

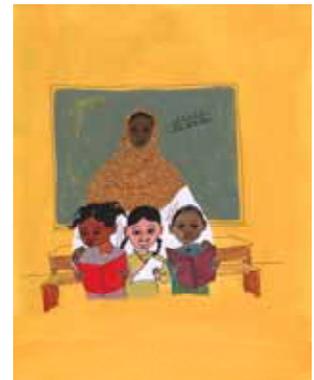
## YOUR RIGHT TO EDUCATION: : A handbook for refugees and displaced communities

### ACTIVITIES GUIDE

How can I share *Your Right to Education* with **children and young people** in my community?

➤ Read *Your Right to Education* with a group of children and discuss the images and ideas presented in the book. Children can color in the pictures. Use the following questions to guide your discussion:

- What human rights do you have? Who else has these rights?
- How are human rights connected to the idea of respect? How do people show respect to each other in your community?
- How are your other human rights connected to your right to education? Which rights uphold the right to education, and how? How does the right to education help us all to enjoy our other rights?
- Some of these illustrations are of characters experiencing challenges and problems. Which challenges are caused by a lack of education? Which challenges create an obstacle to an education? How are they similar to the challenges children and young people face in your community? Some of these illustrations are of characters who overcome obstacles and are able to get a good education. What choices or actions do you think they took to solve their problems? Who do you think helped them, and how? What resources did they need? How can education help you and others in your community overcome the challenges you face?
- Which people in your community are supporting your right to an education? How?
- How are you supporting your own right to an education? How do you support the right to education for other children in your community? What else could you do to promote the right to education in your community?
- What are your dreams? How could education help you to achieve these dreams?



*For an in-depth discussion, use the following questions about each illustration.*

p. 11 What does it mean to be respected? How are the people in this picture showing respect to each other? How do people in your community show respect to each other?

p. 12 What are the people in this illustration holding? What kind of people do you see in the picture? Why do you think they are all included? How does this illustration show us the idea of human rights?

p. 13 "All rights are connected." Which right is the boy enjoying in each of these pictures? Can you explain the connection between each of these rights and the right to education? In other words, when the boy has one of these rights, how does that help him to enjoy the others?



p. 14 How are these children helping each other? How do children in your family or your community help each other? How can they support each other even more if they are educated?

p. 16 What are the dreams of the girl in this picture? What does she need to achieve her dreams? What are your own dreams? What do you need in order to achieve them? How can an education help you to achieve your dreams?

p. 18 What kinds of abuse are the people in this picture experiencing? Imagine what will happen next to the people in this picture. What kinds of challenges will they experience in the short term? In the long term? In the next picture, we can see children returning to school. How will going to school help these children to overcome the challenges they have experienced?

p. 20 Poverty means lacking money to buy basic needs. What does the girl in this picture need? Why is it hard for her to enjoy her right to education? What does she have in the next picture? How do these things help her to enjoy her right to education?

p. 22 Why do you think that someone is trying to keep this man from speaking? Would it be good or bad for others in the community to hear what he has to say? How can being educated make a person more free in their thoughts, or more free to speak about their opinions? How can hearing the thoughts and opinions of others make you more educated?

p. 24 What dangers is the boy in this picture facing? Why do you think he has decided to do this kind of work? How can being educated expand our freedom to find or create safer, more decent jobs?

P. 26 Why is the girl sitting outside the window, instead of sitting at the desk with the other students? Which children in your community are not in school? Why not? What does it mean to be treated fairly in school?

p. 28 What is this girl afraid of? What kinds of fears do girls and boys have in your community? Is fear ever an obstacle for children in getting an education? How?

p. 30 Who can you turn to in your community when you need help? Who are the people in your community who can help children enjoy their right to an education?

p. 32 How can being educated help people make better decisions? How does the community benefit when people make better decisions? What are some good decisions you have been able to make because you were informed or educated?

p. 34 Why do you think that girls who have been educated are more likely to have healthier children and earn more money? Why are they better able to give back to their communities? Do you think that boys enjoy these benefits, too?

p. 37-38 Can all children in your community go to school? Where are the schools closest to you? Are they "nearby" for you? For other children in your community? How do you get to and from school? How do others get to and from school? Who are the children who are least likely to go to school? What keeps them from going to school?

p. 39 Where are the children in this image learning? Where do children learn in your community? Is the school in your community inside a building, or is it in another space? Which adults in your community help children to gain an education? How? If you were going to draw pictures of all the places in your community where children learn, what other places and people would you include?



p. 40 What makes a school a "good" school? What makes a class a "good" class? What are some of the positive things about the schools in your community? What are some of the other resources your schools need?

p. 41 What laws do you know about that protect the right to education in your community? Which people in your community help to make sure those laws are followed? How?

➤ **Choose one of the illustrations in this book, and write, tell or act out a story about the characters. Use these questions to inspire your story:**

- What do you think happened to these people before the moment shown in this illustration?
- What challenges are they experiencing now? How are these challenges related to their right to education?
- How could they overcome these challenges? Who could help them? What would they need?
- What do you think will happen to them next?

➤ **Draw pictures illustrating the important themes in this book as they relate to your own experiences. Themes for your drawing could include:**

- Obstacles that keep children in your community from achieving a good education.
- Your own dreams and how education will help you to achieve them.
- Benefits you and others in your community have experienced when you get an education.

➤ **Perform a role-play or skit in which you explain the right to education.**

- Role-play a conversation between someone who understands the right to education well and someone who does not. The conversation could take place between a parent and a child, an older sibling and a younger sibling, a child attending school and a child who is not, a teacher and another adult in the community. In any of the pairs, either character could be the "expert" on the right to education, and either character could be the one who needs to learn more!
- Use a story you wrote based on characters in this book to create a skit. Perform the skit for others in your community.

- Children and youth who participate in drama, dance or musical groups could include a song or skit about the right to education in a performance to a wider audience of their peers.

## How can I share *Your Right to Education* with **adults and young people** in my community?

### ➤ Hold a discussion about the concepts presented in *Your Right to Education*, and connect these ideas to issues in your own community. Use the following discussion questions as a guide:

- Which ideas presented in this book about rights and education were familiar to you? Where had you learned about them before? Was there anything in this book that you found surprising, or was new to you? Is there anything you did not understand, or with which you did not agree?



- Who in our community (adults or children) are least aware of the concept of human rights? Who in our community is least aware that all children have a right to education? What actions can we take to promote their awareness and understanding of these rights?
- Is there anyone who might disagree with some of the ideas about human rights presented in *Your Right to Education*? How can we work with them so that they can better understand and uphold the rights to an education for all in our community?

- Which of the seven freedoms upholding a right to education do most or all children in our community enjoy? Which freedoms do some or all children in our community not enjoy? What is preventing us from protecting those freedoms for our children? What can we do to protect those freedoms?
- Which of the benefits of education can we see in our community now? Which additional benefits of education would we like our children to enjoy? Which benefits of education are most needed in our community? How can we support schooling and learning so that we all enjoy the benefits of an educated community?

### ➤ Develop action plans with other adults to support education in your community. Make a list, which might include answers to the following questions:

- Which people in our community can play a role in protecting and promoting children's right to education? (Examples: parents, older siblings, community leaders, etc.)
- What actions can people in each of those roles take to promote and protect education? (Consider large actions, such as establishing schools, and small actions, such as talking to children you know about the importance of learning and studying.)
- Which of those categories applies to me? What actions will I plan to take?

- **Perform role-plays, to practice sharing ideas about the right to education with others.**
  - Role-play a conversation with an individual who is confused about these concepts, in which you help him or her to better understand them.
  - Role-play a conversation with an individual who does not agree with these ideas. Use persuasive arguments and examples to convince him or her.
- **Discuss the right to education in community meetings, to make sure that leaders, community groups and others understand the connection between education and other basic rights and community needs.**
  - Develop a set of talking points about the right to education before the meeting, so that you can feel prepared to state your ideas confidently when a good opportunity arises.
- **Create a poster campaign to promote awareness of the right to education.**
  - Design slogans and images that are relevant to the issues in your own community.
  - Hang posters in public spaces visited by children and adults.

*Your Right to Education* (available at [http://womenscommission.org/pdf/right\\_to\\_ed\\_handbook.pdf](http://womenscommission.org/pdf/right_to_ed_handbook.pdf)) is the second in a series of tools that the Women's Commission for Refugee Women and Children and Pearson Foundation have developed to improve access to quality education for displaced communities. The first book, *Right to Education during Displacement: A resource for organizations working with refugees and internally displaced persons*, was developed for international and local organizations, UN agencies and governments working with displaced communities (available at [http://www.womenscommission.org/pdf/right\\_to\\_ed.pdf](http://www.womenscommission.org/pdf/right_to_ed.pdf)).

To order additional copies or to share comments and suggestions on how to improve these handbooks, please email: [info@womenscommission.org](mailto:info@womenscommission.org) or send a letter to: Women's Commission for Refugee Women and Children, 122 East 42<sup>nd</sup> Street, 11<sup>th</sup> Floor, New York, NY 10168, USA.