

Education for all
A primary resource
exploring the rights of
the child to education

**Second
Level**

**Stories from
children
living with
disabilities in
South Sudan**

Vaida, aged 16

Scottish Catholic International Aid Fund

SCIAF is the official relief and development agency of the Catholic Church in Scotland and a proud member of the Caritas family, 7 West Nile Street, Glasgow G1 2PR. Tel: 0141 354 5555. Scottish Charity No: SC012302. Company No: SC197327. Photo: Achuoth Deng.

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Education for all

Primary resource exploring the Rights of the Child to Education

Core themes:

Rights of the Child to Education

Children living with disabilities and the importance of education

The work of SCIAF in South Sudan

TIOF core learning

Referenced rather than fully covered

P6 RERC 2-10a

I can identify some of the ways in which the Church works for justice and peace, by investigating the work of a Catholic aid agency.

I have considered how I can support this prophetic missionary work, under the guidance of the Holy Spirit.

P6 RERC 2-24a

I know that SCIAF is a Catholic organisation that responds to the needs of the world.

Curriculum for Excellence:

Referenced rather than fully covered

As I explore the rights to which I, and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. (HWB 2-09a)

Key messages:

Education for all

Hope

Solidarity

Learning Intentions:

I am learning:

1. About the importance of receiving an education
2. About the impact on education that living with a disability may have on one's life
3. About empathy mapping
4. About young people from South Sudan living with disabilities
5. That I can pray for my sisters and brothers in South Sudan

Success Criteria:

1. I know the importance of receiving an education
2. I know that most children (90%) in developing countries living with disabilities will not attend school and those that do go are more likely to be bullied.
3. I have spent time thinking and feeling what it would be like for a child living with a disability in South Sudan.
4. I can recall stories of young people living with disabilities and share their experience relating to education.
5. I have prayed for the work of SCIAF with SEM in South Sudan and for those that are benefiting from this programme.

Lesson Outline

The purpose of this resource and its activities are not to cover all aspects of the UN convention of the Rights of the Child but rather to be part of the wider focus. You can read and download the whole Convention on the Rights of the Child [here](#), but article 28 is below for your attention

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - a. Make primary education compulsory and available, free to all;
 - b. Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

- c. Make higher education accessible to all on the basis of capacity by every appropriate means;
 - d. Make educational and vocational information and guidance available and accessible to all children;
 - e. Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
 3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

As a reminder of the topic, or as a first activity into this theme, ask the children to complete a mind-map using the question **'Why is education so important?'** Depending on your class, you may wish to do this individually on promethean boards, in groups, or as a whole class using the smartboard. The purpose of this activity is to bring about a wider understanding of what education means to your pupils. Encourage answers that don't always connect directly to classwork – like meeting friends, developing social skills, playing football. Make sure there are opportunities for everyone to share answers and learn from each other.

After this activity turn your attention to the **'Education for all'** PowerPoint presentation and use the notes in the presentation to guide your pupils through slides 1-5. It will cover some facts about education and disability and also introduce the work that SCIAF, with their partner the Sudan Evangelical Mission, are doing in South Sudan. Please help your pupils to understand that this work, and much more, is only possible because of the support, through prayer and fundraising, from schools like yours.

As you move onto slide 6, explain that you will be doing something called 'empathy mapping' which is really about creating an understanding of what another person is going through (feeling and thinking) at a particular time. Read the notes on slide 6 (below too):

This is Esther. She lives in South Sudan. She is sitting outside her home. Esther is blind so her school have taught her to read in braille. Braille is a type of writing made up of raised-up dots on paper, which can be read using fingers.

What do you think Esther might be feeling and thinking? Can you think up some examples of what she might do during the day; what she might say if you were there to talk to her?

After reading the short introduction above, ask the children in pairs or groups to think through the questions you have just asked and to write them down ready to share with the class after a suitable length of time.

Following the class feedback, continue to work through slides 7-14 where Esther's story is revealed and further understanding shared.

Slides 15-24 replicate the above activity with a different girl. You may decide it worthwhile to do both, or pick one, or have half the class think about Esther and the other half about Vaida.

This is Vaida. She lives in South Sudan. A few years ago, Vaida lost strength in both of her legs, meaning she was not able to walk. Her mum carried her to hospital appointments and anywhere else the family had to go.

Then, SCIAF's partners in South Sudan enrolled Vaida in physical therapy, which helped her to strengthen her legs so she could walk short distances.

What do you think Vaida might be feeling and thinking? Can you think up some examples of what she might do during the day; what she might say if you were there to talk to her?

We wanted to share the perspective of a parent and a teacher so on slides 25 and 26 you will meet Muraman, the mum of Bullen, and also a teacher Stephen Sallah. We suggest that when you put up slide 25 (Muraman and Bullen) you ask a pupil to read the '**story card**' pdf and read it to the rest of the class. Do the same for slide 26 and Stephen Sallah. You will find the story cards in the resource downloads.

There has been a lot of information for the pupils to take in, so we feel it is important to take time to reflect. Please use the prayer on the final slide and read it together – but also you may wish to take a longer reflection and ask the children to complete one of the SCIAF cross templates.

Ask the children to use the '**SCIAF cross template**' provided in the resource downloads and write down their own prayers, perhaps thanking God for the work of SCIAF and SEM, praying for the thousands of children in similar positions to Esther and Vaida still needing help. You can even display your prayers on a wall. Share them with us on social media using **@sciaf**

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