



EDUCATION

let's build our future together

GOAL 2030

Ensure universal access to inclusive and equitable quality education.



pr:ide



NON-FORMAL EDUCATION TEENAGERS

Year 2020/2021



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INTRODUCTION AND AIMS

Following the past years' campaign dedicated to Sustainable Development Goal 5: "Achieving Gender Equality and Empowering Women and Girls," this year's activities take a small leap forward to focus on the fourth goal, which aims to "ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all," and which ultimately seeks to create equitable and inclusive educational opportunities for all people in all countries of the world, based on a vision of education as an integral, lifelong process.

Likewise, these materials seek to create learning tools that promote active citizenship and, in this case, active young people who, on the basis of the information they receive and a brief reflection, are capable of carrying out their own actions in favor of a more just and equitable society and more just and equitable education, after having learned, from a broad perspective, about all the transversal themes that this objective has (quality education, educational inclusion, educational equity, etc.).

MAIN OBJECTIVE

Raising awareness and encouraging the need to promote and facilitate quality, comprehensive, equitable, inclusive and universal education for all and in all countries of the world.

SPECIFIC OBJECT

- Being aware of the potential existence of inequality and of differences around the world limiting the access to inclusive, comprehensive, and equitable education
- Reflecting on the need to carry out actions that will put an end to this situation.
- Discovering what the Sustainable Development Goals are and what they propose with regard to education around the world
- Committing to help advance the SDGs, specifically SDG 4
- Creating committed global citizens, young people who seek to eradicate injustice and inequity with regard to education, that is, in many aspects, still experienced all around the planet.





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TIMING

1 session (45 minutes + 15 minute campaign video).

TOOLS

- Computers with internet access.
- Small coloured cards.
- Mobile devices.
- Newspapers and magazines.
- Glue and scissors.
- Pens and paper.
- Markers.

METHODOLOGY

The session is organized in three phases, which aim to cover the three aspects of the process promoted: offering information about reality, encouraging conscious reflection and motivating action. In this case, and in order to try and make the children become the protagonists of their learning, it is proposed that they themselves "investigate" once they know the reality on which they want to work. The investigation should happen through the guide provided by these materials and should focus on the aspects they want to deepen. This will help them to share their action proposals within their environment.



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ACTIVITY 1: WHAT DO WE KNOW ABOUT EDUCATION AROUND THE WORLD?

ESTIMATED TIME: 15 minutes.

Divided in several groups of approximately 5 people, the pupils will be instructed to work with the pictures and the news about education in magazines and newspapers (digital or paper) as well as with other information found on websites of international organizations, governments and NGOs.

Students will be asked to seek out and collect information, news and/or photographs that most appeal to them and that best reflect the following questions: What is the educational situation in your country? Does it reflect any of the following concepts: educational equity, inclusive education, quality education, etc.? Does it do so in a positive or negative way? How is education reflected in other countries of the world? What differences are there?

Following this, we can then initiate a dialogue that will allow students to reflect on what they have found: What image of education is reflected in each part of the world? Do you think this is really the case?

Now introduce to pupils the concepts of SDGs, in particular SDG4, and their goals and criteria. Ask students to re-evaluate what they have found. They are allowed to read about the SDGs on the Internet to re-evaluate everything in more detail.

Students are then asked to share what they found as a group, why it caught their attention, and what they think about whether or not SDG 4 is reflected in any of the information found. Then, invite them to think and participate in a small role-play, asking them to act as the communication team of an organization or the editors of a newspaper. For one minute, they should think about their communication strategy or their publication, whichever the case, and evaluate which news and content they would like to cover about education and which they would not, and above all, from what perspective. Then they will briefly present their conclusions to the whole group.



ACTIVITY 2: EDUCATIONAL AND INCLUSIVE SOCIAL NETWORKS FOR ALL

ESTIMATED TIME: 15 minutes.

We have just acknowledged the current situation in the world and what news we would like to find in newspapers and magazines. But really, today, we don't see "news" just in these media. Today, social networks share information and it is there we can also find a diverse image of what education is like in different countries around the world. Since we have already considered countries all over the world, with this activity we will try to get young people to think about their immediate environment as well, so that they can evaluate and ask themselves what education is like in their own city or even in their own school.

The idea is that the students reflect upon global education, and on education in their most direct environment, and that they see and value it. Students should:

1. Consider if they believe that it is equitable, inclusive and of quality for all.
2. Be able to analyse and see what the main differences in the education systems are, including those they experience and those that exist in other parts of the world.





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This way, they can express their ideas in both senses. Instruct students to create their own (fictitious) social network that combines text and image. They should also create different posts that reflect the aspects they worked on. Specifically, they will be asked to write about at least these three aspects:

1. What you would like to see (and therefore like to have published) about your school in relation to the education it offers.
2. What you would not like to see happen (and therefore published on your social network) about education, anywhere in the world.
3. Based on the poster of the campaign, make or find your own photo and slogans that symbolize the importance of education in any of the concepts worked on.

To carry out this activity, the same groups of 5 people created for activity 1 will meet again and, once the ideas have been thought out and written down, will share them with the rest.

ACTIVITY 3: WHAT WOULD BE YOUR IDEAL SCHOOL/COLLEGE?

ESTIMATED TIME: 15 minutes.

With this last activity, working once again in the same group of 5, students will be asked to brainstorm their ideal school, based on everything they have researched and, above all, on SDG 4. They will do this activity on the small coloured cards.

Finally, all the cards will be stuck in the classroom, creating with all of them the image of a school of different colours where "nobody is left behind."

ACTIVITY ASSESMENT (optional)

If you want to evaluate this activity, we propose that you observe the participation and involvement of each student through these three criteria:

ITEMS	5	4	3	2	1
Has the behavior been appropriate both individually and in a cooperative group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you shown interest in the activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you engaged with the activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

