade. The teachers didn't refuse anything after that. After I finished school I got financial help to go to university because the fees are very high."</p>	<p>Marie Rose Younes</p>
<p>"This ramp helps me get around without having to go and ask someone else for help. It allows me to be more independent."</p>	<p>Khaled Ramadan Jzadi</p>
<p>"Both sets of parents did not accept our marriage. We decided to go ahead without their approval but they finally accepted our choice. We were the first pair of disabled people in the country to be married. When Samar became pregnant with our first child, some of the neighbours asked if the baby would be normal. When I saw my first son move his arms and legs, I cried. Our parents' attitude has changed a little because they are very proud grandparents. They love our three children very much. I would say to other disabled people, get married and don't look back!"</p>	<p>Suhell Chehab</p>



## ACTIVITY TITLE: WHEN I GROW UP I'D LIKE.....

INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER

### PURPOSE

To explore the members' aims for the future and how their different life experiences and education may have affected expectations.

### METHOD

Ask everyone to think 10 or 15 years ahead, depending on their current age. What might be happening in their lives? What sort of job and education will they have? Ask everyone to write down five statements, each starting with "I'd like..." about what they wish for themselves in ten years' time in terms of education and work. Ask members to pair up and compare their lists. Are these statements reasonable and realistic? Now ask individuals to identify which of the "I'd like..." statements depend on having a good education. What other things do they depend on? Ask everyone to take one aspiration and think of the steps they must take to reach this goal. Ask others to comment on their plan.

### OUTCOME

To introduce the notion of "livelihood" as the means by which individuals can take responsibility for meeting their basic and higher needs through the resources they access and the actions they take.

### PARTNER IDEAS and PUBLICITY

Organise a "take your child to work" day to learn about the skills needed for different jobs. (This does not have to be with the father or mother; a close friend, neighbour or relative could be asked to help with this.) Alternatively, local employers could be asked if small groups of Girl Guides/Girl Scouts could visit their business. The same process could work for educational courses, where students studying on particular courses could be invited to make a short visit to the unit.

### RECORDING IDEAS

Let those who have taken part in the "Take your Child to Work" scheme talk about their experiences.

### AGE RANGE

All ages.  
There may be a legal age limit for taking children to work.

### NOTES

This activity can encourage young people to expand their minds away from traditional and popular jobs to explore previously unthought of ideas. Be careful not to de-value the traditional roles of women. Ensure the "Child at Work" day is done with family members or close friends.



<b>ACTIVITY TITLE: STICK IT!</b>		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To understand the fundamental importance of education by looking at the value of education within the context of other basic human rights.</p>		
<p><b>METHOD</b> 1. Write each of these words on a sticker: EDUCATION - SHELTER - FOOD - PEOPLE YOU LOVE - SAYING WHAT YOU THINK - RESPECT - RELIGION - FREEDOM - PROTECTION FROM HARM. 2. Give each person a sticker and let the other members of the group sit to one side and watch. 3. Each person takes a chair and puts it in the middle of the room. 4. Let some music play and everyone walk around the room - when you stop the music everyone has to sit down. 5. Repeat the procedure only this time take one chair away. Whoever is left standing has to go out. However, everyone sitting watching has 60 seconds to decide if they can live without whatever the person who is out represents - if not, they must swap that person for someone else. 6. Repeat the process until everyone is out.</p>		
<p><b>OUTCOME</b> An opportunity for the group to discuss how hard it was to decide what to do without. Each time someone went out it was a human right lost - until they had none left at all. Many people face loss of rights - e.g. refugees. The exercise also demonstrates the value of education as a very basic right.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b> Develop the game and share it with other Girl Guide/Girl Scout groups and/or local organizations. Ask to present it at school.</p>		
<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	<p><b>AGE RANGE</b> Suitable for all ages.</p>	
<p><b>NOTES</b> Although this is a game, the issues are serious - be sure to have a proper discussion when the game is over. You could develop this game by creating a list of aspirations and things valued - such as holidays, a big house, a fast car, a big salary, a new CD player. Include education in the list - and see what happens during the game!</p>		

