



TOGETHER

Project Number: 2019-1-PT01-KA203-060772

EDUCATION FOR ALL?

Link: https://www.coe.int/en/web/compass/education-for-all-
Group size: 6 – 30 (small groups 4-5)
Duration: 90 minutes
Objectives: <ul style="list-style-type: none">• To build up knowledge about education and how it touches on all spheres of life• To develop memory skills and skills of critical analysis• To encourage responsibility and a sense of human dignity and justice
Description: <p>In this activity participants have to locate and match pairs of cards as they think out about the inequalities of educational provision world-wide and how to achieve Sustainable Development Goal (SDG) 4: quality education for all.</p> <p>Part 1. The memory game (10 minutes)</p> <ul style="list-style-type: none">• Explain that there are twenty pairs of cards. Each pair comprises a topic card and a picture card, and the task is to match the two. The statements on the topic cards all relate to issues concerning SDG 4 and human rights and education. The questions (in italics) are for discussion later.• Ask if participants know a game called Concentration, Memory, Pelmanism or Pairs because this is what they are going to play in small groups of four. Review the rules: they spread the cards face down on the floor or on the table. One person starts and turns over two cards. If one (or both) of the cards is a topic card, then the player reads aloud the heading and the statement (not the question in italics – that is for part 2!). If the cards are a pair, then the player keeps them and has another go. If the cards do not match, then s/he turns them back over so that they lie face down again on the floor in exactly the same spot as they were before. The next player then takes a turn to pick up two cards. The game ends when all the cards have been picked up. The winner is the player who holds the most pairs. <p>Part 2. Reporting the issues (60 minutes)</p> <ul style="list-style-type: none">• Make a list of the issues on a flipchart. Ask for volunteers to read out the headings on the cards while you write them down.• Ask the group to identify four to six issues which interest them most.• Divide the group into sub-groups of 4 or 5 people. Ask each sub-group to pick two of the issues they would most like to discuss.• When the issues have been agreed and allocated, give the groups 20 minutes to discuss their two chosen issues. The starting point for the discussions should be the question printed in italics in the cards.• After 20 minutes, call people into plenary for reporting back. Take each issue in turn. Give each group just 5 minutes to feedback and allow no more than an extra 5 minutes for questions from the floor.• After all the groups have reported on all the issues, move to the debriefing.



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Debriefing - Evaluation:

You will have already had a good opportunity to discuss the issues, so now go on to evaluate the game itself and what people learned:

- Did the participants enjoy the memory game?
- Was it a good way to start a discussion on the issues of education?
- How did the discussions in the groups go? Did everyone feel that they could participate?
- Article 26 of the UDHR is the right to Education. What should this right entail in practice?
- Are there too many challenges facing education? Is it realistic to meet the goal of ensuring inclusive and equitable quality education and life-long learning opportunities for all by 2030?
- Why do you think education is one of the Sustainable Development Goals?
- What are the main challenges to the right to education in your country, community or school?
- What can you, your group, your communities do to work towards achieving the SDG 4 in in your country and/or in developing countries?
- Is there a danger that the right to human rights education gets “forgotten” when there is such a great focus on literacy and numeracy and on technical and vocational skills?
- If so, what could be done about it?



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