



**R2**

**BOX OF VALUES**

Education

VALUE	EDUCATION
PARTNER	PRISM IMPRESA SOCIALE S.R.L.

### Value introduction

The secret to understanding and then creating one's own worldview and future plans is **education**, which is a fundamental right and the most effective weapon against exploitation, marginalisation, and poverty. It emphasizes that every individual has the right to access quality education without discrimination, regardless of their background, gender, ethnicity, or economic status. The right to education is not only about acquiring knowledge and skills but also about fostering personal development, empowerment, and social progress.

The right to education is codified in various international agreements, including the Universal Declaration of Human Rights (Article 26), the International Covenant on Economic, Social and Cultural Rights (Article 13), and the Convention on the Rights of the Child (Article 28). National governments and international organizations are responsible for ensuring the realization of this right and developing policies and programs that enable its fulfilment.

### LEARNING TOOLS

<b>GAME</b>	<p><u>Title: "World Cafè on the Right of Education"</u></p> <p><u>Introduction:</u> The World Cafè is a facilitation technique used to promote meaningful conversations, encourage collaboration, and foster the exchange of ideas in a relaxed and inclusive setting. It's often used for group discussions, workshops, conferences, and community-building events. The World Cafè is designed to create an atmosphere that encourages open dialogue and exploration of important topics.</p> <p><u>Objective:</u> To raise awareness about the right to education and its importance while fostering teamwork and critical thinking.</p> <p><u>Benefits:</u></p>
-------------	--

- Raises awareness about the importance of education rights.
- Enhances critical thinking and problem-solving skills.
- Encourages collaboration and communication among team members.
- Provides an interactive and engaging way to learn about human rights.

Materials Needed:

- Tables and chairs
- Printed questions (see below)
- Tablecloth, paper, markers or other creative materials.

Basic rules and guidelines:

1. Create a Welcoming Environment:

- Set up 4-5 small tables or seating arrangements in groups, creating an inviting and comfortable atmosphere.
- Decorate the space with tablecloths, art materials, or other creative elements that encourage creativity and engagement.

2. Rotate Conversations:

- Divide participants into small groups, ideally around 4 to 6 people per group.
- Pick one set of questions (see below) per each table.
- Each group gathers around a table where they engage in a focused conversation on a specific topic related to the Right of Education.
- Each table is entitled of one specific topic and presents the chosen set of questions in its centre.

3. Conversation Rounds:

- Set a specific time limit for each round of conversation (e.g., 10-15 minutes).
- During this time, participants discuss the topic, share insights, and explore various perspectives.

4. Hosts and Table Hosts:

- Designate a host or facilitator for each table to guide the conversation and ensure that the discussion stays focused and respectful.

- Table hosts remain consistent (they do not move from the assigned table) throughout the rounds to provide continuity and capture the evolving conversation.

#### 5. Key Ideas and Insights:

- Encourage participants to jot down key insights, ideas, and thoughts on the tablecloth, paper, markers or other creative materials.
- Remind participants that the goal is to capture the essence of the conversation, not to take extensive notes.

#### 6. Rotating Tables:

- After each conversation round, participants move to a different table with new group members and continue the discussion.
- As they move, they can briefly review the key ideas left by the previous group and build upon them.
- As participants move between tables, they bring with them the insights and ideas from previous conversations, fostering cross-pollination of thoughts.

#### 7. Sharing:

- When all groups have seated at all tables, gather all participants together for a reflection session, to share all together the key insights, ideas, and themes that emerged from the various conversations.
- Engage participants in a reflective dialogue to identify common themes and patterns.
- Encourage participants to connect these insights to the broader context of the topic being discussed.
- Ensure that all participants have the opportunity to contribute and share their thoughts, regardless of their background or expertise.

#### Questions for printing:

##### **Access to Education:**

- What does "universal access to education" mean?
- Why is it important for every child to have the right to attend school?
- Name three barriers that might prevent children from accessing education.

##### **Inclusive Education:**

- What is inclusive education, and why is it essential?
- How can schools accommodate students with disabilities to ensure their right to education?
- Give an example of a way schools can promote diversity and inclusivity among students.

**Quality Education:**

- Why is the quality of education important for students' development?
- Name three factors that contribute to a high-quality education.
- How can communities and governments work together to improve the quality of education in schools?

**Girls' Education:**

- Why is it crucial to ensure that girls have equal access to education?
- How can society benefit when girls receive the same education opportunities as boys?
- Name a country or region where girls still face challenges in accessing education, and explain why.

**Education in Emergencies:**

- Why is education important in times of crisis, such as natural disasters or conflict?
- How can schools continue functioning during emergencies to support students' education?
- What are some organizations that help provide education to children in crisis situations?

**Lifelong Learning:**

- What does the term "lifelong learning" mean, in your opinion?
- Why is it important for individuals to continue learning throughout their lives?
- Give an example of a skill or knowledge area that someone might want to learn about later in life.

**Education and Poverty:**

- How can education help break the cycle of poverty?
- What are some challenges that children from low-income families might face in accessing education?
- How can governments support children from disadvantaged backgrounds to ensure their right to education?

**Freedom of Education:**

- What does "freedom of education" mean?

	<ul style="list-style-type: none"> <li>• Why is it important for individuals to have the freedom to choose their type of education?</li> <li>• Can you think of any potential drawbacks or challenges related to freedom of education?</li> </ul> <p><b>Digital Divide and Education:</b></p> <ul style="list-style-type: none"> <li>• How does the lack of access to technology impact a student's right to education?</li> <li>• What can schools and communities do to bridge the digital divide and ensure equal educational opportunities for all?</li> </ul> <p><b>Education and Sustainable Development:</b></p> <ul style="list-style-type: none"> <li>• How does education contribute to sustainable development in a society?</li> <li>• Give an example of an environmental or social issue that education can help address.</li> <li>• How can schools promote awareness and action toward sustainable development goals?</li> </ul> <p>Feel free to adapt these questions to suit the age group and context of the students you're working with. These questions can be used for discussions, quizzes, debates, or any educational activity focused on education rights.</p>
<p><b>CASE STUDY</b></p>	<p>Afghanistan, December 2022.</p> <p>The Taliban have banned women from universities in Afghanistan, which has sparked international outrage and left young Afghans feeling hopeless. As expected, any kind of protest is quickly shut down by Taliban officials.</p> <p>Female students have expressed their suffering to the BBC. Students at Kabul University are in despair and have strong comments like:</p> <ul style="list-style-type: none"> <li>- <i>"They destroyed the only bridge that could have connected me with my future."</i></li> <li>- <i>"How should I react? They destroyed my hope that I could learn and change the course of my life or bring light to it."</i></li> </ul> <p>Why is that? The Taliban's stance on women's education is rooted in their interpretation of a strict and conservative interpretation of Islamic law, specifically their interpretation of Sharia law. The Taliban, a fundamentalist militant group that has gained prominence in Afghanistan,</p>

has historically enforced harsh restrictions on women's rights and education. Their reasons for banning women's education include:

- **Ideological Beliefs:** The Taliban's interpretation of Islamic teachings is characterised by a strict and narrow view of gender roles. They believe that women's primary role should be confined to the domestic sphere, and they should not engage in activities outside the home, including education.
- **Cultural Norms:** The Taliban's view of women's roles is influenced by deeply ingrained patriarchal and traditional cultural norms. They see women's education as a threat to these norms, fearing that educated women might challenge their authority and disrupt the status quo.
- **Control and Suppression:** Banning women's education is a strategy to control and suppress the empowerment of women. Education provides individuals, including women, with knowledge, critical thinking skills, and the ability to make informed decisions. By denying women education, the Taliban aims to limit their independence and ability to advocate for their rights.
- **Fear of Modernity:** The Taliban's leadership often associates women's education with Western influence and modernisation. They view Western values and education as incompatible with their interpretation of Islamic values, leading them to oppose women's access to education.

The situation has evolved over time, and while the Taliban's control and influence in certain areas have varied, their policies regarding women's education have caused significant harm to the education and well-being of Afghan women. Efforts to promote gender equality and women's rights in Afghanistan have faced challenges due to the Taliban's actions and beliefs.

NOTE: It's important to point out that Taliban's views and actions are not representative of all interpretations of Islam or the beliefs of all Muslims. Many Muslims and scholars around the world advocate for women's

	<p>education and equal rights, and they condemn the Taliban's extreme interpretation of Islamic teachings.</p>
<p><b>ROLE PLAY</b></p>	<p><u>Title:</u> "The Right to Learn: Advocating for Education"</p> <p><u>Objective:</u> To illustrate the importance of the right to education and promote awareness about the challenges some individuals face in accessing quality education. This role-play exercise is designed to engage participants in a discussion about the right to education. It helps illustrate the challenges faced by individuals in accessing quality education and the roles of various stakeholders in promoting education as a fundamental human right. The role-play encourages empathy and awareness of the importance of accessible education.</p> <p><u>Duration:</u> 30-40 minutes</p> <p><u>Roles:</u></p> <ol style="list-style-type: none"> <li>1. Students</li> <li>2. Teacher</li> <li>3. Parents</li> <li>4. Government Official</li> <li>5. Advocate for Education</li> </ol> <p><u>Setting:</u> A simulated school environment (see below) where the Students in a fictional country face challenges in accessing quality education due to financial constraints.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Country X, a fictional nation with a diverse population and rich cultural heritage, has been grappling with substantial economic challenges for the past decade. These financial constraints have created a significant barrier for students in accessing quality education, leading to a compromised educational environment.</p> <p>Setting and Infrastructure:</p> </div>



	<ol style="list-style-type: none"> <li>1. <b>School Infrastructure:</b> Many schools in Country X lack adequate infrastructure, with dilapidated buildings, insufficient classrooms, and a shortage of basic facilities such as libraries, laboratories, and sports equipment.</li> <li>2. <b>Overcrowded Classrooms:</b> Due to the limited number of schools, classrooms are often overcrowded, resulting in a lack of individual attention and personalized teaching.</li> <li>3. <b>Insufficient Learning Materials:</b> The scarcity of up-to-date textbooks and learning materials in schools further hampers the students' learning process.</li> </ol> <p>Challenges Faced by Students:</p> <ol style="list-style-type: none"> <li>1. <b>Financial Hardships:</b> Many families in Country X struggle to make ends meet, making it difficult for them to afford educational expenses, including school fees, uniforms, and learning materials.</li> <li>2. <b>Limited Access to Technology:</b> A majority of students do not have access to computers or the internet at home, placing them at a disadvantage in the digital age.</li> <li>3. <b>Inadequate Teacher Training:</b> A shortage of qualified and well-trained teachers due to budgetary constraints results in a lack of quality instruction and educational guidance.</li> </ol> <p>Impact on Students' Learning:</p> <ol style="list-style-type: none"> <li>1. <b>Low Academic Performance:</b> The combination of inadequate resources and poorly trained teachers often leads to low academic performance and a lack of interest in learning among students.</li> <li>2. <b>Increased Dropout Rates:</b> Financial constraints force many students to drop out of school to support their families financially, resulting in a higher dropout rate and a significant loss of potential talent for the country.</li> <li>3. <b>Inequality in Education:</b> The educational disparity between the affluent and underprivileged students</li> </ol>
--	---

widens, perpetuating the cycle of poverty and limiting social mobility.

**Initiatives for Improvement:**

1. **Government Interventions:** Implementing policies to allocate a higher budget for education, focusing on building and renovating schools, and providing free or subsidized education for economically disadvantaged students.
2. **Community Support Programs:** Establishing community-driven initiatives to provide scholarships, educational grants, and mentorship programs for financially struggling students.
3. **Technology Integration:** Introducing technology-driven educational programs in schools and facilitating access to digital resources to bridge the gap between privileged and underprivileged students.

**Conclusion:** The educational challenges faced by students in Country X highlight the urgent need for comprehensive reform and strategic interventions to ensure equitable access to quality education for all.

**Outline:**

- **Introduction (10 minutes)**
  - The moderator (the teacher) sets the stage by explaining the purpose of the role-play: to highlight the importance of the right to education, then briefly introduces the aforementioned roles, their attitude (see below).
- The moderator divides all participants into their roles: 1 Teacher, 1 Government Official, 2 Advocates for Education, 4-6 Parents and the rest of students will be Students.
- **Scenario Setup (5 minutes)**
  - The moderator describes the given scenario and describes the students' specific roles. Specifically:
    - The Teacher represents the dedication of educators to provide education.
    - The Parents are concerned about their child's education but lacks resources.

- The Government Official is responsible for education policies in the country.
- The Advocates for Education promotes awareness about the importance of education.
- The moderator may create a flipchart with the scenario key elements and place it on the wall.
- The moderator gives 5 minutes to reflect on what they could say during the activity.

- Role-Play (15 minutes)

All students, according to their role, interpret their concerns, desires and proposed solutions. The moderator has to facilitate the discussion and give room to all to speak out. Specifically:

- The Students express their desire to learn but mention the financial barriers they face.
- The Teacher shares the importance of education in personal and societal development.
- The Parents highlights their concern for their children's future and their inability to afford quality education.
- The Government Official discusses the policies in place and their efforts to make education accessible.
- The Advocates for Education emphasize the universal right to education and advocate for change.

- Discussion and Reflection (10 minutes)

- Facilitate a discussion among the participants:
  - Ask participants how they felt in their respective roles.
  - Discuss the challenges faced by the Students and the Parents.
  - Explore the role of government policies in ensuring the right to education.
  - Discuss the role of advocates in raising awareness and bringing about change.
- Encourage participants to reflect on the significance of accessible education for personal and societal development.
- Summarise the key takeaways and emphasize the importance of the right to education as a fundamental human right.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Provide resources for participants to learn more about global initiatives related to education rights.</li><li>• Conclude with a call to action, encouraging participants to support efforts to make education accessible to all.</li></ul> |
|--|---|

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.