

Lesson 10A– Right to an Education

Right to an Education

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial, or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Universal Declaration of Human Rights

Article 29

1. States Parties agree that the education of the child shall be directed to:

- a. The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- b. The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- c. The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- d. The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- e. The development of respect for the natural environment.

Convention on the Rights of the Child

Learning Points

1. Students will explain why they have a right to education.
2. Students will identify that elementary and fundamental education is free and compulsory.
3. Students will outline how education is important and strengthens them.
4. Students will retell the story of a young man who helped bring water to his community in a time of drought.

Lesson Outline

1. Welcome

Song suggestion “This Little Light of Mine” (p. 67)

Or, select a song, poem, or activity from your country or culture.

2. Review

Questions

1. What job would you like to have in the future?
2. What kind of training would you need to do this job?
3. Show the web or map of training you made with the person sitting next to you.

3. Introduction

Have a student read UDHR Article 26 (p. 65)

Questions

1. Who has the right to education? *Everyone!*
2. What are the two requirements in the elementary and fundamental stages of education? *It should be free and compulsory.*
3. What does compulsory mean? *Students are required to attend.*
4. Why is it important to attend and study? *It helps you achieve your goals and help your community. Higher education acceptance is based on merit. The more you prepare the more chance you have to grow.*
5. How does education strengthen us? *It helps us develop our personality. It helps us understand human rights and fundamental freedoms. It helps us become respectful and responsible local and global citizens.*
6. Who has the right to choose the kind of education you are given? *Your parents*

Show the Right to an Education mini poster (p. 68).

Questions

1. What do you see in this photo? *Children at school*
2. What might be some challenges they face with their education or that you have faced with yours?
3. Who would like to tell us about a time when you learned something that was very important or helpful to you?

4. Development

Read CRC Article 29 (p. 65)

Article 29 of the CRC includes many of the same ideas found in Article 26 of the UDHR. However, Article 29 of the CRC includes several additional points about education.

Question

What are some of those important points in Article 29?

- *The development of the child's personality, talents, and mental and physical abilities to their fullest potential*

- *The development of respect for human rights, and fundamental freedoms*
- *The development of respect for the child's parents, his or her own cultural identity, language and values and for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own*
- *Preparation of the child for a responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national, and religious groups, and persons of indigenous origin*
- *The development of respect for the environment*

The last point is connected to the following story.

Activity: The Boy Who Harnessed the Wind (p. 69 -70)

Read the story and show the picture of the windmill.

This is a true story about a young man who learned useful information that helped him build something extremely important to his community.

Questions

1. What are some difficulties William faced getting an education?
2. What did he do to keep learning?
3. What challenges did William and his family face?
4. How did the villagers feel about their challenges?
5. What did William do before he built the windmill?
6. How did education help William save his village?
7. Why was the windmill so important to the village?
8. What was unique about the windmill?
9. Can you find the bicycle in the picture?

5. Conclusion

Questions

1. In what ways might your education help your family, friends, or community?
2. What do you need to learn?
3. Who can help you learn?
4. How can your government help you get an education?

6. Challenge

- Tell your family or friends about William and his windmill.
- Explain how William used his education to show responsibility to his community.

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Welcome

This Little Light of Mine

Piano

The musical score is written for piano in 4/4 time. It consists of four systems of music. The first system (measures 1-5) features a treble clef with a key signature of one flat and a 4/4 time signature. The melody begins with a quarter note G4, followed by quarter notes A4, Bb4, and C5. A triplet of eighth notes (Bb4, A4, G4) is marked with a '3' and a bracket. The bass line consists of a whole note chord G2-Bb2-D3. The second system (measures 6-10) continues the melody with quarter notes D5, E5, F5, and G5. The bass line has a whole note chord G2-Bb2-D3. The third system (measures 11-15) features a treble clef with a key signature of one flat and a 4/4 time signature. The melody begins with a quarter note G4, followed by quarter notes A4, Bb4, and C5. A triplet of eighth notes (Bb4, A4, G4) is marked with a '3' and a bracket. The bass line consists of a whole note chord G2-Bb2-D3. The fourth system (measures 16-20) continues the melody with quarter notes D5, E5, F5, and G5. The bass line has a whole note chord G2-Bb2-D3. The score includes lyrics: 'This lit-tle light of mine I'm gon-na let it shine This lit-tle light of mine I'm gon-na let it shine This lit-tle light of mine I'm gon-na let it shine - Let it shine - Let it shine - Let it shine -'. There are repeat signs at the end of the first and fourth systems.

1. This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
Let it shine, let it shine, let it shine!

2. Everywhere I go, I'm gonna let it shine,
Everywhere I go, I'm gonna let it shine,
Everywhere I go, I'm gonna let it shine,
Let it shine, let it shine, let it shine!

3. This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
Let it shine, let it shine, let it shine!

To hear the music go to the **RESOURCES** tab on the website: www.go-hre.org/music



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Development

Activity: The Boy Who Harnessed the Wind

William Kamkwamba was a young schoolboy from Malawi, who had a talent for fixing radios. He spent his free time looking through the local junkyard for electronic components that he could use to make or fix things for his friends and neighbors. However, his family were farmers who struggled against poverty and poor farming conditions, and could not afford to pay his tuition fees, so he was forced to drop out of school. Fortunately, William persuaded his science teacher to let him continue attending his class and to give him access to the school's library where he learned about electrical engineering and energy production.

But while William was learning all he could, the country began to experience a terrible drought. There was no way to bring water to the village. Plants and animals were dying, including his family's crops. Then they were robbed of their meager grain stores, and there were riots and thieving as the people fought desperately against starvation.

Seeking to save his village from the drought, William used the information he'd been studying and the materials he had scavenged earlier, and he created a small prototype of a windmill that could power an electric water pump. However, to build a larger windmill for the village, William needed his father's permission to dismantle the family bicycle for parts. But it was the only bicycle in the village and the family's last major asset, so his father refused to take the risk.

It wasn't until William's dog died of starvation that his mother intervened and convinced his father to reconsider and allow William to use the bicycle. With the help of his friends and the few remaining members of the village, they built a full-sized wind turbine which allowed the villagers to bring water to the village, saving the people from starvation. Today William helps other villages do the same thing, making life better for everyone.



<https://learnenglishwithafrica.com/william-kamkwamba-2/>

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Adapted, https://en.wikipedia.org/wiki/William_Kamkwamba

