



Quality Education

A resource to explore what quality education is and how it can support people to acquire knowledge and skills that lead to a better future for everyone.





Quality Education

About this Resource

This resource introduces learners to the importance of quality education for all. Learners will understand what quality education is and its importance as a United Nations Sustainable Development Goal (SDG), given the challenges it poses globally. Learners will also be encouraged to imagine the education of the future, as well as the skills that are relevant for thriving in the 21st century. Through dialogue and action, they will be motivated to design and implement a social action for quality education in their school or community.

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INTRODUCTION

QUALITY

EDUCATION

Generation Global is an educational programme with the Tony Blair Institute for Global Change that is used by a wide range of schools, organisations, educators, and young people around the world.

Our programme:

- Gives learners the opportunity to interact directly with their global peers to dialogue on a range of identities, cultures, faiths, beliefs, values, and perspectives that they hold. This occurs safely through facilitated videoconferences and a moderated online community.
- Supports educators by providing a rich range of high-quality, engaging, and appropriate materials to help them prepare young people for dialogue.
- Emphasises both similarity and difference – finding the ways in which we are similar to other people is often easy, but discovering the ways in which we are different gives us much more opportunity to learn.
- Supports the development of key skills for global citizenship, including respectful dialogue, information technology, cooperation, conflict mediation, reflection, global awareness, and cultural literacy.
- Is a set of flexible materials; designed to be integrated and enhance existing curriculum requirements.

This module has two broad overarching aims for young people to:

- Support learners to gain a clear understanding of what quality education is and acknowledge its crucial importance to acquire knowledge and skills, leading to a better future for everyone.
- Equip learners to use dialogue skills by actively participating in conversations and reflections with peers and community members, enabling the planning and implementation of social actions to enhance the quality of education within their schools and communities.

By the end of the module and through the dialogue activities with peers, young people should be able to:

- Develop a deeper understanding of SDG #4 Quality education by exploring its targets, benefits, and challenges.
- Envision a future educational landscape and recognise the essential skills needed to thrive in the 21st century.
- Reflect on the perspectives of their peers and community members regarding quality education and contemplate ideas to create an impact.
- Utilise creative and critical thinking abilities to devise a social initiative aimed at promoting quality education within their school or community.

As always, we encourage teachers to approach these materials creatively and to use them to enhance existing curriculum materials. The basic materials here can be covered in about four to six hours, although several extension and enrichment materials are also provided.

LESSON ONE

UNDERSTANDING QUALITY EDUCATION

PURPOSE

The objective of this lesson is to encourage learners to enhance their understanding of quality education, encompassing both its challenges and benefits.

ASSESSMENT CRITERIA

Learners should be able to demonstrate their understanding of the importance of quality education, through personal reflections, critical thinking activities, and dialogue exercises.

STARTER ACTIVITY

WHAT DOES EDUCATION MEAN TO YOU?

PURPOSE

Learners will engage in a collaborative reflection exercise, where they can express their personal perspectives on education and its profound impact on their lives.

RESOURCES

Resource 1. What does education mean to me?

ONLINE RESOURCES

(See all links below)

- *What does education mean to you?* by Education Above All
- *What is a school?* by Generation Global
- *What does education mean to you?* by UNICEF
- *Education=prosperity* by Almira from Voices of Youth

STEP 1

Learners can select one of the following to reflect on the meaning of education.

- ***What does education mean to you* by Education Above All:** People from all around the world share what education means to them.
- ***What is a school?* by Generation Global:** In this video, young people share what they found valuable in education.
- ***What does education mean to you?* by UNICEF:** Children and young people share about what education means to them.

IN THIS LESSON

1. ACTIVITIES

WHAT DOES EDUCATION MEAN TO YOU?

WHAT IS QUALITY EDUCATION?

ACCESSING EDUCATION

REFLECTIONS ON QUALITY EDUCATION

2. WORKSHEETS

1.1 UNPACKING THE STORY

1.2 KNOW/WANT/LEARNED ABOUT QUALITY EDUCATION


3. RESOURCES

1. WHAT DOES EDUCATION MEAN TO YOU?

2. SDG #4 QUALITY EDUCATION

3. SDG#4 TARGETS

- *Education=PROSPERITY* by Almira Bep from Voices of Youth Almira: Describes what she thinks are the benefits of education.

 **Note:** You can ask the learners to view or read their selected video or article at home. If they are not able to connect to the internet and view it at home, you can print and distribute the article *Education=PROSPERITY* in class.

STEP 2

Arrange learners into small groups (3-4 members) and ask them to take 5 minutes and discuss what impacted them from the video or article. Encourage learners to provide details of their experiences and/or feelings, and to ask questions to each other to deepen their conversation.

STEP 3

After the learners have finished their conversation, hand them *Resource 1. What does education mean to you?* Introducing them to some famous quotes about education, as well as some guiding questions for them to reflect on their own meaning of education.

STEP 4

Each group will create a definition of what education means to them. They might make a list of common words that inspired them from the quotes, or they can each list one thing that must be present to consider an experience to be educational. They should then review their notes and come to a shared statement.

STEP 5

Ask a representative from each group to share the definition of education they came up with. You can write on the board the key concepts and ideas shared by each group.

MAIN ACTIVITY 1**WHAT IS QUALITY EDUCATION?****PURPOSE**

Learners will understand the significance of the United Nations Sustainable Development Goal #4 and its corresponding targets.

RESOURCES

Resource 2. *SDG #4 Quality Education*
Resource 3. *SDG #4 Targets*

STEP 1

Explain to the group what quality education is. You can base your explanation on the information found in *Resource 2: SDG #4 Quality Education*. Share with learners the meaning of the concepts of the Sustainable Development Goals, education, and quality education. Write the concepts on the board and unpack them with the learners.

STEP 2

Ask the learners to sit with a partner and discuss what they think the main objectives should be for having an SDG about quality education.

STEP 3

Ask 4-5 students to share some of their ideas with the group. You can write down some of the shared ideas on the board.

CITATION:

Education Above All (2023) *What does education mean to you?* Available at: <https://www.youtube.com/watch?v=kFyv5kLqzI>

Generation Global (2023) *What is a school?* Available at: <https://youtu.be/8mrf55NVciw>

UNICEF (2016) *What does education mean to you?* Available at: <https://youtu.be/Un5msddQl6U>

STEP 4

Use *Resource 3. SDG #4 Targets* and write down each of the targets on the board.

STEP 5

Ask the students to form groups of 3-4 people. Assign one target per group and ask the learners to use the starter question to have a conversation.

STEP 6

As a reflection activity begin a whole class discussion so that the learners share their answers to these questions:

- Which elements of 'Quality Education' are most urgent in your opinion? Why?
- Are there any parts missing from the indicators of SDG #4? What are they?
- What are some challenges that young people could face in the future if they don't have access to quality education?

MAIN ACTIVITY 2**ACCESSING EDUCATION****PURPOSE**

Learners will understand the barriers that some children and young people face which prevent them from receiving an education. Learners will also identify the benefits of having access to education.

RESOURCES

Worksheet 1.1 Unpacking the story

STEP 1

As homework, ask the learners to conduct an internet search, search a newspaper, or a magazine for a story or a case that discusses challenges that limit access to education. Then, learners should create a summary of what they have read and bring it to class.

STEP 2

In preparation for the class activity, select one of the stories shown below and present it to the learners. (See all links below)

- *Children in remote Bangsamoro villages walk long hours to get to school* by UNICEF Philippines: Lizabel, 11, who lives in an indigenous community in the Philippines shares the challenges she must face to go to school.

CITATION:

Almira Bep (2019) *Education=prosperity*. Voices of Youth. Available at: <https://www.voicesofyouth.org/blog/education-prosperity>



- *A Day in the Life at Mahmoudli Camp* | Nofa by Action for Humanity: Nofa, a girl that lives in Mahmoudli Camp in Syria, shares her experience with education.
- *The ability to read is the best feeling in the world* by Save the Children: Mohammed is 11 and he lives in Aden Governorate in Yemen and shares his experience about learning to read and write.
- *What Students Are Saying About How to Improve American Education* by The Learning Network/New York Times: Teenagers share about what's working and what's not in the American education system.

STEP 3

During class, arrange learners in small groups (3-4 people). Learners will share what they have researched as homework. Then, they will select one of those stories to complete *Worksheet 1.1 Unpacking the story*. Give them 15-20 minutes to complete the worksheet.

STEP 4

After the teams have completed the worksheet, bring the groups back together and ask a spokesperson from each team to give a short summary of the ideas they have shared.

STEP 5

As a wrap-up, ask the learners the following questions:

- How does going to school impact your future?
- What will need to happen to ensure that everyone around the world receives a quality education and opportunities for lifelong learning?

REFLECTION ACTIVITY**REFLECTIONS ON QUALITY EDUCATION****PURPOSE**

Learners reflect on the main learning outcomes from Part 1.

STEP 1

Ask learners to complete *Worksheet 1.2 Know/Want/Learned about quality education?*

CITATION:

UNICEF Philippines (2019) *Philippines Children in remote Bangsamoro villages walk long hours to get to school*. Available at: <https://youtu.be/vcS-MCgcem0>


Action for Humanity (2023) *A Day in the Life at Mahmoudli Camp* | Nofa. Available at: <https://youtu.be/DFWPWIM76Ss>

Save the Children (2021) *The ability to read is the best feeling in the world*. Available at: <https://www.savethechildren.net/blog/%E2%80%9Cability-to-read-best-feeling-world%E2%80%9D>

The Learning Network (2019) *What Students Are Saying About How to Improve American Education* The New York Times. Available at: <https://www.nytimes.com/2019/12/19/learning/what-students-are-saying-about-how-to-improve-american-education.html>

STEP 2

Ask 4-5 learners to share with the group what they wrote in the worksheet.

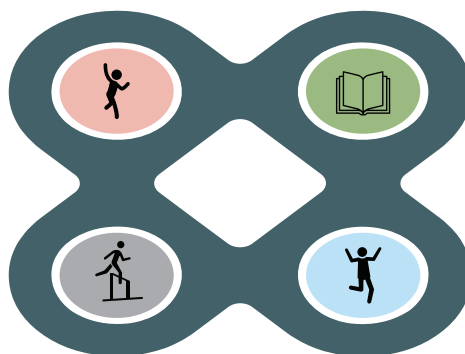
 **Note:** If you would like to take this lesson further, ask the learners to complete the *Topic Education on the Ultimate Dialogue Adventure*. After they complete the topic, they can participate in the dialogue space in preparation for a video conference.

WORKSHEET 1.1

UNPACKING THE STORY

Instructions: As a group, discuss the stories or cases you have researched as part of your homework, and choose one to analyse and complete the following diagram.

1. Who is the story about?



2. What is the story about?

3. What are the main challenges in the story?

4. How were challenges addressed in the story?

WORKSHEET 1.2

KNOW/WANT/LEARNED ABOUT QUALITY EDUCATION

Instructions: Complete the following table.

K	W	L
What I know	What I want to know	What I have learned

RESOURCE 1**WHAT DOES EDUCATION MEAN TO YOU?****Instructions:****Step 1:**

After each quote is read, reflect with your team about its meaning.

1. “Education is the most powerful weapon you can use to change the world.” Nelson Mandela
2. “Learning is a treasure that will follow its owner everywhere.” Chinese Proverb
3. “One child, one teacher, one book, and one pen can change the world.” Malala Yousafzai
4. “Educating the mind without educating the heart is no education at all.” Aristotle
5. “The highest result of education is tolerance.” Hellen Keller
6. “Intelligence plus character that is the goal of true education.” Martin Luther King Jr.

Step 2:

Discuss with your group what education means to you.

Step 3:

Which ideas do you have in common regarding the meaning of education? Which ideas differ from your own?

Step 4:

Write down a definition of education that includes what you have all shared.

RESOURCE 2

SDG #4 QUALITY EDUCATION

Instructions: The following information can help you explain to your students what SDG #4 Quality Education is.

- **What are the Sustainable Development Goals?**

In 2015, the United Nations adopted 17 Sustainable Development Goals (SDGs) as a universal call to action to end poverty, protect the planet, provide quality education, and ensure that by 2030 all people enjoy peace and prosperity.

Source: UNDP (n.d.) “Goal # 4 Quality Education”. Available at: <https://www.undp.org/sustainable-development-goals/quality-education>

- **What is education?**

“Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits”.

Source: UNESCO (n.d.) “SDG Resources for Education- Quality Education”. Available at: <https://en.unesco.org/themes/education/sdgs/material/04>

- **What is quality education?**

“Quality education specifically entails issues such as appropriate skills development, gender parity, provision of relevant school infrastructure, equipment, educational materials and resources, scholarships, or teaching force”.

Source: UNESCO (n.d.) “SDG Resources for Education- Quality Education”. Available at: <https://en.unesco.org/themes/education/sdgs/material/04>

- **What is the main objective of SDG #4 Quality Education?**

SDG #4 states that there should be quality and equal education and lifelong learning opportunities for all.

Source: UNICEF (n.d.) “Quality Education”. Available at: <https://data.unicef.org/sdgs/goal-4-quality-education/>

- **A summary of SDG #4 targets:**

- Ensure free and equal education for everyone, ending inequality in educational opportunities between men and women.
- Provide more training opportunities to youth and adults so they can get better jobs.
- Increase the number of trained and qualified teachers and improve school facilities to provide a safe and positive environment for everyone.
- Provide the right education for children with disabilities, indigenous people, and victims of conflict.
- Promote education for sustainable development including human rights, gender equality, culture of peace, global citizenship, and cultural diversity.

Source: UNESCO (n.d.) “SDG Resources for Education- Quality Education”. Available at: <https://en.unesco.org/themes/education/sdgs/material/04>

RESOURCE 3

SDG #4 TARGETS

Instructions: These are the seven SDG #4 target goals to be reached by 2030. Below each target, you will find a guiding question that will help you engage in the conversation with your team.

- 4.1 Ensure that all girls and boys complete free, equitable, and quality primary and secondary education.
 - *Why do you think it's important that everyone have free and equitable primary and secondary education?*
- 4.2 Ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education.
 - *What do you think needs to be done so that everyone has access to quality pre-primary education?*
- 4.3 Ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university.
 - *What kind of training needs to be in place for everyone to have access to better jobs?*
- 4.4 Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.
 - *What do you think are the relevant skills that you need to learn to have a better future?*
- 4.5 Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.
 - *In your community, are there groups that have more difficult access to education? Share an example.*
- 4.6 Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
 - *What can society do to help address this target? How can society and the government work together to ensure this target?*
- 4.7 Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.
 - *Have you seen schools or other organisations offering activities to help learn about sustainable development in your community? Share an example.*

Source: United Nations Department of Economic and Social Affairs (n.d.) "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Available at: <https://sdgs.un.org/goals/goal4>

LESSON TWO

EDUCATION FOR THE FUTURE

PURPOSE

Learners will think critically about and identify what is meaningful for them in education. They will generate ideas about what the future of education could look like and identify the skills they believe are necessary to succeed.

ASSESSMENT CRITERIA

Learners should demonstrate their critical thinking and creativity skills to explore how the future of education will look and what skills they need to succeed.

STARTER ACTIVITY 1

WHAT I LOVE ABOUT EDUCATION

PURPOSE

Through critical thinking and reflection, learners will identify three aspects of their experience with education that they enjoy.

RESOURCES

Worksheet 2.1 What do I love about education?

STEP 1

Ask the students to move to one side of the room and take one movement forward if they agree with each statement read.

- I get to be with my friends
- It provides me with opportunities to work on projects with my peers
- I get to learn new things
- I get to practice sports
- It gives me the skills and knowledge for a better future
- I can participate in various cultural and social activities
- I can meet new people
- I receive advice from my teachers
- Going to school makes me feel safe
- I can learn about other countries and regions

IN THIS LESSON

1. ACTIVITIES

WHAT I LOVE ABOUT EDUCATION

IMAGINING THE FUTURE OF EDUCATION

THE MOST IMPORTANT SKILL TO THRIVE IN THE 21ST CENTURY

REFLECTIONS ON THE FUTURE OF EDUCATION

2. WORKSHEETS


2.1 WHAT I LOVE ABOUT EDUCATION

2.2 IMAGINING THE FUTURE OF EDUCATION

2.3 REFLECTIONS ON THE FUTURE OF EDUCATION

3. RESOURCE

SKILLS FOR THE FUTURE

 **Note:** If you have learners unable to stand or prefer to remain seated, ask them if there's something missing from the sentences that were read.

STEP 2

Tell the students to look around and see if everyone is in the same position. They will possibly realise that they are not. This is an opportunity for the learners to share the reasons why they agree and disagree with the sentences that were read. Choose 4-5 learners to do a sharing round.

STEP 3

Individually give out *Worksheet 2.1 What do I love about education?* and tell them to follow the instructions.

STEP 4

Choose 2-3 learners to share their reflections from what they have written in the worksheet.

MAIN ACTIVITY 1

IMAGINING THE FUTURE OF EDUCATION

PURPOSE

Learners will use guiding questions to analyse their own ideas for the future of education and what changes might take place for a more sustainable future.

RESOURCES

Worksheet 2.2 *Imagining the future of education*.

ONLINE RESOURCES

(See all links below)

- *No teachers, no tests, no grades. Welcome to high school, run by students* by Stand Together.
- *Reimagining the education system?* by Taieba Tabassum from Voices of Youth.

STEP 1

As homework, ask students to watch and take notes from the video *No teachers, no tests, no grades. Welcome to high school, run by students* by Stand Together or to read and take notes from the article *Reimagining the education system?* by Taieba Tabassum from Voices of Youth. (See all links below).

STEP 2

As a debrief activity, ask the learners to share what impacted them from the video or the article they have chosen. Use these guiding questions to help with the debrief:

- What needs to be included in your idea of education in the future?
- What should the role of teachers, school staff, and parents be in the education process?
- How can students manage their own learning process?
- How do you imagine you should be evaluated and graded?
- What type of activities should there be so that you can learn skills to build a sustainable future?

STEP 3

Learners should work in groups of 4-5 members to complete *Worksheet 2.2 Imagining the future of education*

STEP 4

After having finished working on the activity, each group will have 2-3 minutes to share some of the elements they have stated as part of their version of the future of education.



STEP 5

Write down on the board the ideas that the learners are sharing. Ask them to reflect on:

- Why do you think these changes need to be made? What benefits would these changes bring to build a more sustainable future?
- What needs to happen for these ideas to become a reality?
- What do you think are the main factors that could shape the future of education?
- What skills should you be learning to have a better future?

MAIN ACTIVITY 2

A SKILL TO THRIVE IN THE 21ST CENTURY

PURPOSE

Learners will reflect on different skills required to thrive in a 21st Century world and create a visual art representation to share what they believe is most important for young people to know.

RESOURCE

Resource 1. *Skills for the future*

MATERIALS

Flipchart and markers

STEP 1

Ask learners to sit in groups of 4-5 people. In your group, review the skills explained in *Resource 4. Skills for the future*.

STEP 2

Ask the learners to think about the skills discussed and to decide which one resonates with them. Learners can also discuss the following questions that will help them select one skill.

- Why is it so important?
- When you visualise using this skill and what does it look like?
- What images, shapes, colours, and sounds do you visualise?
- What can you create that would communicate your vision of these skills to others?

CITATION:

Stand Together (2023) *No teachers, no tests, no grades. Welcome to high school, run by students* Available at: <https://youtu.be/gXNHavQnxkE>


Tabassum, T. (2022) *Reimagining the education system?* Voices of Youth. Available at: <https://www.voicesofyouth.org/blog/reimagining-education-system>

STEP 3

Tell the learners they will create a piece of visual art that shows an important skill for the future based on what they have learnt from doing the lessons in this resource. They can sketch their idea on a flipchart or a piece of paper before they decide which visual art they would like to create. Some examples could be a poster, infographic, comic, sculpture, or a short film. Emphasise the importance of creativity and encourage learners to experiment with different artistic materials.

STEP 4

Learners should also make an artist statement by titling the piece with the skill and explaining what it means.

 **Note:** Groups might take a couple of days to create this visual art representation. Provide them with a deadline and be supportive of their creativity.

STEP 5

Give each group the chance to present their visual art representation during class. You can convert this presentation into a class fair where every group showcases their creations. Create a supportive and respectful environment for each group's presentation, allowing them to explain their artwork, their chosen skill, and their artist statement.

STEP 6

As a whole group reflection exercise, encourage the rest of the class to ask questions, provide feedback, and engage in discussions about the various skills and artistic interpretations presented.

REFLECTION ACTIVITY**REFLECTIONS ON THE FUTURE OF EDUCATION****PURPOSE**

Learners reflect on the main learning outcomes from Part 2.

RESOURCES

Worksheet 2.3 Reflections on the future of education

STEP 1

Ask learners to complete *Worksheet 2.3 Reflections on the future of education*.

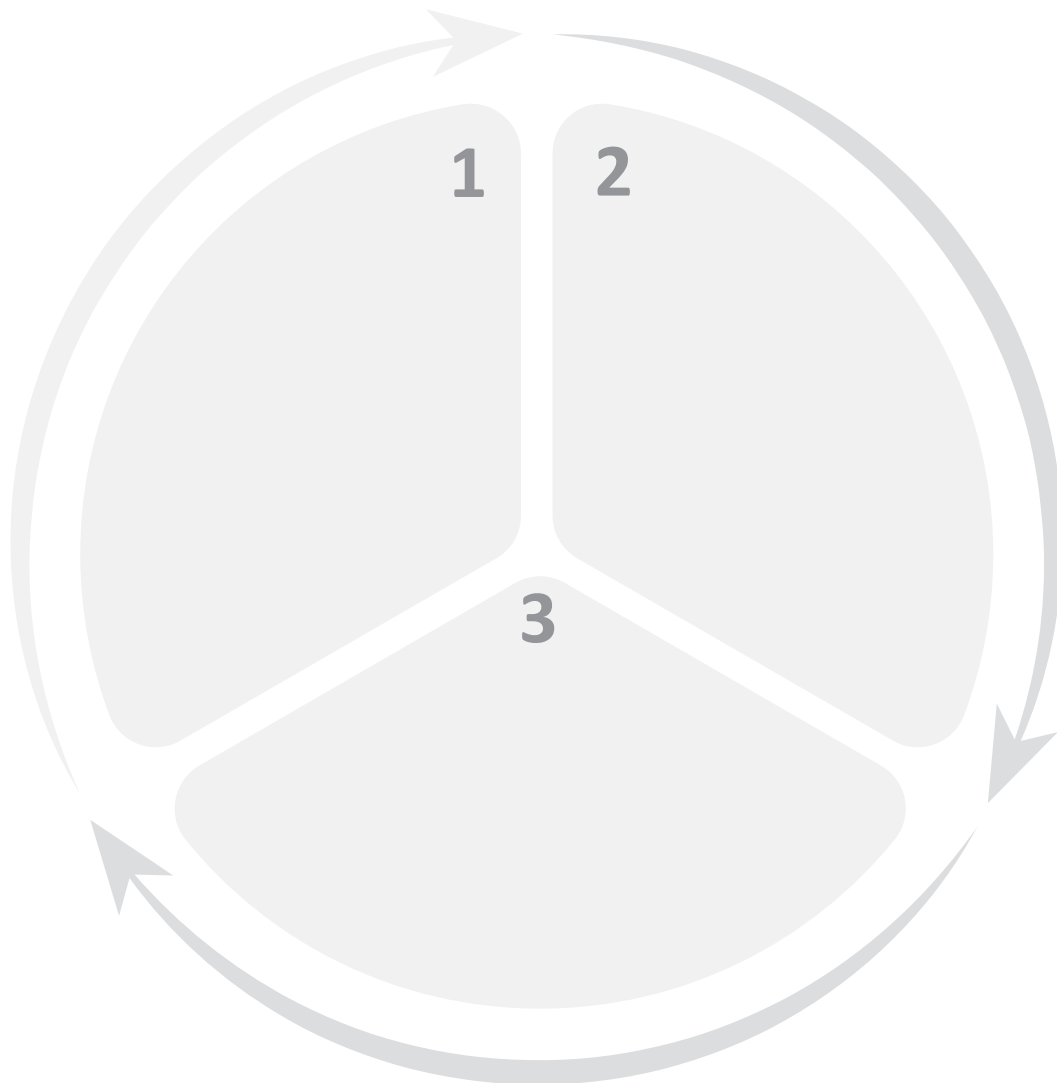
STEP 2

Ask 2-3 learners to share one of their most important learning outcomes from Part 2.

WORKSHEET 2.1

WHAT DO I LOVE ABOUT EDUCATION?

Instructions: Through critical thinking and reflection, describe three things that you love about education and why. This might pertain to going to school or topics you are interested in learning about.



WORKSHEET 2.2

IMAGINING THE FUTURE OF EDUCATION

Instructions: In groups, think about what learning is like in the future and how education will look ten years from now. Write down your ideas in the graphic below.



WORKSHEET 2.3

REFLECTIONS ON THE FUTURE OF EDUCATION

Instructions: Reflect on the main learning outcomes from Part 2 by answering these questions:

What was the most important thing I learned?

What surprised me the most about this lesson?

What was the most important idea I learned from listening to my classmates' opinions?

What questions do I still have?

RESOURCE 1

SKILLS FOR THE FUTURE

Instructions: In your group, review the skills explained in the image below and discuss which one resonates with you.

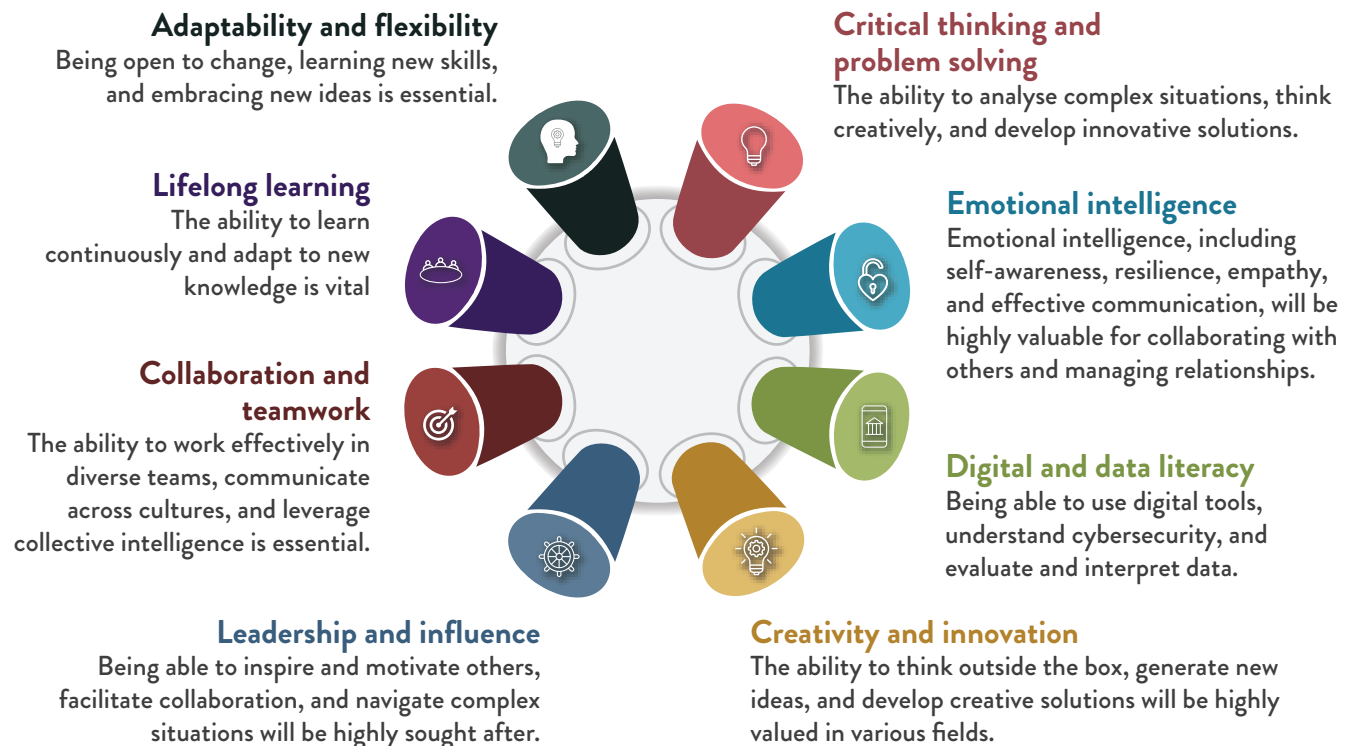


Image created by Generation Global

Inspired by World Economic Forum (2020). These are the top 10 job skills of tomorrow – and how long it takes to learn them. Available at: <https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrow-how-long-it-takes-to-learn-them/>

LESSON THREE

ACTION

FOR EDUCATION

PURPOSE

Learners will think critically about quality education and identify how it is present in their own communities. Learners will explore ways to engage in social actions and become agents of change in promoting and raising awareness about quality education in their schools and communities.

ASSESSMENT CRITERIA

Through active listening, critical thinking, dialogue, and reflection, learners will share their experiences with quality education in their communities and how they could act on changes they would like to see.

STARTER ACTIVITY

QUALITY EDUCATION IN MY COMMUNITY

PURPOSE


Through active listening, interviewing and reflections, learners will have a conversation about the quality of education in their communities to gain different perspectives.

RESOURCE

Worksheet 3.1 Quality education in my community

STEP 1

Have learners conduct an interview in pairs with two different members of the school community. They can interview teachers, school leaders, staff, parents, and other students.

 **Note:** This can be done as a homework assignment or during class periods.

STEP 2

Once learner pairs have chosen two people to interview, give them *Worksheet 3.1 Quality education in my community*. Invite your interviewees to provide details of their experiences and what they have observed in their community.

IN THIS LESSON

1. ACTIVITIES

QUALITY EDUCATION IN MY COMMUNITY

SOCIAL ACTIONS FOR QUALITY EDUCATION

MAKING SOCIAL ACTIONS A REALITY

REFLECTIONS ABOUT ACTION FOR EDUCATION

2. WORKSHEETS

3.1 QUALITY EDUCATION IN MY COMMUNITY

3.2 SOCIAL ACTIONS FOR QUALITY EDUCATION

3.3 MAKING SOCIAL ACTIONS A REALITY

3.4 REFLECTIONS ON ACTION FOR EDUCATION

STEP 3

Ask the learners to partner up with another pair (making a group of 4) to share some insights about what they have learnt in their interviews. They can use the following prompts to facilitate the debrief:

- Mention one thing about your interviews that you found very interesting.
- Mention one thing about your interviews in which you disagreed.
- What can you do as a young person to support others gaining access to quality education?

EXTENSION

Invite a person to the class that knows about the status of quality education in your community. It can be an academic, a government official, someone who works in an education non-governmental organisation, or an expert in education that can discuss the challenges, opportunities, and success stories of quality education locally.

Learners can create a one-page essay or a short video reflection about what they learnt from the invited guest. They can also prepare interview questions for the speaker.

MAIN ACTIVITY 1

SOCIAL ACTIONS FOR QUALITY EDUCATION

PURPOSE

Learners will generate a plan that details a specific action to promote quality education at school or in the community.

RESOURCES

Worksheet 3.1 Social actions for quality education

STEP 1

Begin by asking the question: What does social action mean to you? Write down learners' responses on the board.

Explain that social action involves taking steps to address social issues and bring about positive change in communities. You can also ask learners to think of examples of social actions they have seen in their communities.

STEP 2


As a whole group brainstorming session, recall the findings obtained in the Starter Activity *Quality education in my community* and ask the learners to think of some issues in which they can have an impact regarding quality education at school or in the community. Write their ideas on the board.

STEP 3

Learners should sit with the same group they worked with at the debrief for the Starter Activity. They can look at the board and select one of the issues. They can discuss the question: What are some quality education ideas that you think can help solve this issue and that can be implemented at your school or in the community?

OPTIONAL

Tell the learners they can research the chosen issue in more depth. To get inspired with new ideas, they could make an internet search about what quality education looks like in other countries, or they can use library resources or conduct interviews with community members to gain an understanding about the selected issue and ideas to address it.


 **Note:** Steps 1-3 can take one class period and if learners decide to research, they can do so as a homework assignment.

STEP 4

Give learners *Worksheet 3.2 Social actions for quality education*. Learners should follow the steps to create a presentation that describes their quality education idea that could be implemented at school or in the community.

STEP 5

After having finished working on the activity, each team will have 5-7 minutes to present their idea to the whole group. After each presentation, facilitate a class discussion on the potential impact and feasibility of the project. Encourage learners to ask questions and provide constructive feedback on each project.

 **Note:** Steps 4 and 5 can take one class period each.

STEP 6

Encourage students to consider taking the next steps towards implementing their projects, such as seeking community support or partnering with local organisations. You can also provide guidance to help students continue their social action work beyond the classroom.

MAIN ACTIVITY 2

MAKING SOCIAL ACTIONS A REALITY

PURPOSE

Learners will be able to follow an action plan and make adaptations where necessary to implement their ideas and document the results of social action in their communities.

RESOURCES

Worksheet 3.3 Making social actions a reality

STEP 1

Learners should follow the steps they have described in *Worksheet 3.2 Social actions for quality education* to implement their idea.

STEP 2

Give learners *Worksheet 3.3 Making social actions a reality* so that the groups reflect on the implementation of the project.

STEP 3

Debrief the activity in a whole class discussion by answering the following questions:

- What did you enjoy the most about the social action implemented?
- What were the main challenges during the implementation of the social action and how did you address them?
- What was the most relevant feedback you have received from the beneficiaries of the project?
- Share the main lessons learned throughout the process.



EXTENSION

You can ask learners to take pictures of the implementation so they can create a collage and share the main outcomes with the class or school community.

REFLECTION ACTIVITY**REFLECTIONS ON ACTION FOR EDUCATION****PURPOSE**

Learners reflect on the main learning outcomes from Part 3.

STEP 1

Ask learners to choose one of the questions below and share their answer in a whole group discussion:

- Think about the feedback you received from peers, your teacher, or the interviewees. How did you incorporate that feedback into your learning process, and what impact did it have?
- Reflect on the most significant insights you made throughout your learning journey in Part 3. How have they influenced your understanding or perspective about quality education?
- In which ways has your learning experience from Part 3 impacted your personal or academic goals?

STEP 2

On the board, you can write the main ideas shared, for everyone to see.

WORKSHEET 3.2

SOCIAL ACTIONS FOR QUALITY EDUCATION

Step 1:

Select one of the issues from the group brainstorming session and write it down.


Step 2:

In your teams, discuss the question: what are some quality education ideas that you think can help solve this issue and that can be implemented at your school? Brainstorm and write the ideas below.

Step 3:

Your idea should be feasible and have a potential impact on quality education in your school or community. Select your idea based on these considerations:

Considerations	Yes	No
Could this idea be implemented by your group, school staff, teachers, parents, students, or people from the community?		
Could this idea be easily implemented since it does not need many resources or a budget?		
Do you know exactly who will benefit from this action?		
Can the impact of this idea be measured?		

 *Note: If all your answers are “yes”, then it’s a feasible and potential idea to be implemented. If some answers are “no”, rethink the original idea to see if it’s feasible.*

Step 4:

Create a presentation in which you include the following criteria:

- Name of the idea to be implemented. Be creative.
- What’s the main objective? Describe what you would like to achieve.
- How is this idea linked to quality education? Describe why is this an example of quality education.
- Detail the action plan by describing the steps needed to make this idea a reality.
- Who will benefit from it? Mention who will be the beneficiaries.
- Who will be the people responsible for implementing it? Mention who will implement it.
- What are the resources needed to make this idea a reality? Mention the resources that will be needed to implement it.
- What are the possible obstacles or limitations to implementing the idea? How can they be addressed?
- How will we know our actions were effective?

WORKSHEET 3.3

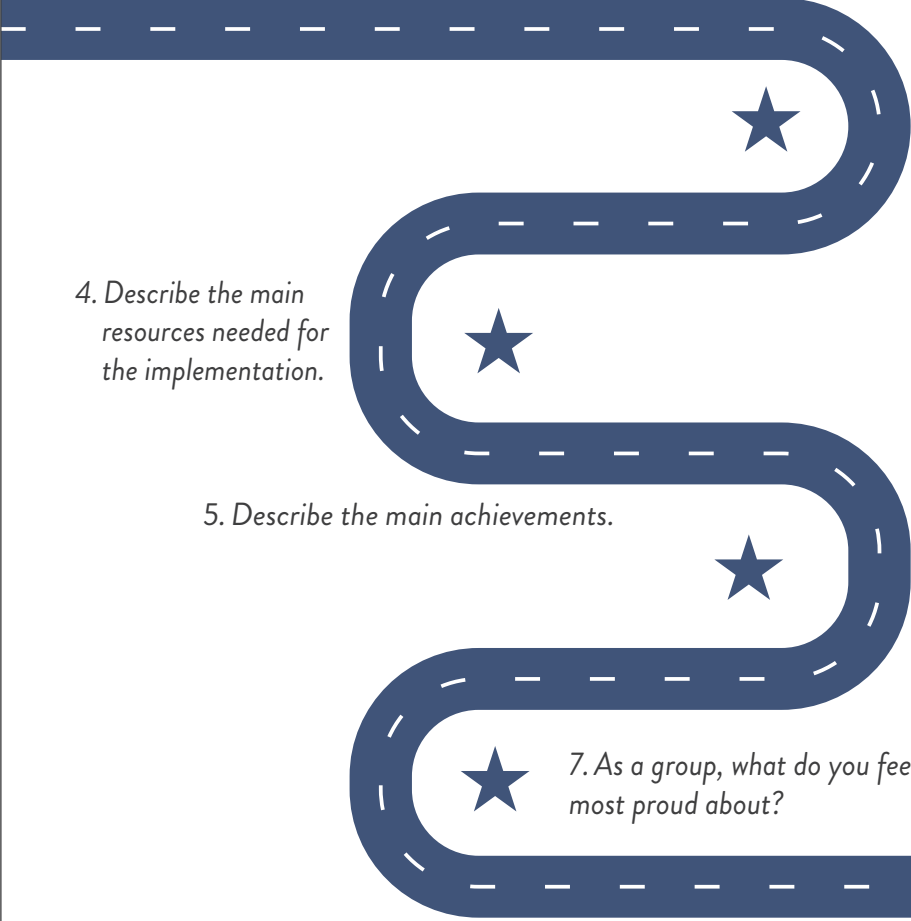
MAKING SOCIAL ACTIONS A REALITY

Instructions: As a group, discuss your answers to the following questions and note them down where they correspond on the map.

Name of the project

1. Describe how the team managed to achieve their main objective.

2. Describe who the beneficiaries were and provide the total number.



4. Describe the main resources needed for the implementation.

3. Describe who helped you implement the social action.

5. Describe the main achievements.

6. Describe the challenges or limitations encountered during the implementation and explain how they were overcome.

7. As a group, what do you feel most proud about?

LESSON FOUR

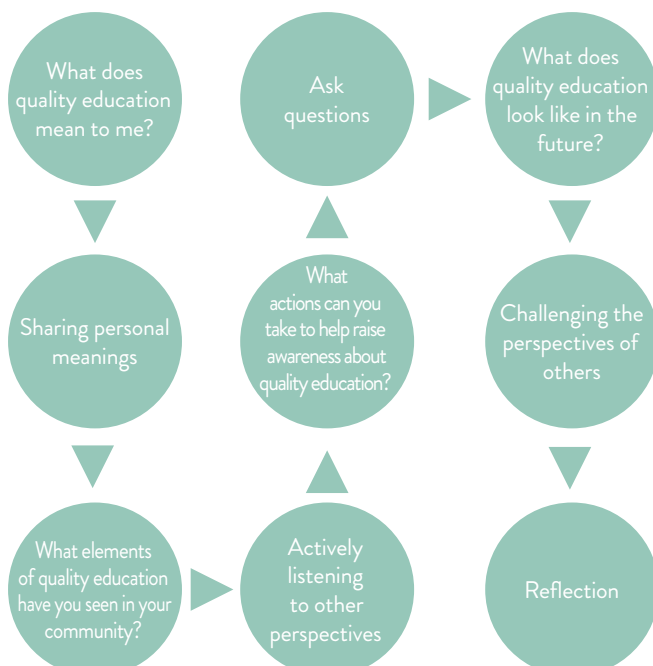
DIALOGUING ABOUT QUALITY EDUCATION

By now, your learners have spent time practicing the skills of dialogue throughout the different activities in the previous lessons, so now it is time to put them into use. Remember, the video conference is not a performance, but a wonderful learning opportunity for your learners, to practice their dialogue skills.

BEFORE THE VIDEO CONFERENCE

By doing the activities in this resource guide, you have already begun to prepare learners for dialogue on this topic. Use these tips and activities to prepare further.

- Learners can prepare for the video conference by doing *Worksheet 4.1 Personal stories about quality education* and/or *Worksheet 4.2 Thoughts, actions, and feelings*. Thinking about their personal stories and experiences will help the learners in preparation for the video conference.
- As a reminder, each video conference has a suggested agenda, and it is often a good idea to have learners run through these with a partner once or twice, this will help to get rid of pre-video conference nerves.
- The following dialogue structure is another suggested preparation activity for the learners to practise before the video conference.



IN THIS LESSON

1. ACTIVITIES AND REMINDERS

BEFORE THE VIDEO CONFERENCE

DURING THE VIDEO CONFERENCE

AFTER THE VIDEO CONFERENCE

2. WORKSHEETS

4.1 PERSONAL STORIES ABOUT QUALITY EDUCATION

4.2 THOUGHTS, ACTIONS, AND FEELINGS

4.3 REFLECTING ON THE DIALOGUE

4.4 WWW/EBI: WHAT WENT WELL? EVEN BETTER IF...

You can also ask your students the following questions as a warm-up activity before the video conference:

- What does quality education look like where I live?
- How do I feel about what I have learned about quality education?
- What am I going to do to address the challenges of quality education in my community?
- What do I want others to know about quality education?

IMPORTANT REMINDERS

Before the video conference goes live, talk through these reminders with your learners:

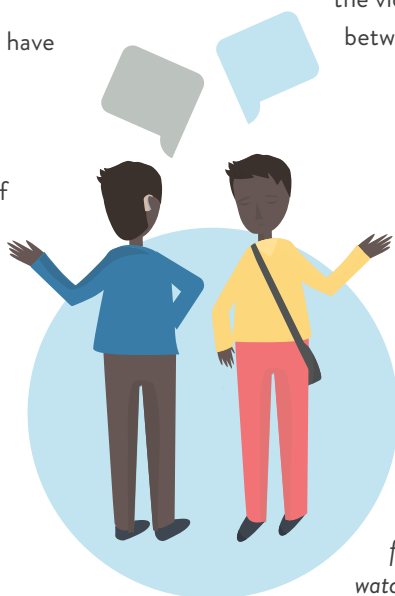
- Follow the agreed rules for having a safe and brave space for dialogue.
- Use “I statements”. It is important that you speak for yourself only and not on behalf of others.
- Stay curious, ask critical questions based on what you hear from peers, and seek clarification for what you do not understand.
- Listen to what others say and stay open to learning from them.

DURING THE VIDEO CONFERENCE: DOS AND DON'TS FOR EDUCATORS

There are some clear dos and don'ts for educators in video conferences. It is important that your support for your learners is encouraging, motivating, and calming for them. You should avoid directing them and certainly avoid censoring them. The best way you can support your learners is to sit away from the camera, settle them during the dial-in period, clarify questions when your microphone is on mute, help them to develop their thoughts if they are given thinking time in the video conference, and perhaps help with translation if your learners' first language is not the language of the video conference. Please do not tell your learners what to say, sit in front of the camera, or join in the dialogue – dialogue should be directly between the learners as much as possible.

Do

- Make sure you have built-in time to have a brief chat with the learners before dialling into the video conference to remind them of any points that individuals have raised in class and of any other areas or issues that have been previously agreed with your facilitator as no-go topics.
- It is also a great time to remind them of the key skills of dialogue that they have been practicing with you.
- Take charge of the mute button or ask a learner to take on this responsibility.
- Encourage learners behind the scenes, by making sure they understand the questions and comments and prompting them with ideas from lessons for their answers.
- Use a flip chart or board behind the camera to write key ideas or questions.
- Intervene if inappropriate or offensive comments are made.
- If you are translating, then make sure you translate word for word what the learners are saying. This is their dialogue, not yours.



Don'ts

- Leave the learners unattended.
- Stay silent if you are unhappy with any aspect of the video conference; let your facilitator know. You can end the dialogue at any point if you feel it is not going in a direction that is suitable for your learners.
- Take an active part in the video conference; by answering questions on behalf of the learners. This is their dialogue, not yours.
- Embellish answers if you are translating.
- Put adverse pressure on individuals to speak or embarrass your learners with comments such as 'Come on...' 'Hurry up and speak...' – instead make sure your learners and other learners on the video conference are comfortable with silence. It is useful thinking time.
- Be too visible. This will help the learners on all sides of the video conference feel more that it is a direct dialogue between them. Please do not sit in front of the camera.

Note: Sometimes, at the start of a video conference, learners can be hesitant. The facilitators are used to this and will gently ease your learners into the dialogue. This is the reason that most videoconferences start gently. It is an opportunity for many learners to speak briefly. You will find that in most cases, while learners are often shy at first, they soon 'loosen up' and will actively participate by the end of the video conference.

Be mindful of encouraging all those in front of the camera to participate and be wary of allowing two or three members of your group to become 'spokespeople' for the rest of the group. Again, your facilitator will be watching out for this and encouraging others to take part if this happens.

AFTER THE VIDEO CONFERENCE

Reflecting on the video conference is an essential part of the experience. Immediately after the video conference, you may want to ask your learners to complete the *Worksheet 4.3 Reflecting about the dialogue*, as an individual activity while the experience is fresh in their minds.

You will probably want to do another video conference before too long, so reflect on what went well or how it could be improved. For this purpose, you can implement the "What Went Well, Even Better If" activity, since it creates room for a more self-critical approach. Hand in *Worksheet 4.4 WWW/EBI: What went well? Even better if...* to your learners.

WORKSHEET 4.1

PERSONAL STORIES ABOUT QUALITY EDUCATION

Sharing our personal stories about quality education can help us understand how it is relevant to our own lives.

Instructions:**Step 1:**

Think about what you can observe in your community regarding quality education. Use these guiding questions to explore your own stories.

- What does quality education mean to me?
- How has quality education impacted your life or the lives of those around you?
- What are the opportunities and barriers for quality education in my community?
- How can society contribute to promoting quality education for everyone?
- What are some of the social actions that have been implemented to bring quality education in my community? In my country?

Step 2:

Reflect on your answers as you construct your own story about how you have experienced quality education.

WORKSHEET 4.2**THOUGHTS, ACTIONS, AND FEELINGS****Instructions:****Step 1:**

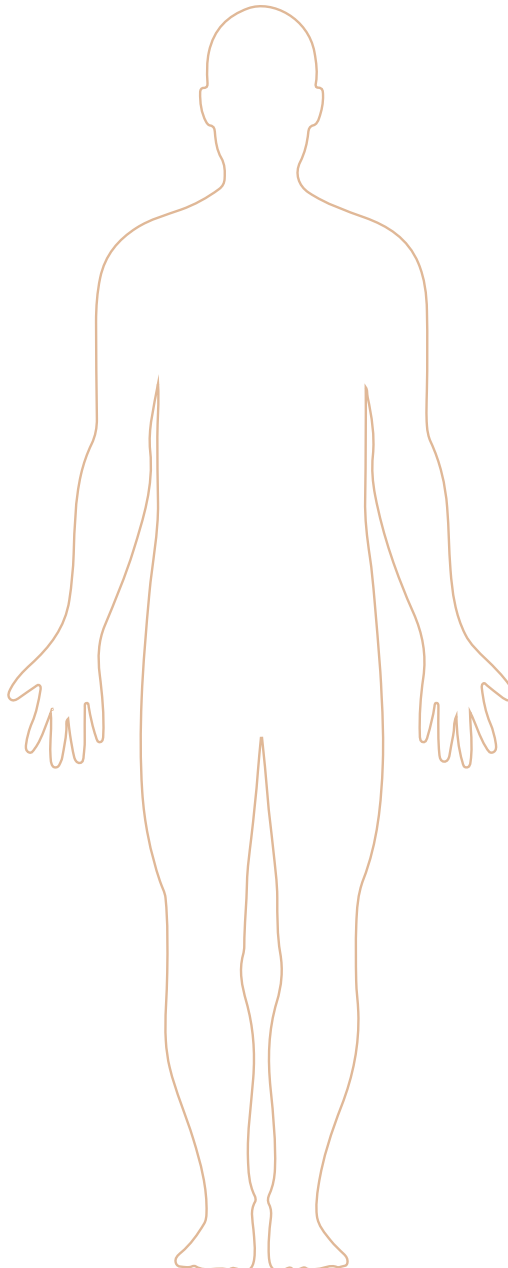
On the human outline that appears below, add the ways in which you think, speak, act, and feel about quality education.

Step 2:

After completion, find a partner and trade your Human Outline papers. Looking at your partner's Human Outline paper, write down 2 ideas of what your partner could do to raise awareness about the importance of quality education.

Step 3:

Review your Human Outline Paper back and reflect on the ideas given.



WORKSHEET 4.3

REFLECTING ON THE DIALOGUE

Instructions: Complete the following sentences with as many ideas as you can.

Five things that I have learned from the dialogue:

- 1.
- 2.
- 3.
- 4.
- 5.

Three things I want to know more about:

- 1.
- 2.
- 3.

Times when I enjoyed the dialogue:

Times when I felt challenged by the dialogue:

WORKSHEET 4.4

WHAT WENT WELL / EVEN BETTER IF

Instructions: Write two or three bullet points under each column below:

WHAT WENT WELL? Identify those areas of the activity that were a success	EVEN BETTER IF... Identify those areas of the activity that could be done better