



ARTICLE OF THE WEEK

# INTRODUCING INTERNATIONAL WOMEN'S DAY

Anja introduces International Women's Day



Click [here](#) to watch on YouTube

**International Women's Day, on March 8, celebrates the achievements of women and girls.**

This year the theme is #ChoosetoChallenge.

We can all choose to challenge unfairness and call out gender bias and inequality.

We can all choose to seek out and celebrate women's achievements.

Collectively, we can all help create an inclusive world.

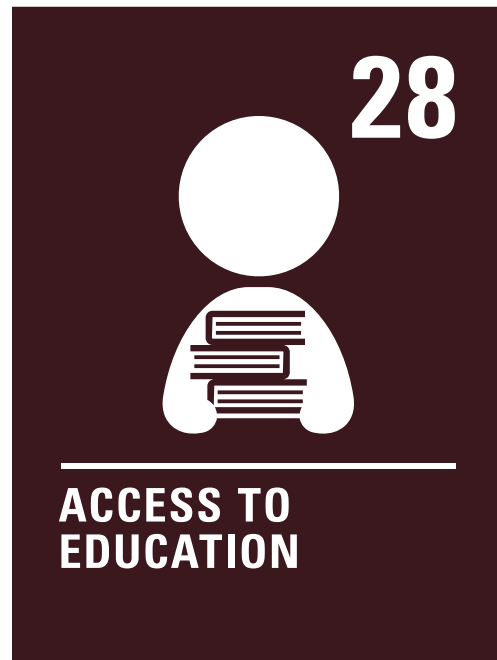
The UN Convention on the Rights of the Child ensures the best childhood for every child. This week's activities will include some focus on Articles 2 and 28, the rights to non-discrimination and to education. Education is a basic human right that girls in some countries are less able to claim than boys.

The UK Committee for UNICEF (UNICEF UK) is currently working with the UK Government to help remove barriers to girls' education and promote gender equality in education. This IWD we are looking at how we can support the UK Government's efforts to ensure every girl can get a good education.



**RIGHTS  
RESPECTING  
SCHOOLS**

# LINKED UNCRC ARTICLES



Equal rights and opportunities for all girls and boys help all children fulfil their potential.

This week's activities link to the following articles:

## **Article 2 (non-discrimination)**

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

## **Article 28 (right to education)**

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.



# A QUALITY EDUCATION



What are some of the **barriers** that **stop children** enjoying their **education**? Do you think they impact more on some children than others?

Write your ideas down.

Compare your answers with the next slide.

# HOW MANY OF THESE POSSIBLE BARRIERS DID YOU GET?

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- School might be in an area of conflict and so it could be unsafe for children to travel to school or attend school.
- Poverty might mean not all children in a family can attend school, and some may even have to work. Often boys' education is prioritised when families invest in education.
- Girls might be encouraged to marry young and not finish their education.
- Children might not be given the same opportunities in their learning. Some subjects might be seen traditionally for 'boys' or 'girls'.
- The curriculum might not reflect your own experience and so it might not seem relevant or engaging.
- School might not have facilities such as clean, private, hygienic toilets.
- There might not be a school near where you live, and safe travel might be difficult for some children.
- Schools might not have the resources they need or trained teachers.
- Children might experience discrimination at school and feel unsafe or unhappy about attending.
- Some children might experience bullying which puts them off attending school.
- Children might have to care for a family member at home which makes it difficult to go to school.

Did you get any of these? What other answers did you have?

# REMOVING BARRIERS



What can schools and governments do to **reduce these barriers** to a **quality education**?

Write your ideas down.

Compare your answers with the next slide.



# HOW MANY OF THESE DID YOU GET?

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- School is a place where everyone feels and is safe.
- Schools have the resources they need, and teachers are well trained and supported.
- The curriculum is engaging and helps you learn what you are interested in and the skills you need.
- All children are valued and treated equally in school and at home.
- Families in poverty are supported so children can attend school.
- Free (or cheap) uniforms, books and other learning materials are available.
- People are educated about the negative impact of child marriage.
- Stop gang violence and recruitment into armed groups.

Did you get any of these? What other answers did you have?

# JUNE G7 SUMMIT



In June 2021, the leaders of the UK, Canada, France, Germany, Italy, Japan and the USA will meet in Cornwall to work together to discuss issues around the world at a summit called the **G7 (Group of 7)**.

This has happened annually since the 1970s. Throughout this year, ministers from these countries will also meet to discuss issues that are important to all of them, like health and climate. 2021 is an important year for the UK because our Government has the Presidency, meaning we are leading these meetings.

Girls' education is a priority for the UK Government and they have made a promise about this. Remember, the G7 is a group of wealthy countries, so under the UNCRC they have a duty to help other countries realise Article 28, the right to education.

**How can the UK lead the G7 to help more girls around the world realise their right to education?**

**Young people are a key part of the G7 (there's even a Youth 7!). How might you ask the UK to make these commitments?**

Later in the year, we will ask your school to think about how you and the UK Government can support every child, including girls, realise their right to education.

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# PRIMARY ACTIVITIES

You do not need to complete every activity but if you have time you can try to complete more than one.

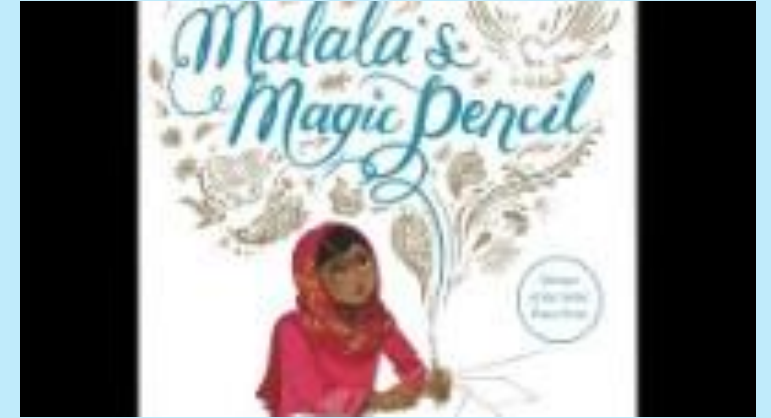


## YEAR 5 & YEAR 6 ACTIVITIES

Draw a picture of a woman or girl who you think is an important role model. This might be a member of your family or someone you have learned about.

Read [Malala's Magic Pencil](#).  
Talk to a friend or a family member about how the book made you feel.

What would you do if you had a magic pencil?



Write a set of interview questions to find out about the life of a woman that you know.

If you can do so safely, interview the person and share their story.

What part of their story stands out for you?

**Imagine you are a girl kept at home** to grow food, cook and help look after the babies while your brothers go off to school each day. **Write a poem** about your feelings or a letter to your parents to explain why this situation should change.

# PRIMARY ACTIVITIES 2

You do not need to complete every activity but if you have time you can try to complete more than one.



## What female role models do you have?

We have heard lots over the last few years about the positive achievements of girls like Malala and Greta Thunberg who have championed education and positive change in the world.

Carry out your own research and find someone you admire for their achievements, either someone in your community or globally.

**Watch Thomas and Friends on Gender Equality.** What do you think Thomas would say about every girl being able to go to school. Write down two or three ideas or discuss your answer with a friend.



Find out about some influential women who have changed the world, such as Alma Woodsey Thomas, Alice Ball, Ella Fitzgerald and Audre Lorde who are featured [in this video](#).

Write a letter to one of the women featured explaining why you think they are so interesting.

Think about ways in which your school can be made **fairer, more equitable** for girls (and boys). Present your ideas in a mind map and compare with friends.

You might want to **share the most popular ideas with senior leaders**.

# SECONDARY ACTIVITIES

You do not need to complete every activity but if you have time you can try to complete more than one.



## YEAR 7 & YEAR 8 ACTIVITIES

Research an influential woman from today or from the past.

Write a quiz about their life and achievements and share with your family and friends.

Watch  
Educate4Equality  
and write no more  
than three sentences  
about why equal  
education for girls is  
important.



Watch Abi Dare talk about her new book 'The Girl with the Louding Voice'.

In the book the mother says, "Your schooling is your voice child. It will be speaking for you even if you didn't open your mouth to talk." What do you think this means? Do you think it's true for you?

Look at UNICEF's Teen-Girl-Activist page.

Choose an activist and decide what questions you would you ask if she came to visit your school.



# SECONDARY ACTIVITIES 2

You do not need to complete every activity but if you have time you can try to complete more than one.



Choose 5 countries from around the world and use UNICEF's 2019 State of the World's Children data to compare primary and upper secondary completion rates for girls and boys. Display your findings.

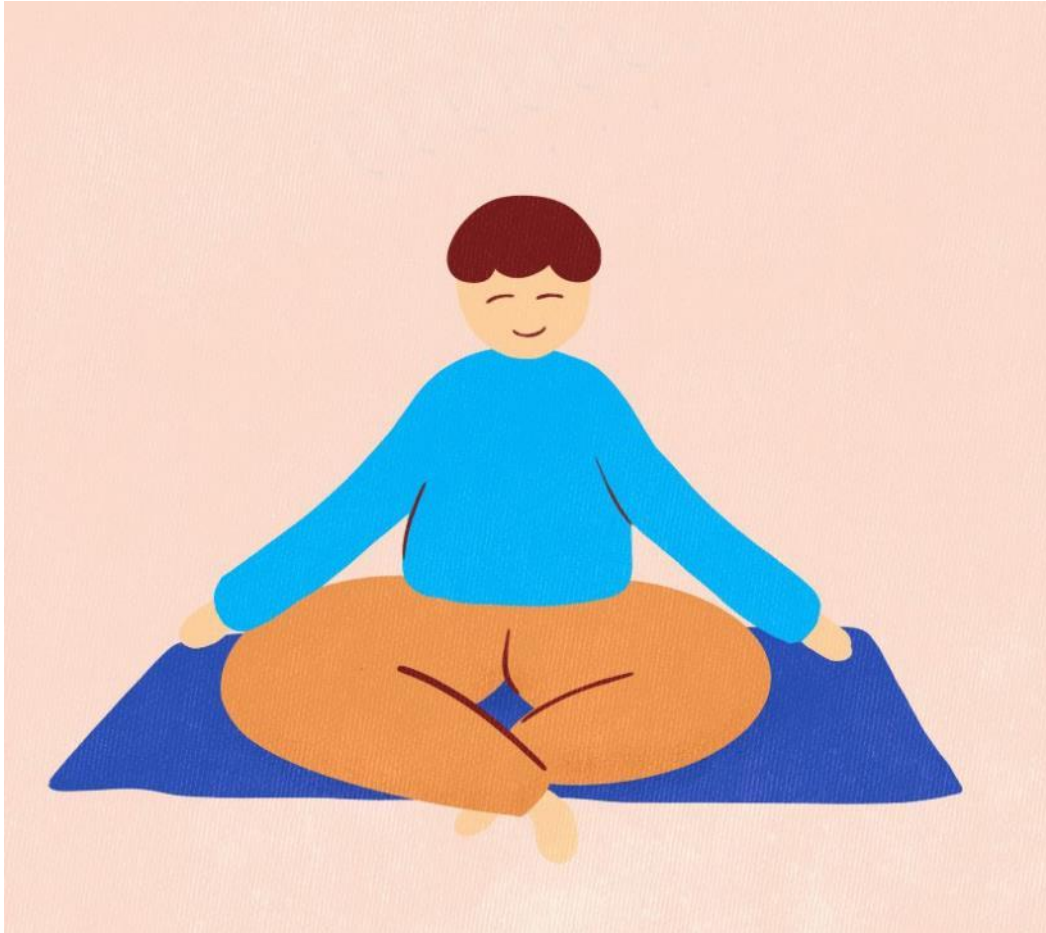


Watch the first 5 minutes of Girls' Education in South Sudan. In pairs or small groups, think of ways that the UK government can make the world a better place for women and girls of all nationalities. Present your ideas as a mind map.

Think about ways in which your school can be made more equitable for girls (and boys). Compare your ideas with friends. You might want to share the most popular ideas with senior leaders in your school.

Find out more about the World's Largest Lesson campaign From Where I Stand and calculate your gender ratio.

# REFLECTION



We need to be brave to challenge unfairness and make the world a better place for everyone.

**Think of a change that you think would help to make a fairer world. It might be something small.**

**Is there something you can do to help make this happen?**

**Can you tell somebody about the change you would like to see?**

Be ready to think about this more when we ask you if you have ideas to share with the UK government.

# MORE INFORMATION

## RRSA WEBSITE

For more information or to download previous Article of the Week packs, please visit the RRSA website by clicking the link below

[CLICK HERE](#)



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