

**"Education is the most powerful weapon which you can use to change the world."**

**Nelson Mandela**



**Enhancing Global Competence: The Power of Education - Grade 2 and 3**

Photo source: buildOn [www.buildon.org](http://www.buildon.org)

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## OVERVIEW

**"Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits."**

**(UNESCO, 2016)**

Considerable progress has been made thus far over the previous fifteen years in providing quality education for all as well as advancing the number of children enrolled in school. However, in 2016 there were still 59 million children and 65 million adolescents (12-15 years old) out of school with an additional 103 million adolescents lacking necessary literacy skills across the world.

Education plays a critical role in improving many aspects of people's lives including future wealth, health, and social stability. Education also plays a significant role in ensuring sustainable development. Despite current successes regarding educational development, there is still much work to be done to meet children's fundamental rights to an inclusive and equitable education. More specifically, an education which presents them with lifelong learning opportunities with a heavy emphasis on opportunities for children affected by conflict.

These lessons are designed for students to begin to explore the concept of their rights as children, more specifically relating to their right to education. The lesson plan found below aims to develop students' understanding of the issues which pose a threat to their education, explore their own opinions and beliefs, and empower them to tackle prejudice and bring about change in their immediate environment and the world at large..

Hopefully, your students will be inspired to take actions such as:

- Educating themselves and others by writing a blog or creating a video on the power of education
- Writing letters to their Member of Congress
- Holding fundraising events that support education for all
- Participating in 'Global Action Week for Education' <http://bit.ly/act4edu>

For more information and ideas, visit our website at: [www.gce-us.org](http://www.gce-us.org)

## BACKGROUND

## Rights of the child

In 1989 the United Nations (UN) adopted the **Convention on the Rights of the Child**, which explains the rights of children across the world and outlines what countries need to do to protect these rights. Currently supported by 196 countries, this convention recognizes that children have a distinct set of human rights including the right to life, family, non-discrimination, freedom of expression, freedom of thought, quality health, protection from violence, drug abuse, and safety from exploitation and armed conflict. The Convention consists of **42 articles**.

**Article 28 outlines children's right to a free primary education and access to secondary education.**



## Our Rights



**In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.**

**These are our rights.**

**Article 1**  
Everyone under the age of 18 has all the rights in the Convention.

**Article 2**  
The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

**Article 3**  
The best interests of the child must be a top priority in all things that affect children.

**Article 4**  
Governments must do all they can to make sure every child can enjoy their rights.

**Article 5**  
Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

**Article 6**  
Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

**Article 7**  
Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

**Article 8**  
Governments must respect every child's right to a name, a nationality and family ties.

**Article 9**  
Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

**Article 10**  
Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.

**Article 11**  
Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.

**Article 12**  
Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

**Article 13**  
Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

**Article 14**  
Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

**Article 15**  
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**Article 16**  
Every child has the right to privacy. The law should protect the child's private, family and home life.

**Article 17**  
Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

**Article 18**  
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work.

**Article 19**  
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**Article 20**  
If a child cannot be looked after by their family, governments must make sure that they have the same rights as any other child who respect the child's religion, culture and language.

**Article 21**  
If a child is adopted, the first concern must be what is best for the child. All children must be protected and kept safe, whether they are adopted in the country where they were born or in another country.

**Article 22**  
If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents.

**Article 23**  
A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

**Article 24**  
Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

**Article 25**  
If a child lives away from home (in care, hospital or in prison, for example), they have the right to a regular check of their treatment and the way they are cared for.

**Article 26**  
Governments must provide extra money for the children of families in need.

**Article 27**  
Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

**Article 28**  
Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

**Article 29**  
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 30**  
Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

**Article 31**  
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**Article 32**  
Governments must protect children from work that is dangerous or might harm their health or education.

**Article 33**  
Governments must protect children from the use of illegal drugs.

**Article 34**  
Governments must protect children from sexual abuse and exploitation.

**Article 35**  
Governments must ensure that children are not abducted or sold.

**Article 36**  
Governments must protect children from all other forms of bad treatment.

**Article 37**  
No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested or put in prison only as a last resort and then for the shortest possible time. Children must not be in a prison with adults. Children who are locked up must be able to keep in contact with their family.

**Article 38**  
Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

**Article 39**  
Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

**Article 40**  
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

**Article 41**  
If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay in place.

**Article 42**  
Governments should make the Convention known to children and adults.

The Convention has 54 articles in total. Articles 43-54 are about how adults and governments work together to make sure that all children get all their rights.

## Sustainable Development Goals (SDGs): building on from the Millennium Development Goals (2000-2015)

In September 2015, over 150 world leaders (led by the UN) adopted the 2030 Agenda for Sustainable Development, which included 17 Sustainable Development Goals pertaining to health, economic stability, education, security, and protection for the environment.

By 2030, the goals aim to:

- Eliminate extreme poverty
- Fight inequality and injustice
- Improve health and education
- Protect the planet

**\*Sustainable Development Goal 4 focuses on an inclusive and quality education for all.**



**GCE-US supports the Sustainable Development Goals**

**STANDARDS**

Common Core Standard	L1	L2	L3	L4
R. 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				✓
R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				✓
R. 7 Integrate and evaluate content presented in diverse media forms and formats including: visually and quantitatively and verbally (in words).		✓	✓	✓
W. 1 Write arguments to support claims in an analysis of substantive topics or texts, using relevant and sufficient evidence.				✓
W. 9 Draw evidence from texts to support analysis, reflection, and research.			✓	✓
SL. 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own thoughts and ideas clearly and persuasively.	✓	✓	✓	
SL. 2 Integrate and evaluate information presented in diverse media and formats visually, quantitatively, and orally.	✓	✓	✓	
SL. 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.	✓	✓	✓	✓

Global Competence Matrix	L1	L2	L3	L4
Investigate the world	✓	✓	✓	✓
Recognize perspective	✓	✓	✓	✓
Communicate ideas	✓	✓	✓	✓
Take action				✓

## LESSON 1: CHILDREN'S RIGHTS

### Materials:

What are our rights? <http://bit.ly/2ghCfl1>

Flip chart paper and pens

**Time:** 1 hour

**Objectives:** Begin to identify children's rights

Name ways these rights are developed and protected

**Introduction:** Write on the board "**HUMAN RIGHTS**" above a simply drawn outline of a human. Ask students to discuss with a partner what characteristics and traits make us human. Take responses and scribe these inside the human outline; e.g. Intelligence, kindness, happiness, humor, love etc.

Ask students to reflect on the conditions we need to develop and protect these qualities; e.g. education and schooling to develop our intelligence or family and friendship to support our happiness. Write these outside the human outline.

**Activity:** Students are to work in groups of six to complete their own human outline (on flip chart paper). Students will be asked to write their own perception of human qualities and characteristics inside the outline and will list factors needed to protect and develop these qualities on the outside of the human. Encourage students to work collaboratively.

Within their groups, students are to present their posters on the qualities that make us human and the conditions we need in order to develop and protect these qualities, i.e. our human rights.

**Reflection:** Show students the following clip explaining children's rights

<http://bit.ly/2ghCfl1>

Ask them to reflect on these questions: What are **rights**? What are **some of the rights** that children have? Who helps to **protect** these rights?

Share initial responses and prepare students to participate in a more in-depth discussion at the outset of the next session.

## LESSON 2: EDUCATION AS A KEY HUMAN RIGHT

### Materials:

'Our Rights' poster

'Benefits of education' poster – five copies (11"x17")

Blank poster paper (11"x17") and colored pens

Bringing the SDGs to life <http://bit.ly/1ISKYTX>

Comic strip

Post-it notes

**Time:** 1 hour

**Objectives:** Recognize education as a basic human right

Explain the benefits of education

### Introduction:

What are **rights**? What are **some of the rights** that children have? Who helps to **protect** these rights?

Guide discussion using the above three questions. As Jack and Ruby mentioned in the video, Explain that many countries have come together and, led by the United Nations in 1989, created the Convention on the Rights of the Child (an agreement detailing all children's fundamental human rights). Display a copy of 'Our Rights' poster and highlight four or five of the key articles; e.g., a right to food, shelter, to practice their religion and the right to the best possible health. Highlight article 28, Which is a child's right to education.

Show the following video <http://bit.ly/1ISKYTX>

**Activity:** Split students into groups of six and give each group a blank piece of poster paper (11" x 17") and colored pens. Outside the classroom, attach the poster on the benefits of education for each group. Then each group should select one group member at a time to leave the classroom and study the poster outside. The activity aims to replicate the outside poster on their group's blank paper. Allow each team one-minute observation time outside the class following three minutes to reproduce the drawing on their blank paper. The observer is not allowed to be the drawer; they must only describe to another team member what to draw. Repeat until each team member has had a turn in both roles.

Next, ask each group to present their drawings and compare them with the originals. Give each group an original and explain that each of the six images represents a benefit of quality education for a country. Allow five minutes of discussion time for students to try and identify what each image represents and how education provides this benefit. Feedback ideas and then responses illustrating these fundamental concepts which education offers: peacebuilding; making people healthier; increased incomes; reducing hunger; empowering girls and women, and reducing poverty.

Students to complete the comic strip entitled: "Why is Education an Important Right?" with illustrations to outline each of the six significant benefits of education for all.

**Reflection:** Give each student a post-it note and ask: “What stuck with you today?” Each student to write three bullet points to reflect their learning from today's lesson.

### LESSON 3: BARRIERS TO EDUCATION

#### Materials:

True and false statements

Education in Madagascar <http://bit.ly/2fmvc8j> Education in Bangladesh <http://bit.ly/1dh3AAE>

Breaking down the barriers <http://bit.ly/2g0t1bU> Benefits of education <http://bit.ly/1iScJ5v>

'Barriers to education' photographs

Example mind map

**Time:** 1 hour

**Objectives:** Recognize not all children have access to a quality education. Identify the major barriers to education.

**Introduction:** Read out and/or display the five statements linked to children's access to education around the world. With each statement read, ask students to stand for statements they believe to be true and to sit for ones they think are false. Review statements with the students.

Show the following video clips and ask students to jot down notes on the barriers faced or barriers overcome:

<http://bit.ly/2fmvc8j> (UNICEF : Educating the next generation of a Madagascar family)

<http://bit.ly/1dh3AAE> (UNICEF: Bridging the education gap in Bangladesh)

<http://bit.ly/2g0t1bU> (Aga Khan Foundation: Breaking down the barrier to education)

Feedback responses of the different barriers that were identified. Concepts include: gender, poverty, and the physical lack of schools.

**Activity:** Students will work in groups of six to analyze the 'Barriers to education' photo set using the following questions to frame their discussion:

- **What** people, **objects** and **activities** can you see in the photograph?
- **What** can you **infer** from the photograph?
- What **questions** do you have about the photograph?

Discuss as a class the key points from each group's discussion then guide the discussion to identify key barriers to education. Write students' ideas to support their creation of mind maps:

Barriers to education:

**1.** Lack of funding **2.** No teacher or untrained teachers **3.** No classroom **4.** Lack of learning materials **5.** Gender **6.** Risk of conflict or schools within conflict affected areas **7.** Disability **8.** Child labor

For more information, visit Global Partnership for Education's website <http://bit.ly/1iScJ5v>

Students to create a mind map showing the major barriers to education. Use the example mind map to provide support for layout, content and use of key vocabulary.

**Reflections:** Just a minute: Students work with a partner to spend one minute summarizing today's learning in recapping as quickly as possible – no repetition or hesitation allowed.

## LESSON 4: TAKING ACTION

### Materials:

UN Guide to saving the world: <http://bit.ly/1WMIBe4>

Interactive map <http://bit.ly/2geMYyV>

Local representative list <http://bit.ly/1e8pAws>

Meet Ami <http://bit.ly/1FNcQVa>

Example letter

**Time:** 1 hour

**Objectives:** Write persuasively

Recognize ways to take action

**Introduction:** Display the Global Goals website and the 'Take Action' section <http://bit.ly/1WMIBe4>

Lead a discussion on some of the suggested actions with particular reference to Goal 4; Quality Education

- Contacting charities to find out how we can contribute
- Writing to local governments to request small improvements and changes
- Telling others about the Global Goals
- Finding out about and following campaigns
- Signing petitions such as #upforschool to support Goal 4; Quality Education  
[www.aworldatschool.org/upforschool](http://www.aworldatschool.org/upforschool)

**Activity:** Explain to students they are going to take action today by writing a letter promoting education for all. Use the example letter for students to analyze structure, layout, and content. Students should introduce the current situation i.e. education as a human right and the number of children who are out of school (use this interactive map to help <http://bit.ly/2geMYyV> ). Outline the importance of education before explaining the barriers to education for many.

Show 'Meet Ami' video clip to inspire students' thinking <http://bit.ly/1FNcQVa>

You can choose to mail these letters to a local representative. Find their address through the following link: <http://bit.ly/1e8pAws>

**Reflection:** Ask children to refer back to the 'Take Action' section of the Global Goals page and set themselves three action targets from the listed suggestions e.g. telling others about the Global Goals

**For further ideas for action and projects for change within the community, please visit:**

**Design for Change USA** <http://bit.ly/2hoNzMD>

## Lesson 2: 'Our Rights' poster



# Our Rights

In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.

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Governments must protect children from sexual abuse and exploitation.

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Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

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Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

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A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

**Article 41**

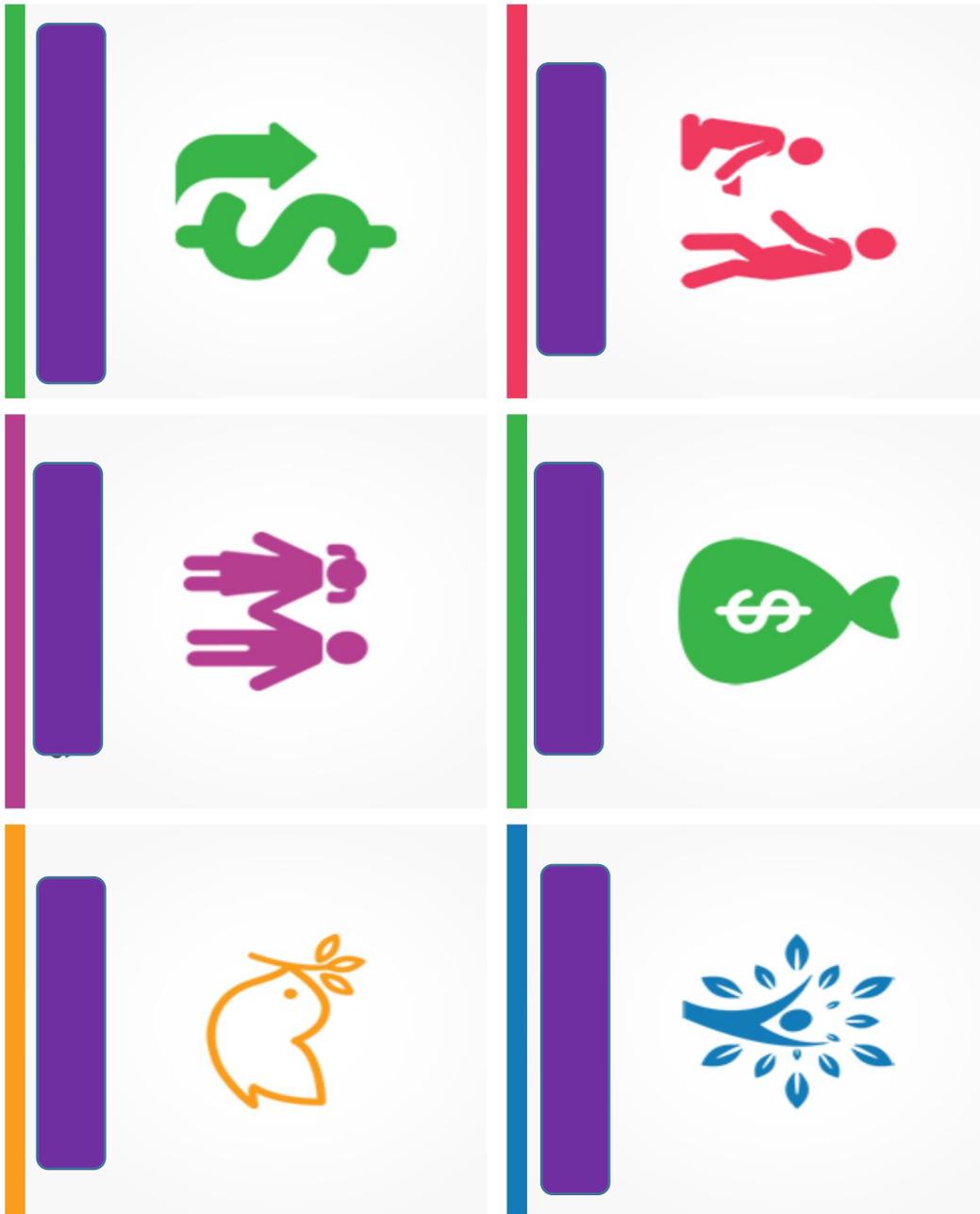
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**Article 42**

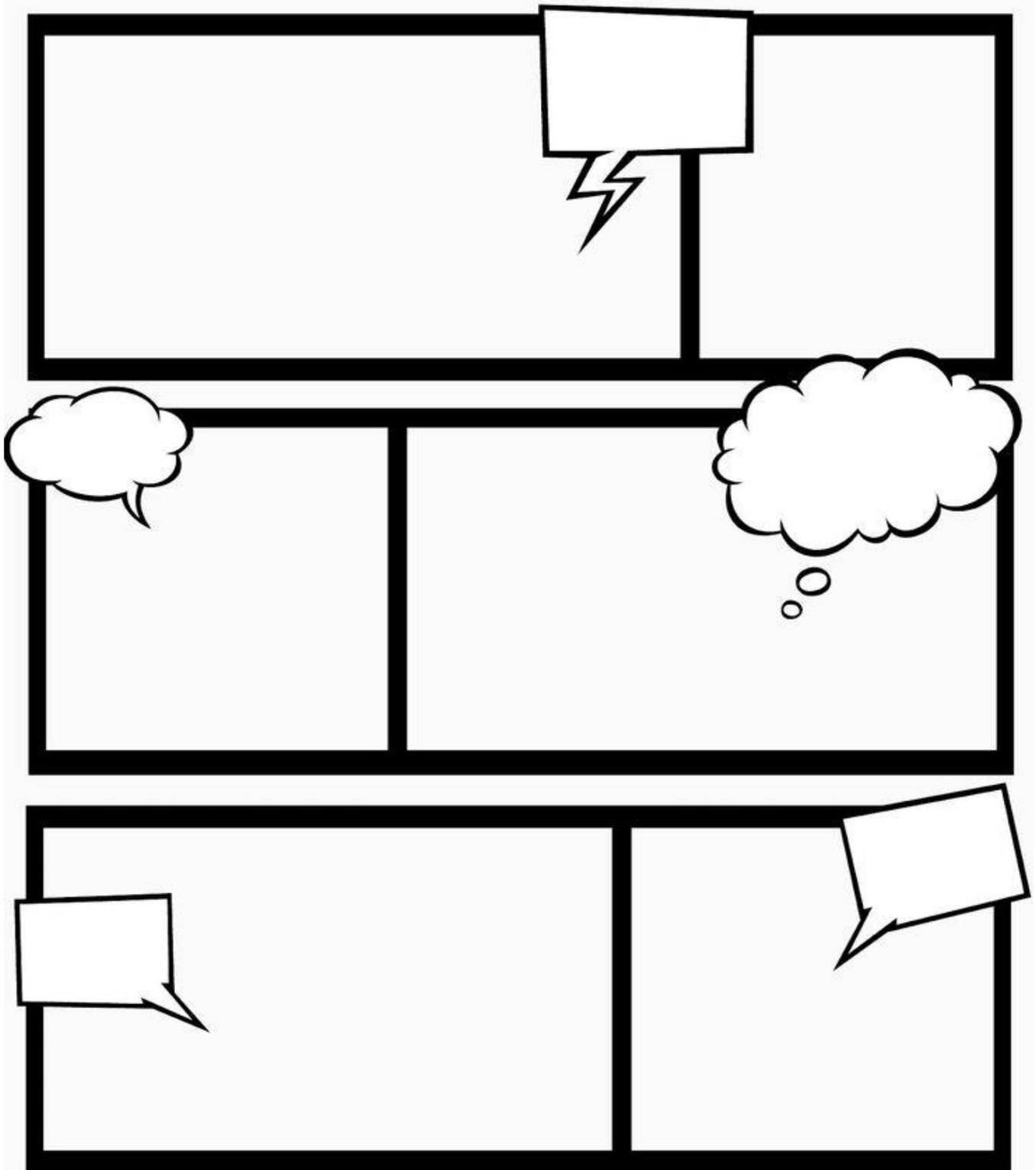
Governments should make the Convention known to children and adults.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments work together to make sure that all children get all their rights.

## Lesson 2: Benefits of education



## Lesson 2: Why is education an important right?



### **Lesson 3: True and false statements (2016 data)**

- **Across the world, there are 57 million elementary aged children out of school.**
- **Girls are more likely to be out of school than boys.**
- **You are less likely to be out of school if you are disabled.**
- **More than half of the children in Somalia received only four years or less of schooling.**
- **In Malawi, Grade 1 classes have an average of 130 children in each class!**

### **Lesson 3: True and false statements (2016 data)**

## Answers

- **Across the world, there are 57 million elementary aged children out of school. (True)**
- **Girls are more likely to be out of school than boys. (True)**
- **You are less likely to be out of school if you are disabled. (False: It is estimated that as many as 90% of disabled children are out of school).**
- **More than half of children in Somalia received four years or less of schooling. (False: it is actually two years or less!).**
- **In Malawi, Grade 1 classes have an average of 130 children in each class! (True)**

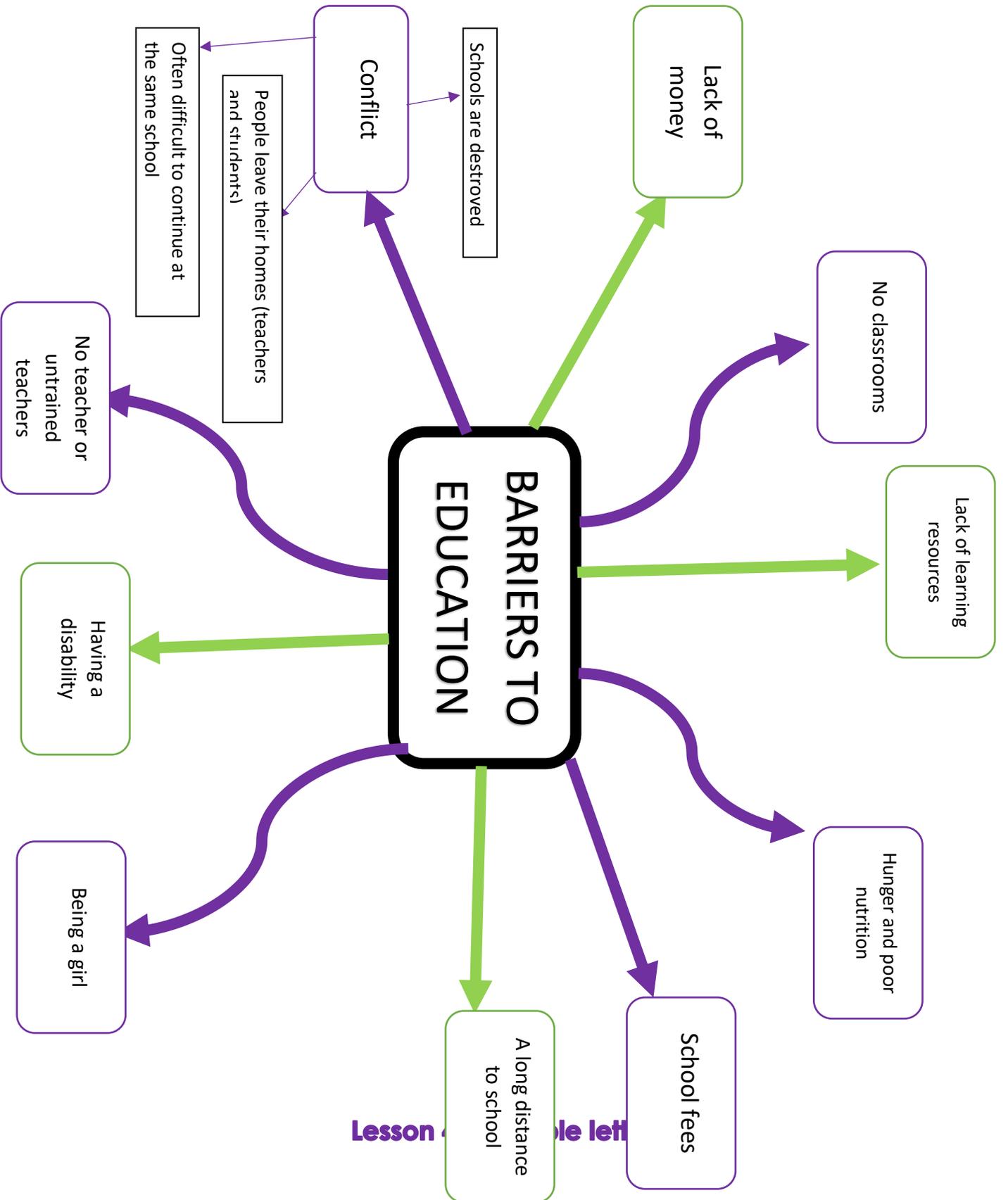
### Lesson 3: Barriers to education







**Lesson 3: Example mind map**



Lesson 4 - People left

Education is a fundamental **human right**: a right that was laid down in the United Nations Convention on Children's Rights in 1989 (with support from 196 countries) and a right that is essential for us to have in order to achieve **ALL** our other human rights! However, this is not a right that all young people have achieved - there are still **59 million** children and **65 million** adolescents (aged 12 – 15) who are out of school and do not have access to a quality education. There are many more children globally who cannot even read or write.

The **power of education** is clear. Education positively impacts all areas of our lives and contributes to a country's success through:

- Helping to build **peaceful** nations
- Reducing **poverty**
- Encouraging people to live **healthier** lives
- Ensuring countries make **progress**
- Increasing people's **income**
- **Saving** children's **lives**

For those who do not have access to education there are many **barriers** including a lack of money to build and maintain schools; the cost of school fees, a lack of teachers, classroom or learning materials, long distances for students to travel to school, and children having a disability or being denied an education for being a girl! Many of these barriers are made worse by conflict within countries. However, these are barriers – that if we work together – can be addressed and removed.

I believe the U.S. should support **education for all** and make efforts to ensure all children in our world have access to a **good quality education** by working to remove existing barriers. We are fortunate enough to have access to a quality education and so it is our responsibility to fight for all children around the world who are entitled to the basic human right of education...

Thank you for your consideration,

**Websites to support learning on human rights and education for all**

July 2018

[World's largest lesson](#) Global Goals for Sustainable Development lesson plans

[TeachUNICEF \(United Nations International Children's Emergency Fund\)](#) Global learning resources for teachers

[Global Dimension](#) Global learning resources for teachers

[Oxfam](#) Global citizenship resources for teachers

[Global Concerns Classroom](#) Global issue guides and classroom resources

[Nobelity Project](#) Seeking solutions to global problems: free DVDs, lesson plans and resources for your classroom

[Plan International](#) 'Because I am a girl' educator's toolkit

[Girl Rising](#) Campaign for education and empowerment of girls (DVD and curriculum available)

[Design for Change](#) Educating children about the world around them and providing guidance on how students can take action (including lesson plans)

[iEarn](#) Online forum for students to undertake collaborative work projects across the world

[Teachertube](#) Educational forum for sharing videos for both teachers and students

[American Federation of Teachers -Share my lesson](#) Free access to Pre-K through 12 lesson plans and resources

[World Wise Schools \(Peace Corps\)](#) Lesson plans, activities and events to promote global competence.