

2026/27

UNITED KINGDOM

unicef 
for every child



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OUTRIGHT

Speak out on children's rights

Hand in paw with Paddington™, we'll be learning about the importance of education, and safe learning spaces, and how they help children realise their rights around the world.

Pictured top: Siteriya, 9, raises her hand to answer a question in class. Her school in Malawi is part of a UNICEF project to address barriers to education.

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THE IMPORTANCE OF EDUCATION AND LEARNING SPACES

At UNICEF UK, the UN Convention on the Rights of the Child (UNCRC) is the basis of all our work. The UNCRC is for every child, everywhere. It explains the rights that apply to every child, and that every child is entitled to claim them. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Articles 28 and 29 of the UNCRC focus on a child's right to a quality, relevant education. Around the world, nearly six in ten children are estimated to be affected by learning poverty, meaning they're unable to read and understand a simple text by the age of ten.

At a national level, this will lead to worse health outcomes, greater youth unemployment and deeper levels of poverty. Every child has a right to the opportunity that foundational learning brings.

We should think of the UNCRC as a whole: each of the rights enshrined within it is interlinked, and no right is more important than another. Our topic this year – learning spaces – will show us how schools and learning spaces can support children to access more than just the right to education, actually connecting them to a variety of their rights, including article 24, health (including health education) and article 31, rest, leisure, play, recreation and culture.

How can we make sure education and learning spaces are protected?

We need urgent action from governments and other partners to invest in education. One way the UK Government can support this call is by prioritising International Aid. International Aid helps children around the world realise their right to education, whether through temporary learning spaces set up in the aftermath of disaster, investing in teacher training, or providing schools with equipment and essential infrastructure like toilets and clean water supplies.

What are this year's objectives?

This year, children and young people taking part in OutRight will develop their knowledge of:

- Relevant children's rights and the UNCRC
- The importance of safe learning spaces for children in realising their rights
- Barriers that children might face to accessing safe learning spaces
- How to use their voices to help protect these spaces.

How will this happen?

This year, we've provided five learning activities packed with resources and exercises. The journey will conclude with a campaign action to complete after your learning sessions.

We haven't included a general introduction to rights activity this year, as we know that many groups already have a strong understanding of the UNCRC. However, if you feel your group would benefit from exploring this further, you can find an introduction to rights activity in the [OutRight archive: Change Making 2024/25, Activity 1, Introducing Children's Rights and the CRC](#).

Tailoring the journey

This year we'll be sharing lots of stories, to help your group grow their insight and understanding of some of the complex, interconnected global barriers that get between children and the realisation of their rights.

Activity by activity, we'll show how these might shift depending on the situations children are faced with, as well as who they are. We hope that, by spotlighting a selection of real experiences over the course of your learning journey, rather than trying to 'teach' an overview or attempt to create a whole picture of a changing landscape, we'll be leaving space for your group to add their own experiences, perhaps interweaving stories from your own setting and community.

By the end of the journey, we hope that children will have built a sense that we're all part of one picture – that we all face barriers, and we all have the power to do something to bridge them and overcome them.

WELCOME TO OUTRIGHT

We're so pleased that you and your group are joining us for OutRight this year. We have an exciting learning journey planned for you, exploring learning spaces and considering how children's rights can be protected in these spaces, all around the world.

We hope that this year's campaign will support children and young people to think about rights in an interconnected way, considering how places that we learn, such as schools, not only provide access to the right to education, but connect to many other rights too. We'll go on to see just how important safe learning spaces are for all children, thinking about how we can take action to ensure rights are accessible and protected.

This theme will focus strongly on the stories and lived experience of lots of children around the world, and we hope that this encourages important discussion in your own learning spaces. Our team of UNICEF UK experts are ready to support you throughout the journey, with expansion guides, videos, and our important support workshops. You can start building your knowledge by visiting our background reading section in this guide.

Throughout the journey, you and your group will meet our campaign champion – Paddington™.

If your school is working towards a UNICEF UK Silver or Gold Rights Respecting Schools Award, or sustaining your Gold Award, all the activities in the pack will help you achieve the outcomes in Strand C, which focuses on participation, empowerment and action. If you're interested in becoming a Rights Respecting School, you can find out [more here](#).

Issy, who manages the OutRight campaign at UNICEF UK, will be in touch with regular email updates and will host workshops on Microsoft Teams so you can ask questions and share ideas.

Do get in touch if you have questions or would like to share the progress your group is making. We always love to hear from you.

Thank you so much for championing the campaign and empowering children to use their voices.



Jess Bool
Strategic Lead
Youth Engagement



Martin Russell
Director
Rights Respecting Schools Award



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OutRight certificates

Take our campaign action and fill out our feedback survey at the end to get your school or organisation's OutRight certificate.

We'll email you in spring 2027 with details of how to get your group's certificate.

Right: Aarav, 5, at Bharoda Primary School in Anand district, Gujarat, India.





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Noemí, 3, enjoys a PE class at a child development centre in Ecuador, where UNICEF works to improve water quality and sanitation.

INTRODUCTION TO OUTRIGHT

Explaining OutRight to colleagues and children

We've provided a collection of video, PowerPoint, PDF and online resources to help you engage children in the OutRight campaign.

To get you started, actor and presenter Cel Spellman has recorded a Welcome video, and we've put together a short PowerPoint presentation that introduces this year's learning journey to your group.

Hand in paw with Paddington™

Paddington™ is curious and always makes space to learn new things wherever he finds himself. This love of learning and dedication to understanding make him an excellent companion for children through their OutRight journey.



TIMELINE

Suggested timeline to help you plan your learning journey

August

Review the learning resources, understand what the campaign is about, introduce it to your group and plan how and when you'll complete the activities.

September

16 September

First support workshop:

Join us online to learn about the topic and ask questions ready to use the OutRight materials. We'll email you the details.

Use the introductory presentation to launch the campaign.

Start the learning activity journey in your setting.

November

11 November

Second support workshop

Join us online to learn about the campaign action activities and ask any questions.

Start planning what you're going to do for World Children's Day (20 November).

Sign up for our World Children's Day online event for children and young people!

20 November

World Children's Day

- This year, World Children's Day is on a Friday.
- Join our celebration event for children and young people to mark the day.

December

Continue working through the learning activities.

January

Continue working through the learning activities.

February

Start thinking about the campaign action.

March – April

Complete the learning activities and the campaign action.

Complete the OutRight 2026/27 feedback survey to tell us about your experience this year.

May

Receive your OutRight 2026/27 certificates!



YOUR CAMPAIGN JOURNEY

Activity 1: Education Everywhere



Activity 2: Exploring Learning Spaces



Activity 3: Education in Emergencies



Activity 4: Education for Everyone



Activity 5: Attention, Ask, Act – How Change Happens

Across the learning activities, the following articles will be the key rights explored and linked to. Your groups will consider what children need for these rights to be realised globally.



Make it work for you

This year, the OutRight learning journey aims to provide a strong understanding of the importance of education, before exploring the barriers that children face. We recommend completing the learning activities in order, but as ever the journey is designed so you can adapt to your group as you go.

There's no expectation that you complete every activity exactly as designed – they're tools for you to use in any way that works for you and should complement the learning you're already undertaking in your settings.

Hearing from us

We'll keep you up to date by email and encourage you to work through the activities in the learning journey at a pace that feels right for you.

Support

You can watch video explainers to help you along the way [here](#).

We'll also be running support workshops, with our advocacy experts on hand to answer your questions. Although this year's topic will be familiar to many of you as education professionals, we'll be looking beyond the classroom to explore the interconnected global barriers involved, and how these can impact children differently depending on their identity and context. Sign up to join the conversation and explore the topic in more depth with us.

Certificates

We'd love to hear about your experience of OutRight, so please do complete our feedback survey at the end, and make sure your school or organisation receives your OutRight certificates. These will be emailed to you in spring 2027.



© UNICEF/Muhammad

Amena, 11, after school with her friend Halima. When floods came to Amena's home in Afghanistan, 2024, her father was killed. Then her mother died three months later. "It was the hardest time in my life," she says. "When the school closed I missed studying so much. I missed my teachers and classmates. But now the school is rebuilt and I feel happy again."

BACKGROUND READING

We're excited to bring you a brand-new topic for OutRight this year, and we want you to feel confident and comfortable completing OutRight in your setting, so here's an overview to get you started before you start planning and tailoring your own group's journey.

What is the UN Convention on the Rights of the Child?

The UNCRC outlines the importance of children's rights and is the most complete statement of children's rights ever. It is also the most widely ratified international human rights treaty in history.

The UNCRC has 54 articles that cover all aspects of a child's life, and it's universal – which means these rights apply to every child, and every child is entitled to claim them. It also explains how adults and governments (the duty bearers) must work together to make sure all children (the rights holders) can enjoy all their rights.

So, why are we talking about learning spaces?

This year we want to bring the right to education to life and demonstrate the ways that children and young people around the world might access their rights. For some, this

might look like formal schooling, but we know that children are accessing education through child friendly spaces, digital learning and community programmes too.

We also want to demonstrate that often, in spaces where learning happens, it's not just the right to education that should be realised, but additional rights too. Learning spaces often provide safety, access to food and water, places for children to access play and culture, and in many places, healthcare too.

The context – education in crisis

Sustainable Development Goal 4 is to ensure inclusive and equitably accessible quality education for all by 2030.

However, as the **Global Education Report** found, worldwide, 234 million children in crisis contexts require support to access quality education – an estimated increase of 35 million over the past three years. Of the 234 million children requiring education support, 85 million are completely out of school. Among these 85 million, 52% are girls, 17% are refugees or internally displaced, and over 20% are children with disabilities.

Education quality is also an issue, with 6 in 10 children in low- or middle-income countries unable to read and understand basic text by the age of ten.

Increasing conflict and climate crises are contributing to this lack of progress.

Education is a human right. It also has a powerful effect on communities, boosting economic growth and reducing inequality. Investing in education also fosters stability, reduces conflict, and is essential to empowering communities to adapt to climate change.

What is UNICEF doing?

In 142 countries, UNICEF works to provide quality learning opportunities that prepare children with the knowledge and skills they need to thrive.

In many humanitarian emergencies, UNICEF is the largest provider of educational support, working with our UN and local partners.

UNICEF is working to tackle the learning crisis by asking governments around the world to endorse the **Commitment to Action on Foundational Learning**, so all children get the essential building blocks they need to realise their full potential. This commitment to action outlines the funding and policy changes needed to ease the crisis.

Through the Safe to Learn Coalition, which ensures that children can learn free from fear, violence and discrimination, UNICEF works with partners and governments to build education systems where no child is afraid to go to school, and where learning empowers every child with opportunity, dignity and hope.

UNICEF usually uses the terms 'Child Friendly Spaces' or 'Temporary Learning Spaces' to describe the support structures we set up in emergency contexts. Both of these interventions integrate emotional support, child protection, health and/or nutrition services (depending on context).

The setup of these spaces is a relatively short- to medium-term response and are very often operated from tents or temporary structures. They're usually operated by Non Government Organisations or governments, but UNICEF is involved in establishment and coordination, in addition to setting minimum standards for them. Temporary Learning Spaces (TLSs) have technical requirements aligned to both the Core Commitments to Children and the **INEE minimum standards**.

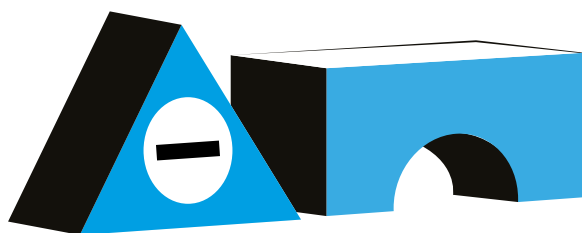
DISCUSSION EXPANSION GUIDE

As you work through the OutRight activities this year, there are some in-depth ideas to explore, and hopefully these will encourage questions and discussion in your setting. Alongside watching our videos, familiarising yourself with the background reading for this year, and attending our support workshops, we hope this guide will be useful to help you have full, detailed conversations with your group.

How to talk about learning spaces

As mentioned, we want our learning spaces topic to encompass the wide range of ways that children can access their right to education (and other rights).

When we talk about spaces, we mean the whole environment and everything that affects it – from air quality and temperature to cultural contexts. We mean the building or structure where the learning is taking place, the accessibility of that space, who can attend, and of course, the quality of the education provided.



Barriers and bridges

This year, your group's learning across the five OutRight activities will be brought to life through two themed workstreams that you might like to think about ahead of time – barriers and bridges.

Barriers are the many things around the world that may prevent children from accessing learning spaces and enjoying their rights.

Bridges are the many ways that we can find solutions and break through barriers, connecting children to their rights.

While the focus of this year's campaign is through the lens of international stories, we understand that some of the barriers and bridges discussed throughout also apply in a UK context. We've framed this year's learning around children's lived experience, and we'd encourage you to welcome conversations about how these experiences might also present in your own learning spaces. Obviously, there's a need to be mindful of wellbeing when having these conversations. We've added some wellbeing watchout flags throughout these activities, but you'll know your group better than we can, so do think about wellbeing as you plan each new activity and adapt it to your setting.

Barriers

There are many barriers that impact children's access to education and learning spaces. We have provided some further information below, but this is, of course, not a complete list. We'd encourage you to do your own thinking in your setting about additional barriers too.

Poverty

Children living in poverty tend to have access to fewer and poorer quality resources at home, in their neighbourhood and at school, research by UNICEF UK shows. This includes, for example, poorer quality housing, greater food insecurity and poorer quality local services including schools.

This form of inequality creates differences in children's daily lives, including poorer-quality diets, lower levels of physical exercise, and a higher likelihood of engaging in paid work rather than school studies.

The research found that children from disadvantaged contexts were more likely to work before or after school, and that the pressure to do this due to a shortage of money had negative impacts on their education – including the ability to engage in homework or active learning. It also had an impact on their ability to engage in play and leisure time.

Violence

Violence is a complex issue. It doesn't just mean fighting with guns or bombs – violence can enter children's lives in much more subtle, hard-to-spot ways, and is also influenced by multiple interconnected factors including deeply rooted social and gender norms and power imbalances.

Some children may face very real fears about attending school or a learning space. They may experience violence on their way to and from school, in their classroom or online, and this has significant consequences on their ability to learn. Research from the Safe to Learn Coalition found that being bullied, threatened, or attacked significantly reduces children's ability to feel safe and learn.

Corporal punishment (which is still legal in 67 countries) lowers learning outcomes and reinforces harmful norms.

Violence increases school absenteeism significantly, and contributes to dropout, especially for girls facing harassment, early pregnancy or marriage.

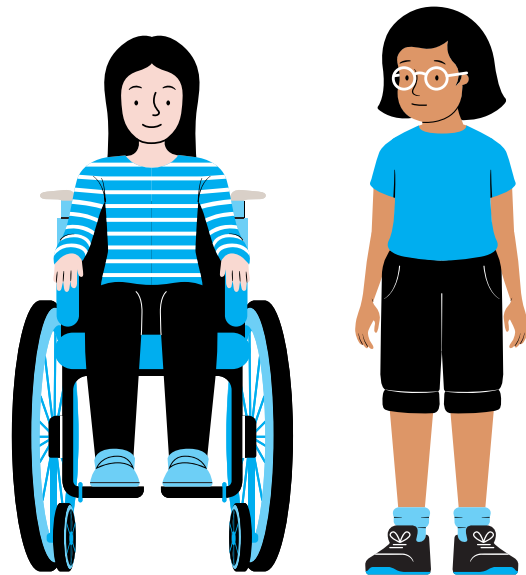
Gender inequality

Despite evidence showing how important learning is to children's development, gender disparities continue to exist in education. Around the world, 122 million girls are out of school, and almost four in ten adolescent girls and young women don't complete upper secondary school.

There are various reasons for this disparity. Barriers to girls' education include factors such as harmful social norms, child marriage, and gender-based violence, and these vary across communities and countries. There are also other structural factors, such as where facilities at schools don't meet the sanitation, hygiene and safety needs of girls, including support for menstrual health and hygiene.

While progress has been made toward gender parity across the world in primary school enrolment, there's a clear gap in adolescence, with figures showing nearly 1 in 4 girls aged 15–19 are not in education, employment or training, compared with one in ten boys. However, in some contexts

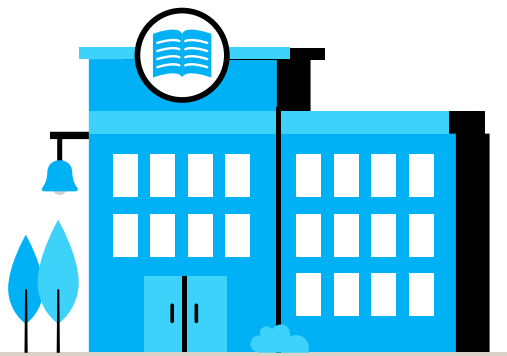
such as in the UK, gender disparities affect boys differently at certain stages of education, with evidence showing that boys underperform girls across most major educational indicators and are less likely to progress to higher education. However, girls are still underrepresented in STEM subjects, and gender inequalities extend into life after education. Despite often outperforming their male peers academically, women are less likely to enter professional or managerial roles and tend to earn less after graduation, reflecting persistent structural inequities.



Disability

There are an estimated 240 million disabled children worldwide, but disabled children are often overlooked in policy making, limiting their access to education and their ability to participate in social, economic and political life. Worldwide, they are among the most likely to be out of school, and this may be due to barriers stemming from discrimination, stigma, and the failure of decision makers to incorporate disability in school services (such as accessible classrooms, ramps, resources, etc).

Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. However, inclusive education is often not prioritised by governments, and disabled children's voices are not listened to in policy making, or design.



Infrastructure

Learning spaces need proper infrastructure, not just within themselves, but within their communities – for example, they can be affected by a lack of safe water supply, limited access to toilets, and physical things we need like roads.

Research from the Centre For Global Development found that when children don't have access to water at home, they may be responsible for collecting it for their families. Girls, specifically, around the world spend 200 million hours each day collecting water, which takes time away from school. Also, without access to safe water, water-related illnesses often keep children out of school.

Many children who are out of school around the world live in rural areas, where they're more likely to have to walk for long periods of time or cover significant distances to attend local schools. Lower quality roads may also make travelling to schools harder – meaning it's not just harder for pupils to get there but for resources and supplies to be delivered too.

Climate

The climate crisis has significant impacts on children's right to education. Because of human-induced climate change, Earth is warming faster than it would naturally. From heatwaves and droughts to rising sea levels, it impacts every aspect of our world today. Globally, climate disasters are already disrupting education for 1 in 7 students.

Schools in many parts of the world, especially in low- and middle-income countries, lack proper ventilation, cooling systems, and access to safe drinking water, which are vital during extreme heat and heatwaves.

This can make classrooms unbearable and potentially hazardous during extreme heat, which affects children's ability to learn and retain information. The heat may also disrupt their journeys to and from school, and sometimes schools may be forced to close completely to

avoid creating health issues for children and teachers.

Events like floods can also disrupt education systems, meaning schools are closed or temporarily converted to shelters for people who've lost their homes. When families struggle to grow crops or find clean water due the floods, children can also miss school or drop out altogether as they must help with housework or earning wages.

Remember, all of these barriers can intersect in individual children's lives, layering up to make obstacles even harder to overcome. Poverty and inequality are very often underlying where children are affected by multiple barriers.

Bridges

Bridges can be created by communities and by children themselves, but duty bearers have a responsibility to support those efforts and break down bigger, systemic barriers that individuals don't have the power to change alone. Here are some of the ways this can happen:

- Governments around the world can work to improve safety nets. UNICEF's 2025 State of the World Children's Report said that governments must make ending child poverty a national priority. Reducing child poverty would increase access to education for children and young people.
- Governments and local communities can work to address immediate inequalities in education, by making sure that schools have trained and qualified staff to teach children, and that they have the resources needed in the classroom.
- International Aid helps children around the world realise their right to education, whether through temporary learning spaces set up in the wake of disaster, supporting governments to invest in teacher training, or providing schools with equipment and essential infrastructure like toilets and clean water supplies.
- Campaigns, such as OutRight, can act as bridges too. Many campaigns highlight the importance of education, with research, data and real-life stories of children around the world, and this can be a powerful tool to show duty bearers the importance of education and learning spaces – and a way to ask them to protect them.

Framing the discussion

Throughout this year's learning, we encourage you to focus on the similarities of childhood around the world, thinking carefully about the language we use around where certain experiences happen, who experiences them and why.

Some of the children featured in your pack are from lower income countries, and we might still see the inequalities that the effect of colonialism has had (see [2025/26's Discussion Expansion Guide](#) for more on this).

It's important that we don't accidentally position higher income countries (like ours) as better because we may not face all the same issues. Higher income countries don't necessarily protect children's rights in all cases, even though they have more resources to do it with. By reminding ourselves that children and young people everywhere are equal and entitled to all the same rights, your group can put their own barriers and challenges into the global context, recognising all barriers as unjust.

Accuracy

This year, we've moved away from role-play exercises and more towards investigative, research-based ones. We hope this will help groups be mindful not to make assumptions or reinforce stereotypes about different places and the people who live there.

By focusing on individual stories and the specific information we have available, for example about a child's life and where they live – and acknowledging information we don't have – we can avoid mis-mapping barriers and mis-designing solutions.

As you introduce children in your setting to the many stories we've included this year, you'll see that we've provided as much context as we can, to build a better understanding of that child's life and the circumstances they face. We'd encourage you to talk openly with your group about facts versus assumptions, and you'll see that some of the activities are designed to encourage that sort of deeper, critical thinking.

Aminatou, 7, attends first grade classes regularly in her school in Mali. She dreams of becoming a teacher.



WHERE WE GOT OUR FACTS FROM, AND WHERE TO READ MORE:

Education:

[Learning interrupted](#), by UNICEF

[Education in Crisis](#), by UNICEF

Poverty:

[Unequal Chances](#), UNICEF report

[The State of the World's Children 2025](#), UNICEF report

Violence:

[The impact of violence on learning and wellbeing](#), by the Safe to Learn Coalition

[Persistent high levels of violence in schools hinders learning](#), by the Safe to Learn Coalition

[Our Strategy](#), by the Safe to Learn Coalition

Climate:

[Global snapshot of climate-related school disruptions in 2024](#), by UNICEF

[A Children's and Education Crisis](#), by Water.org

[Outright 2023/24 – Our Changing Climate – facilitator pack](#)

[The Children's Climate Risk Index](#), by UNICEF

Infrastructure:

[Out-of-school Children in Rural Areas](#), by the Center for Global Development

Gender Inequality:

[Gender equality: Education and skills](#) – UNICEF DATA

[The State of the World's Children 2024](#)

[Girl Goals: What Has Changed for Girls? Adolescent girls' rights over 30 Years](#) – UNICEF DATA

[Attainment and engagement of boys in education](#) – House of Commons Library

Disability:

[Inclusive Education](#), by UNICEF

[The win-win of investing in education](#), by UNICEF

SUPPORT

For children

We believe that children should feel safe and supported to talk about any issue that affects their lives. We know that learning about children's rights may lead to difficult conversations about what it feels like when your rights aren't upheld/realised. It may also feel heavy or unfair for children to have to educate other people on the importance of children's rights.

This year, we're talking about learning spaces, and the importance of those spaces being safe for everyone. We know some children may have had experiences at their place of learning that have made them feel unsafe. We've designed your background reading and discussion expansion guide to try to underpin and support these conversations, and we hope that this year's topic will encourage conversations about health and wellbeing.

At UNICEF, we believe talking about thoughts, feelings, mental health and wellbeing is something everyone should feel safe doing. However, it's possible that through this work, a child you're working with might say or do something that gives you cause for concern. It's important that you follow your safeguarding procedure if this does happen. And that you look after your own wellbeing too, if any conversations leave you feeling in need of support.

Childline is a service provided by the NSPCC that includes a 24-hour helpline for children (under 18) on 0800 1111. Full details on the support and information it offers can be found at: [childline.org.uk](https://www.childline.org.uk).

YoungMinds runs a text messenger service to support children in crisis, which is free on most networks. The organisation also runs a parents' and carers' helpline: [youngminds.org.uk](https://www.youngminds.org.uk)

More support providers and further guidance can be found on the Children and Young People's Mental Health Coalition website: [cypmhc.org.uk](https://www.cypmhc.org.uk)

For you

Join our support workshops that are part of the resources offered as part of the OutRight journey. We'll offer all the help and advice we can. Campaigning and activism work can feel overwhelming, especially when we know that many people participating in OutRight, including teachers and facilitators, may have lived experience of not having their rights realised.

We also encourage you to use all the resources available on the [website](#), including the support videos.

Facilitating sensitive conversations with children about their rights can take a lot of emotional energy and may even tap into something for you that you weren't expecting. If this happens, there's support available for you too.

You can call the Education Support helpline on **08000 562 561**.

Or, if you're having a difficult time, or you're worried about someone else, Samaritans provides a 24-hour confidential listening service on **116 123** or you can email jo@samaritans.org

Mind also provides advice and support for anyone experiencing a mental health problem. It campaigns to improve services, raise awareness, and promote understanding. Contact **0300 123 3393**, Monday–Friday 9am–6pm, except for Bank Holidays.

PREPARING FOR THE ACTIVITIES

Throughout the five learning activities, you'll create three overarching resources. You may want to start by planning how this will work in your setting, so they are ready in advance.

Rights wall/barriers and bridges wall

This is a display that you'll build on throughout the activities. You can interpret this however works best in your setting, but this display could be on a presentation board on the wall, or mapped out on the floor. You'll see this described as a 'rights wall' and 'barriers and bridges wall' in the activities. In Activity 1, you will start by adding cards or posters that explain different rights to the left side of this display. In Activity 2, 3 and 4 you will add 'barrier cards' to the right side of the display. Through Activity 4, and 5, you'll start to create the 'bridges' between the barriers and the rights, to explore how we can work to overcome them.

Learning logbook

The second resource is a learning logbook. Throughout the activities, children will be encouraged to keep their own 'learning logbook' in the form of a pop-up book. Activity 1 will introduce the concept of a popup book and provide time to create them, with some videos as prompts. Each activity will end by revisiting this learning logbook through our Pause, Ponder and Pop guide. For each activity, we have included some prompts of things children could include in their books. This is meant to be a fun and creative activity for children to reflect on their learning.

Class pop up book

At the very end of each activity, once children have completed their individual learning logbooks, you will create a class pop up book. Children can either vote on the thing they'd like to include in the class book from their own learning logbooks, or you can choose an idea from the prompts we have provided. You may want to create this pop-up book in advance and decide how you will choose who completes this activity.

You can adapt the resources above to work best in your setting. For example, you may choose to only complete the individual learning logbooks and not finish with a class popup book.

Early years adaptation: If you are doing OutRight in an early years setting, then the instructions provided only ask you to create a class pop up book.

Check all the resources: This year, you will find the facilitator notes for the activities in this pack, which work alongside the PowerPoint presentations. However, because we have focused on the lived experience of children and their stories, you will also find some discussion prompts and additional information in the PowerPoint notes, and in the story cards at the end of this pack.

PREPARING FOR THE CAMPAIGN ACTION

This year, OutRight is encouraging children and young people to campaign on the importance of protecting learning spaces around the world.

Context

Through this year's OutRight, UNICEF UK would like to share the children's learning about the importance of safe learning spaces, and the barriers to accessing them, with the UK Government.

We want to empower children and young people to use their voices to speak up about their rights and the new information they've learned throughout their OutRight journey.

This year, we have designed the campaign action to be really quick and simple for your group. We are asking for each setting signed up to OutRight, to send us one short, whole group message, as evidence that you've taken part. Our aim is to raise awareness of what children and young people have learned, and show decision makers how informed they are about issues impacting children's rights around the world.

We're then going to **create a nationwide digital map of all of those messages**, which we'll present to the UK Government at key moments throughout the year.

What do you need to do?

Please review the data information below and, if you'd like to go ahead, please:

- Help children and young people understand what the aim of the activity is – to share their learning with the decision makers (who might not know as much about children's rights as them!)
- Explain what UNICEF UK will do with their messages and their information, how we're protecting it and what the group should avoid including in their message and why (i.e., sharing personal information like names, dates of birth, address, contact details, etc.)
- Make sure you submit your group message to us by **1 April** so your group gets to see their message on the map!

Information for children and young people

What do we mean by information:

- Your school/organisations's name
- The work you and your group create about the importance of learning spaces.

What should you not include?

Please do not share any personal or private information like:

- Your name
- Your date of birth
- Your address
- Your contact details

What will UNICEF UK do with your information?

- We'll share the message that you and your group create – on a whole nationwide map – with decision makers at various points throughout 2026–2027.

Activity guidance

Consider the risks. As with any activity you carry out with children and young people, we advise you to complete a personal data risk assessment.

Data protection

This activity does not include collecting children's personal data.

Your school or organisation is the data controller of any children's personal data that's collected and processed as part of taking part in any OutRight activity. This includes the sharing of any personal data (which may include images of the children) with other organisations or individuals, or for example sharing on social media.

While the campaign action we recommend is unlikely to involve the use of children's personal data, for similar previous OutRight activities UNICEF UK has recommended considering the key points above when acting as data controller. However, as data controller, it's your responsibility to ensure you meet all the requirements of data protection law for the collection, processing and sharing of children's personal data.

ACTIVITY 1

EDUCATION EVERYWHERE

Aim: Children are introduced to the OutRight theme, 'learning spaces', and the key rights we'll cover. They begin to explore where learning can happen and why education matters.

To prepare:

- Review the five key articles
- Prepare access to a summary/child-friendly version of the UNCRC
- Review the Paddington 'pop-up book' clip
- Review the individual Paddington clips for part 2
- Set up your barriers and bridges display space
- Set up your rights wall display space
- Put together a large, blank pop-up book, or floor book, for your group using A3 paper or card

You'll need:

- Activity PowerPoint 1
- Child-friendly version of the [UNCRC](#)
- YouTube access set up ready to review clips
- Poster board to create a group pop-up book
- Sugar paper or a flip chart
- Display space in the activity area, or whatever alternative you want for your group

Children will need:

- Cards and/or paper to make 'rights cards' in part 1
- A4 paper and arts materials to create individual learning logbooks (part 4) and contribute to the group pop-up book
- Scissors and adhesive (glue sticks are fine) to create a pop-up book

Adaptation for early years:

- Invite children to bring in or draw a picture of one person outside school who teaches them something and share something about what they learn from them. Build a class display of the different types of learning.
- Watch Paddington clips and allow children to identify different kinds of learning. What did Paddington learn? Who is the teacher? Where is he learning?
- Simplify the learning log, pop-up book to the skill level of the children by pre-assembling the folded and stapled pages and creating the cutout pop-ups. Let children paste in their pop-up and draw on the pages. Create a floor book for children to record their learning.
- Find a copy of the official Paddington Pop-Up Book at your library to read with the group or watch a [YouTube read along of the book](#). Lead children in a simple discussion of what 'bridges' and 'barriers' are: for example, Aunt Lucy can't be in London because she lives far away in Peru (the distance is a barrier), but what she wants is to learn about London, and the book is a way that she can learn about London without having to travel there (the book becomes a sort of bridge).

INTRODUCTION

This activity introduces this year's OutRight theme, 'learning spaces', and the key articles you'll be exploring (Articles 19, 24, 28, 29, and 31). Begin with the broad idea that learning can happen anywhere, and that, in a way, a teacher can be anyone we learn from. We'll use Paddington Bear's curiosity for learning to discover the many different forms a learning space can take in our own community.

What is OutRight?

OutRight is a youth campaign run by UNICEF UK that helps children and young people learn about, and speak out about children's rights, across the world.

There are hundreds of children across the UK who are taking part in this campaign, just like you!



We'll talk about what a learning space is, and why it matters. Because, while we can learn everywhere, having a dedicated, safe place to learn, like a school with trained staff, is important for children to enjoy not just their right to education, but many of their other rights too.

The 'background reading' section has some detail on the minimum standards and technical requirements UNICEF learning spaces have to meet, if your group is older or more knowledgeable and you'd like to take a more detailed look at this. We'll also explore in more detail what 'safe' means in Activity 2.

work in five groups to create one poster for each article or work individually to create smaller cards for each right.

On each rights card, ask them to include:

- The article number and the words of the article or a child-friendly summary (for example, 'I have the right to play')
- A simple drawing, symbol or creative representation of what it might look like when children enjoy this right.

Note: Add the cards or posters to the left side of your rights wall display.

PART 1

Our key rights

Part 1
Key rights

Article 19 – protection from violence and harm

Article 24 – the right to the best possible health

Article 28 – the right to education

Article 29 – the goals of education: helping children develop their talents, respect for others and love of learning

Article 31 – the right to rest, play and culture



Cecilia, 4, takes part in an early childhood education session in Guatemala. © UNICEF/PhotoDisc

Use the Activity 1 PowerPoint and the child-friendly UNCRC to introduce the five key rights for this year: Articles 19, 24, 28, 29 and 31.

- Article 19 – protection from violence and harm
- Article 24 – the right to the best possible health
- Article 28 – the right to education
- Article 29 – the goals of education: helping children develop their talents, respect for others, and love of learning
- Article 31 – the right to rest, play and culture

(Note: We'll introduce Articles 1 and 2 in Activity 4 and Articles 12 and 13 in Activity 5).

Invite children to take turns reading each of these articles out loud.

After reading out each article, **ask:**

- What do you think this right looks like in real life?
- Can you think of a time – maybe this week – when you enjoyed this right?

For each article, invite children to use art materials to create a rights card or poster. Children can

PART 2

Introduction to learning spaces

Part 2
Where do we learn?



© BBC/135/502 2008

Share: This year in OutRight, we're going to explore the topic of learning spaces and consider how having a safe place to learn helps children enjoy their rights.

Invite children to share any ideas in a quick discussion about what learning means to them, and what they think a learning space might be.

Prompt: When we talk about a learning space, we mean all the things that can affect that space too – environmental factors like air quality and temperature, noise and even culture. You could encourage your group to discuss this – for example, older groups might think about digital and online spaces, and whether they have a different 'culture'? Do people behave differently online than they would in person? Do they think digital spaces can be good learning spaces?

In Activity 3, we'll look at how learning spaces can be affected by emergencies like conflict and flooding.

Show: Paddington Pop-up Book YouTube clip.

Explain: Paddington wanted to teach Aunt Lucy more about London. Because she couldn't come to visit in person, he wanted to send her the pop-up book. Can you think of something that you've learned from a book? Where might you go to find a book if you wanted to learn something? Show one or two of the Paddington clip suggestions below. After each clip, use the prompt questions to explore ideas of where learning happens.

Suggested Paddington clips:

The Explorer's Story (4:53): Aunt Lucy and Uncle Pastuzo learn English from Explorer Montgomery Clark.

Ask: Who did you learn English from, or another language that you speak? Where did that happen? If you wanted to learn a new language, where might you do that? What else did the Explorer teach the bears?

Marmalade Day (6:23): Paddington both learns from and teaches others in his community.

Ask: Who taught Paddington in this clip? What did he learn and where? Who else learned in this clip?

Paddington Takes the Tube (2:01):

Paddington learns from a new experience.

Ask: Can you think of a time you tried something new, and what you learned? Where were you?

Paddington's Funniest Moments (8:01):
learning from our mistakes.

Ask: Can you think of a mistake that taught you something important?

Discussion

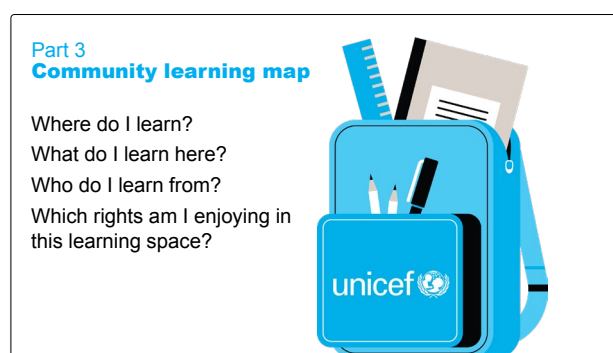
Ask: Think about everything you know how to do. Think about everything you've ever discovered. Where did you learn all of that? Who taught you?

Invite children to call out ideas and capture them on a flip chart or board. Celebrate the diversity of answers. Guide the conversation towards the idea that learning happens in many places, including in school, and that our 'teachers' can be many different people – in our school and in our community.

Prompt: If children are finding it hard to think beyond school, try asking: Who taught you to tie your shoelaces? Who taught you your favourite song? Where did you learn to ride a bike? Encourage children to think through a diverse range of people who they learn from (for example, different genders and ages, and their peers too).

PART 3

Community learning exploration



Create a map of your community as a group and mark every place you can think of where learning happens. Older children may choose to draw their own individual learning maps, while a group map may work better for younger children. Learning spaces may include: home, a caregiver's house, a place of worship, a market, a sports ground, a library and school.

For each place, children label:

- What do I learn here?
- Who do I learn from? (A teacher, grandparent, coach, neighbour, etc.)

Ask: Look at your map. Are you surprised by how many places you learn? Which place surprised you the most? In which place do you do the most learning?

Compare your rights wall with your map: which other rights are children enjoying in the learning spaces they've marked on their map?

Optional add-ons:

Outdoor walk

Take your group on an outdoor mapping walk around the school or local area (following your setting's safeguarding and outdoor learning policy). As you walk, invite children to notice the places around the community where they go or could go to learn something. When you return, add these to your learning map.

'What if...?'

As older children debrief their map activity, invite them to explore the additional question: What would I not be able to learn – or what rights might I no longer enjoy – if this place were no longer here? If it were no longer safe? (We'll explore further what we mean by 'safe' in the next activity.)

Debrief: Review your learning map together.

Share: Learning can happen in many different spaces. Sometimes we learn on our own and sometimes we learn with others as part of a community. All this learning and all these spaces are important for children in our community because they help each of us enjoy our rights.

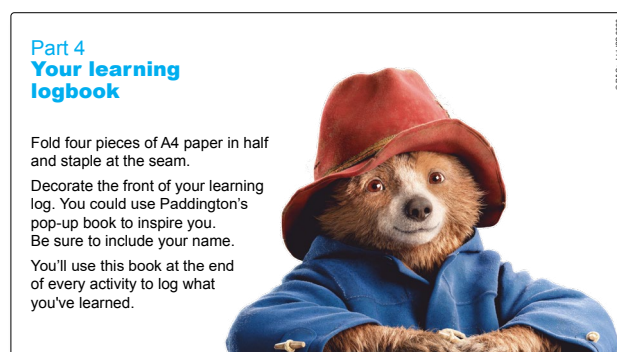
While learning happens in many different places that aren't school buildings, school is one of the most important learning places for children. The UNCRC tells us that all children should have access to school, and that every child's government should make it possible for every child to access primary school for free.

Ask: Where do you see the right to go to school outlined in the articles?

Even though this is a right for all children, many children around the world do not go to school! There are many reasons – barriers – that keep children out of school and learning spaces. And there are even some reasons children go to school, but aren't learning. We're going to learn about these in this year's OutRight and meet some children who are determined to overcome these barriers so they can still learn and enjoy all their rights!

PART 4

Make your learning logbook expedition



Share: Over the next four OutRight activities, we'll learn new things about learning spaces and rights, and hear from many children around the world.

Children will make their own individual 'learning logbooks' where they'll capture the things they're learning in OutRight and want to remember.

You'll also have a class pop-up book, deciding together as a group which shared discoveries you want to represent.

Just like Paddington's pop-up book brought the stories of London to life so that he could share them with Aunt Lucy, your own logbook and your class book will come to life as you fill it with the OutRight lessons you want to remember and share with others.

Invite children to decorate their logbook cover, perhaps for five or ten minutes. If you like, share the Paddington Pop-up Book clip again as background inspiration.

TIP Choose a style of pop-ups that are achievable for everyone in your group. The simplest pop ups can be a folded, paste-in picture or a flap that lifts up (see [How to make your own pop-up book](#).) Older groups may choose to explore more complex pop-ups as an arts add-in (they can draw inspiration from [the pop-up channel](#) on YouTube).

PART 5

Pause, ponder and pop!

Part 5
Pause, ponder and pop!

Which of the key rights do you enjoy in the learning spaces in your community?

PAUSE: take a moment to think about what you've learned in this activity.

PONDER: write or draw your answer and add a pop-up to your learning page.

POP! share and vote on what your class pop-up will be.



Wrap up the activity with a moment of reflection using the group's learning logbooks. You'll repeat this reflection at the end of each activity. By the end of all five activities, each child will have created and filled their own pop-up logbook, and the group will have created its own class pop-up memory book.

A quick pause, ponder and pop prompt template

Pause: Display the pause, ponder and pop prompt in your activity Powerpoint. Give children a moment of quiet to read and think before they respond.

Ponder: Children write or draw in their logbook to capture what they've learned. Invite them to make it creative and add a simple pop-up to their spread.

Pop: Children take turns sharing their reflection with the group. Together, vote on one choice the group most wants to remember and add it to the big group pop-up book.

Invite children to share one thing they discovered in this activity.

Ask: What's one place you learn that you'd never thought of as a learning space before today? Which of the key rights do you enjoy in the learning spaces in your community?

Invite children to think through how they want to record their reflection in their logbook on the first blank page spread. Will they share what

they've learned through words or pictures, and what symbol or artwork will they include for their pop-up?

Note: Allow more time for the first logbook reflection session as children will need to experiment with the pop-up creation.

Pop-up ideas for Activity 1:

- A scroll or book with a quote they've heard or the words of their favourite right
- A building, landmark or feature from their community learning map
- A tiny portrait of someone they learn from

Invite children to show their logbook page to the group.

Discuss: What's the most important/interesting thing we learned today? Share ideas and take a vote on the pop-up you want to add to the first spread of your group book for the first activity.

Once you have chosen what you are going to include in your group pop book, make sure it is added.

Bridge to rights

If the group noticed any barriers or reasons why children might miss out on learning during their community explorations, make a note to come back to these when we start adding to our 'barriers wall' in Activity 2.

Optional add-on

To stay in the Paddington theme, you could collect and store the logbooks in a Paddington-style suitcase between sessions. Your group can decorate it with symbols and stickers.

ACTIVITY 2

EXPLORING LEARNING SPACES

Aim: Children explore why safe learning spaces matter, not only for children to access their right to education, but to help children unlock many other rights. They discover that protecting learning spaces is central to protecting the rights of children everywhere.

To prepare:

- Review the guided imagination warm-up script
- Review the [UNICEF Kharkiv Underground Learning case study](#) (and, if you have children in your group from Ukraine or other conflict-affected areas, look ahead to the wellbeing watchout at the start of Activity 3)
- Consider how the space-swapping design activity will work best for your group's context, to help you shape the activity to work for you

You'll need:

- Activity PowerPoint 2
- Materials to create barrier cards for your display
- Group pop-up book

Children will need:

- Large paper and marker pens
- Optional: yarn or string
- Copies of the [child-friendly UNCRC](#)
- Personal learning logbooks
- Coloured pens, scissors and glue sticks

Adaptation for early years:

- Discuss the word 'safe'. What does it mean to the children? What do we think about when we say our school or learning space is safe? Draw a picture of what a safe learning space looks like, or of something that means 'safe' to you.
- Do one activity/lesson in a different space to the usual one, as a simple version of the part 4 creativity space swap add-on. What if there was a power cut and there was no electricity? Or what if someone stole all your chairs in the night? Invite children to talk about how this learning space is the same and different from their regular learning space, and if it changed how safe they felt.
- Cut and paste the activity pop-up in your learning log.

INTRODUCTION

Take a look back: In last year's OutRight 2025/26, in [Activity 3: How International Aid Helps Children Access their Right to Education – part 3](#) – we introduced the global challenge of children missing out on their right to education. You can use this to introduce, or revisit, some of the reasons children might lose the chance to learn, and the 'duty bearers' who should take responsibility. Ari's and Justine's stories, in the PowerPoint, can help children start to think about the barriers to education that young people can face.



In this activity, we'll look more closely at learning spaces and ask:

What makes them safe?
 What do you learn there?
 How are our rights connected to them?
 And what happens when those spaces aren't safe for children anymore, or simply don't exist?

Through our 'ripple of rights', we'll explore why having a dedicated, safe place to learn is about more than education.

Share: In the last activity, we discovered that learning can happen in lots of places. Today we're going to look more closely at learning spaces in different places, and why schools and other dedicated learning spaces are so important for children to enjoy their rights. We'll look at what makes a learning space safe and explore what it might feel like to go to school in a different way than you're used to.

Ask: If we can learn anywhere, why does having a safe learning space still matter so much for children?

Note: You'll start adding barrier cards to the barriers wall of your display during this activity. You can do this as you go, or in one session at the end. There'll be time to review your display before you move on to the next activity.

each prompt to give children time to picture what you're describing.

After the exercise, invite volunteers to share what they imagined. What made the space feel safe? What made it a comfortable space to learn? What were they learning? What rights were you enjoying in this space?

Note: If you prefer, instead of using this meditative approach to imagining, you could ask your group to imagine on paper, sharing the questions from the script and asking smaller groups to draw together rather than imagining. However you choose to imagine, the aim with these questions is for children to start thinking about some reasons why children might not be comfortable in learning spaces – such as strong weather and impacts of climate change, too hot classrooms, children not having food before and during school which makes it hard to pay attention.



PART 1

Safe learning spaces guided imagination



Warm up with a short, guided imagination exercise.

Invite children to sit comfortably, close their eyes (or find a calm spot to look at) and listen. As you read the script slowly, pause between

Wellbeing watchout

Some children may not feel safe in all the learning spaces that come up. Remind children of who they can speak to if they feel unsafe or worried (a trusted adult, a school counsellor or through your school or group's reporting route). You might briefly share what your school/learning community does to try to keep everyone safe.

Guided imagination script

I want to invite you to sit quietly and take a deep breath, in and out. If you feel comfortable to, close your eyes.

Can you imagine it's a new day and you're on your way to a place where you're going to learn. This could be your school, this room, or somewhere completely different where you go to learn.

In your mind, look around your space.
 What does it look like?
 Are you inside or outside?
 What can you see?
 Who else is there?
 A teacher or caregiver?
 Your friends?
 Someone else from your community?
 What are you learning today?
 What can you hear?
 How do you feel in this space – calm, excited, safe?
 What can you see around you that helps you feel safe?
 Now think about your rights.
 Which rights are you enjoying right now in this space?
 Take another deep breath, in and out.
 When you're ready, open your eyes.

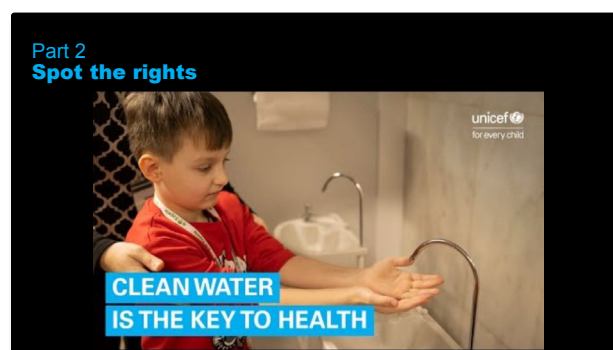
Optional add-on:

Supporting safety

Ask: What does our school (or learning group) do to help everyone feel safe to learn? Support children to explore how their own learning space as a rights-respecting environment.

PART 2

Spot the rights



Watch the [UNICEF Kharkiv Underground Learning case study](#) on YouTube together as a group. Before you watch, give the children a prompt: We're going to watch a video of some children in Ukraine in a special learning space underground. As you watch, can you spot and count the rights you see children enjoying in this space?

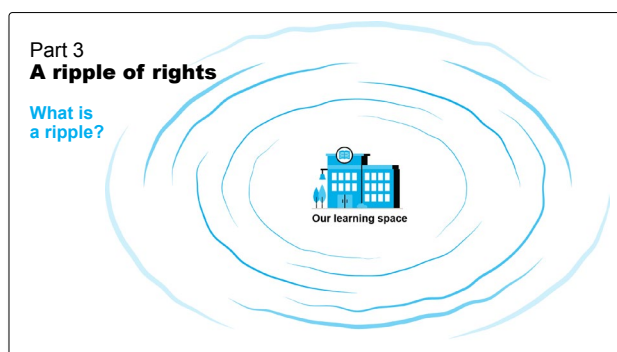
After watching:

Invite children to name all the rights they've spotted. What do they see that makes this look like a safe space for children?

Prompt: Beyond the obvious right to education, some examples will be protection (adapting the space for physical safety), hygiene and health (providing safe drinking water, toilets and handwashing stations so children can safely eat their food), and play (creating a space where they can be with other children).

PART 3

A ripple of rights



Invite children to draw or place an image of a safe learning space they've identified (either in their guided meditation or in activity 1) at the centre of a large piece of poster paper. This could be a picture of your school or learning space, or something the children envisioned in the imagination warm-up.

Ask: What is a ripple?

Share: A ripple is a kind of chain reaction. It's the knock-on effect that happens when there is movement in water. A small wave causes another small wave, and then another. Just like water ripples when there's actions, the actions we take to help children enjoy one right also cause ripples that help children enjoy other rights.

A big ripple!

Watch the Paddington '[Our Bear Floods the Bathroom](#)' video on YouTube. What was the chain reaction of things that happened to finally cause the flood?

Invite children to think about all the different rights that a safe learning space might help them enjoy, spreading outward like ripples from the centre. If they need a prompt for ideas, you could share copies of the child-friendly UNCRC.

Draw lines from the learning space to each right (or use pieces of wool or string). Then draw more lines between rights that are connected to each other.

Ask:

- **How is the right to the best possible health connected to the right to education?**

Sometimes, learning spaces may have toilets and handwashing facilities children wouldn't otherwise have (for example, if they've had to flee their homes – we'll look at this in Activity 3), or health interventions like vaccinations are offered through education settings – it could be a way to make sure all children can be up to date with them even if their caregivers might not have known about them.

- **How does play support learning?**

Play helps brain development and bonding with caregivers in younger children. As we get older, play helps us experiment and express ourselves. For all of us, playing together – joining team sports or creative clubs – strengthens our relationships and friendships and is good for our mental wellness.

Ask: What happens to all these ripples if the safe learning space isn't there, or if it isn't safe for the children to go there anymore? Which rights would be the hardest to enjoy?

PART 4

Space swapping – designing to overcome barriers

Part 4
Designing to overcome barriers

If you were designing a learning space for a situation where children are facing barriers to access, what could it look like?

- What might be missing?
- How would you make it as safe as possible?
- Who would be there?
- What would children learn?



Share: Safe learning spaces around the world can look different from each other. Think about the video we watched (in Part 1) about the Kharkiv learning space in Ukraine.

Take a look back: In our 2023/24 OutRight journey, looking at Climate adaptation, we briefly discussed earthquake-proofed school buildings in Bhutan and a solar-powered floating school in Bangladesh. If you'd like to use those as examples for this activity you can find them in the Activity 6 presentation, part 2, and corresponding page of the guidance for facilitators PDF.

You're going to work together as a group to set yourselves a design challenge: design a safe learning space around some chosen barriers. You'll decide together all the things you want your space to have, to make sure it's safe, but you'll also choose a set of barriers you need to work around. (If you imagined on paper in Part 1, you could revisit your drawings from that session to inform your new designs.)

Optional add-on:

Creativity space swap

Why not try a makeover on your learning space, moving furniture around or going outside, to see if it helps your group think differently and consider how different spaces might affect how you learn and how safe you feel?

Ask: What do you think a learning space needs to be safe? (Some examples might be: friends, teachers, trusted adults, a physical environment where children are protected, comfortable and supported to learn.)

Invite the group to choose a barriers-based scenario from the suggestions below – or create their own based on what they've learned in their OutRight journey so far.

Barriers

Heavy rain caused a river in a small town to flood. The road to the school is underwater, and the school building itself has mud and water in the classrooms. Classes have been cancelled until the school can be repaired, but no one knows how long that will take.

Sheltered learning: In one city, thousands of people have been forced to leave their homes due to conflict. They find safety in another city and are given shelter in schools. The children who used to study in those spaces, and the displaced children who have just arrived, all now need an alternative learning space to use until the schools are no longer needed as a shelter for families to live in.

Language barrier: Due to conflict and not being safe, a family has been forced to flee to a new country. There is a school nearby for their children to attend, but all of the lessons are taught in a language that the children do not speak.

Physical barrier: A child uses a wheelchair but is unable to access their nearest school because it has no ramp and no accessible toilet – plus the desks aren't adjustable. The teachers and students are welcoming, but the building isn't.

Get designing!

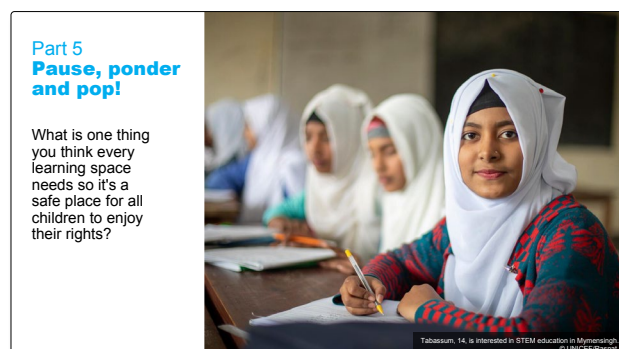
Groups can draw (on paper or online), build with construction materials, or just keep notes and describe their designs. Encourage the groups to imagine daily life inside their chosen barrier scenario – what will people need to have to hand to help them enjoy their rights? As designers and builders working to overcome barriers, what might you need, and who do you think could help you?

Prompt: Encourage the group to think about how they could explore the reality of barriers they may not have experienced themselves – what research could they do, and who could they ask to help them understand better? Depending on your group and how much time you have, they could also consider the costs of designing and building spaces – where might funds come from – duty bearers like local government? Local businesses (like building firms) who might want to help and invest in the community?

Invite the group to share their designs and look for common themes and similar ideas. What are their favourite ideas? Can they add to or improve on each other's designs?

PART 5

Pause, ponder and pop!



Invite children to pair up and share their thoughts on the ideas that have come up throughout this activity. Have they discovered any new ideas for keeping people safe that they hadn't thought of before? What do they want to capture in their logbook?

Children then complete the Activity 2 spread in their logbook.

Pop-up ideas for Activity 2:

- A water droplet or ripple symbol (cut concentric circles that sit on top of each other)
- A simple drawing or quote that represents the learning space they designed

A moment to share

Invite children to show their logbook page to the group.

Ask: What's the most important/interesting thing we learned today? Share ideas and take a vote on what pop-up you'll add to the class book for the second activity spread.

Bridge to rights

If you haven't already, take some time now to add to your display all the barriers children have identified that can stop a learning space being safe and accessible. Are there any more you can add? You might talk about buildings being damaged or destroyed, distances being too far to walk, there being no clean water or trained teachers. They might talk about accessibility barriers like differences in language or physical ability not being catered for. Each of these ideas can become a card on the barriers wall.

ACTIVITY 3

EDUCATION IN EMERGENCIES

Aim: Children explore what happens to children's rights when emergencies disrupt access to safe learning spaces. They begin to understand conflict as a significant barrier that children face today and the role of duty bearers worldwide to support and protect them.

To prepare:

- Read through the activity and consider any adaptations you might want to make for your group
- Review the Sudan conflict background read through your story cards (these give the background stories of all the children you'll meet through the rest of your OutRight journey)
- Source origami paper and practice crane folding if you plan to do the paper cranes optional activity
- If you're packing your own school-in-a-box as an add-on, prepare a box with the items you want to include

You'll need:

- Activity PowerPoint 3
- Barrier and bridge cards to add to the display
- Copies of your story cards ([page 41](#)) to read to your group (or give the children their own copies if you'd prefer)

Children will need:

- Coloured pens, scissors and glue sticks
- Learning logbooks
- Optional: Origami paper (or a selection of coloured paper) for folding cranes

Adaptation for early years:

- Read, or listen along to, [The Suitcase by Chris Naylor-Ballesteros](#). If you had to leave home quickly and could only take five things, what would you take with you and why? Use this as a way to introduce the discussion: if you had to go a long way away from home, where do you think you might go to school? You could then look at the images in your Activity PowerPoint of what learning spaces can look like for children who are displaced from their homes by conflict.
- Design/pack your own school-in-a-box. Have children decide what items they'd include to make sure that children who are displaced can enjoy their rights.

INTRODUCTION

When an emergency happens – like a climate or extreme weather event, a natural disaster, a disease outbreak or a conflict – children's lives are disrupted. Children are often blocked from learning spaces and can't enjoy many of their rights.





Wellbeing watchout

As this activity explores emergencies, including conflict, do consider in advance that this may raise difficult conversations and feelings, especially if children and young people in your group have their own experiences of emergency situations. If you think there may be particular sensitivities in your cohort, you might choose to get in touch with families ahead of the session.

In 2024, more than 52 million children living in conflict-affected countries were estimated to be out of school. In this activity we'll explore what happens to children's rights when learning spaces can't be accessed or aren't safe, and we'll meet some children from Sudan who are committed to learning even when conflict in their country has made that incredibly hard.

PART 1

What happens in an emergency



Ask: What is an emergency? Can you think of situations where children might not be able to get access to their learning space because of an emergency? Remember the story from Ukraine we saw in Activity 2? Can you think of an emergency situation that has affected learning spaces in the UK?

There are many kinds of emergencies that children may identify based on either their learning or their own experience, from family illness to local weather.

You might talk about the lockdowns in the UK during the Covid pandemic. Many children couldn't go to school, and while many schools worked hard to offer great online learning, access to this wasn't equal for all communities and families.

Climate change is also creating barriers to safe learning all over the world, with heatwaves, fires, floods or extreme cold making it harder to keep classrooms functional, let alone comfortable – heating and cooling learning spaces can be difficult and expensive, for example, which means these barriers can increase inequalities between the schools and communities with the most resources and those with the fewest.

Create barrier cards for each type of emergency you've identified and add them to the barrier wall.

Optional add-on:

A closer look at climate

In OutRight 2023/24, we took an in-depth look at climate change. If you'd like to explore this theme further with your group, examining how the effects of climate change can create or increase barriers to learning and how these barriers might be overcome, you can use the background reading on page 7 of the Activity Guidance. You can then jump to page 36 for Activity 6: Protecting Children's Right to Education in Our Changing Climate (you can download the [Activity Guidance and Activity 6 PowerPoint here](#)).

Ask: Think back to our 'ripple of rights' from Activity 2. If your learning space could no longer be used because of an emergency, how might this affect your enjoyment of all of those connected rights?

Apart from maybe having no way at all to learn, you might also miss out on seeing friends and having a safe place to play and spend time together. You might not get the meal you'd usually get at school.

Protecting safe learning spaces during a crisis is so important for children, because learning spaces can help protect many rights at once.

PART 2

Safe learning spaces in emergencies



Use the following prompts to guide children in a discussion of what happens to learning spaces when there's conflict, and what that could mean for children's futures:

What rights are at risk when a learning space is destroyed or closed?

What might change for a child who can't reach their learning space for months? Or years?

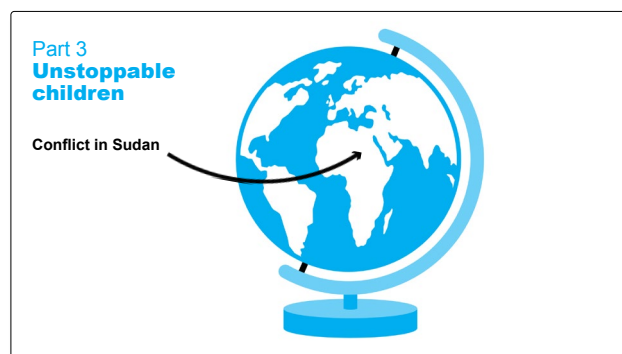
What could the loss of learning, knowledge and skills mean for their future? What might children miss out on that goes beyond just lessons (friendship, routine, safety, meals?)

Use the Activity 3 PowerPoint to look at temporary learning, child-friendly and digital spaces, and discuss how these can help preserve children's rights amid emergencies.

As you work through this part of the activity, are there barriers and bridges that come up that your group could add to your display? Encourage the children to note down and add ideas to the display, either as they come up, or set aside some time to do this at the end of the session.

PART 3

Unstoppable children



Use the Activity 3 PowerPoint to briefly introduce the ongoing conflict in Sudan.

Share: In Sudan, the circumstances for millions of children are very difficult. For three years, there's been fighting in the country, and because of it, many children have been away from their homes and schools for a long time. We're going to meet some children in Sudan who are determined to be unstoppable – to keep enjoying their rights and keep learning.

Meet Mustafa, Rabha and Aya. Use the discussion prompts in the Activity PowerPoint notes, and the story cards, to explore the barriers each child has faced/is facing, and the bridge(s) that helped them overcome the barrier(s).

If you'd like to spend more time learning about Sudan, you can download the Right Respecting Schools' Rights Around the World presentation on Sudan, featuring [Naba's story](#).

Optional add-on:

School-in-a-box

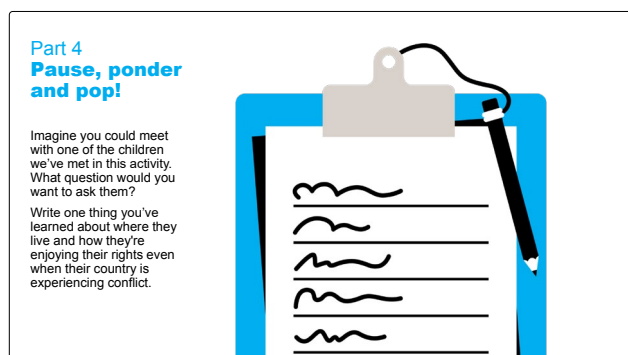
Show the school in a box video to encourage discussion.

Invite children to design and pack their own school-in-a-box. Have children decide what items they would include to make sure children who are displaced can enjoy their rights.



PART 4

Pause, ponder and pop!



In pairs, invite children to share their thoughts.

Ask: Imagine you could meet with one of the children we've met in this activity. What question would you want to ask them?

Write one thing you've learned about where they live and how they're enjoying their rights even when their country is experiencing conflict.

Children complete the Activity 3 spread in their logbook.

Pop-up ideas for Activity 3

- A tent or building that opens (to represent a temporary learning space)
- A symbol of peace or equality
- A quote or picture related to one of the stories you've heard
- A paper crane (if you're doing the add-on activity)

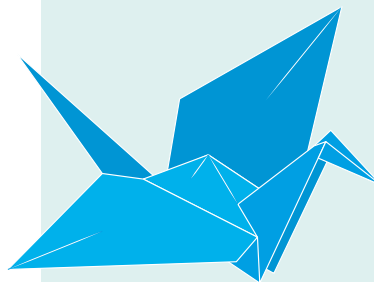
Invite children to show their logbook page to the group.

Discuss: What's the most important/interesting thing we learned today?

Share ideas and take a vote on what pop-up you'll add to the class book for the third activity spread.

Bridge to rights

Add the bridges and barriers you've identified in today's activities to your display. As you start to add cards and notes to the bridges section of the display today, you could discuss whether it helps the groups to feel hopeful and inspired, to start to see how barriers can be overcome when we work at it and get the help we need.



Optional add-on:

Wish box and paper cranes

To close the barriers section on a hopeful and forward-looking note, invite children to write a wish or message of hope for children experiencing conflict. These notes can be placed in a wish box that the group designs and decorates.

Another option is to introduce the Japanese tradition of folding paper cranes as a symbol of peace. Children can write their message on the paper before folding it into a crane for privacy. You can display the cranes as a mobile, give them to a local MP as part of a campaigning action or keep them as part of your class exhibition.

Watch: [How the paper cranes became a symbol for peace](#) on YouTube

Resource: [How to fold a paper crane](#)

Optional add-on:

For older groups of those with a strong understanding of the UNCRC, explore Articles 38 and 39 and add them to your rights wall. How might learning spaces help protect children affected by conflict to enjoy these rights?

ACTIVITY 4

EDUCATION FOR EVERYONE

Aim: Children explore who should have access to safe learning spaces (Articles 1, 2) and consider why some children face more barriers than others that stop them enjoying this right. They're invited to imagine what it would take to remove those barriers so that every child can learn.

To prepare:

- Review the activity PowerPoint and story cards
- Prepare barrier cards

You'll need:

- Activity 4 PowerPoint
- Group pop-up book

Children will need:

- Cards for Articles 1 and 2
- Learning logbooks
- Coloured pens, scissors and glue sticks

Adaptation for early years:

- Create a selected set of rights cards using the [UNCRC icons](#). Make sure you have cards for articles 1 and 2, and keep these to one side. Make up a few more to make a choosing set the children can pick from – we suggest 13, 17, 27, 28, 31 and 32.
- Watch the video [We All Have Rights](#) to 4min 25. Then pause and hold up your set of choosing cards. Ask one child to pick a card. Read it out to the group and ask: Who do you think has this right? Only children who live in a particular place, or all children? Do you think having this right depends on whether you're healthy and well? Repeat this with as many of your remaining cards as you like, asking a different child to pick each new card.
- Next, show the group the article 1 and 2 cards and read them out, explaining that all children – which is anyone under 18 – have all these special rights, no matter who or where they are.
- Then watch the rest of the video if you'd like to look at some more rights and reiterate the message that we all have them.
- Cut and paste an activity pop-up in your class or learning logbooks. You can use the rights cards you've already created, or invite the children to make drawings inspired by the video.

INTRODUCTION

This activity invites us to think about the question: who should have access to safe learning spaces? The UNCRC tells us that every child, everywhere, has rights. Yet, around the world today 272 million children do not go to school. We'll consider some of the many different reasons why some children are unable to access learning spaces and enjoy their right to education. We'll also hear the stories of a few more unstoppable children who are doing their best to claim their rights despite not getting the support they should to access them.



PART 1

Who are rights for?



Using Activity PowerPoint 4, introduce Articles 1 and 2.

- Article 1 – The UNCRC applies to every child. Everyone under the age of 18.
- Article 2 – Every child has rights without discrimination. That means regardless of their race, language, religion, gender, disability, wealth, where they live or any other characteristic.

Read these aloud together, then create a card for each to add to your rights wall.

Ask: If rights belong to every child without exception, can you think of any reasons why a child might not be able to learn, even if they really wanted to?

Invite children to call out ideas. Invite a scribe to write them on cards and place them on your barriers wall. Here are some idea prompts if you need them:

- The costs of going to school – like uniform, transport to school, books and other materials – are too much for some families to afford, or families don't have enough to eat, meaning children aren't nourished and ready to learn.
- A learning space is too far away.
- A learning space doesn't have the disability access a child needs.
- A learning space doesn't teach in a child's language.
- A learning space isn't welcoming for children of a certain race, gender, ethnicity.
- A learning space doesn't have access to water or toilets.
- A learning space is in an unsafe area, or means travelling through an unsafe area to reach it.
- A child has to work to help support the family (inside or outside the home).
- A child has to care for children (siblings or children of their own).

Optional add-on:

Living languages

If you have children in your group who speak other languages or are studying another language, ask children to say the words 'every child' in all the languages they know between them. Older children could conduct simple research using translation software to learn how to say/write 'every child' in as many languages as possible. These could be written on small cards and added to the bridges display in the middle.

PART 2

Unstoppable children



Share: We're going to hear the stories of five more unstoppable children. Each faced different barriers that kept them away from school and learning spaces – sometimes for years. But through their own courage and determination, and with support from duty-bearers, they're now enjoying their right to learn, and the many other rights that children can access through learning spaces.

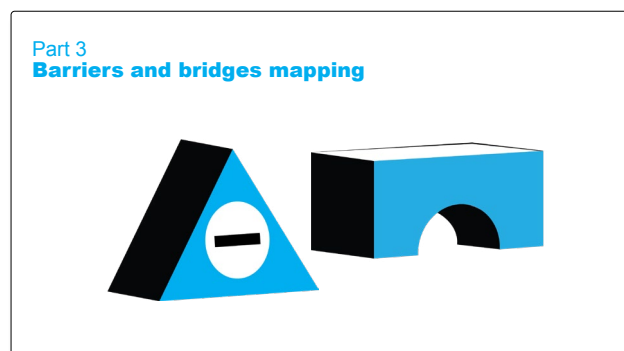
Use the Activity 4 PowerPoint to share the stories of Tawhida and Tania, Farzana, Cristel Ana, Julieta, and Ghazala.

Use the Activity PowerPoint notes and your story cards to explore both the barriers each child faced, and the bridge that helped them overcome them.

Ask: Around the world, some children are less likely to be in learning spaces than others. Can you think of why this might be?

PART 3

Barriers and bridges mapping

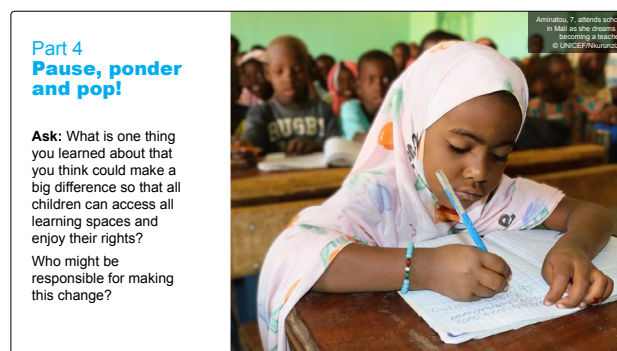


Create barrier cards for each of the barriers that children have identified through parts 1 and 2 of the activity. Be sure to include language, accessibility, gender norms, distance to school, work within or outside the home.

Map these on your display. Then, map the solutions/actions taken as bridges – in each of the stories you’ve heard, what support did the children get to realise their rights and ambitions? If it’s helpful, use your **discussion expansion guide** to prompt ideas for interventions and support. As you map the bridges, invite children to consider who was, or should, be responsible for this (who is the ‘duty bearer’?). How does the support of a duty bearer protect children’s rights and allow children more agency?

PART 4

Pause, ponder and pop!



Invite children to share:

What is one thing you learned about that you think could make a big difference so that all children are able to access all learning spaces and enjoy their rights? Who might be responsible to make this change?

Children complete the Activity 3 spread in their logbook.

Pop-up ideas for Activity 3

- A paper bridge
- A cut-out figure/paper doll representing a child

A moment to share

Invite children to show their logbook page to the group.

Discuss: What’s the most important/interesting thing we learned today? Share ideas and take a vote on what pop-up you’ll add to the class book for the fourth activity spread.

Bridge to rights

Watch your bridges display grow as children discover more solutions and stories of how barriers are broken or challenged – a learning space gets a toilet, a water system is built in the community, spaces have trained female teachers or teachers who are expert in psychosocial support, for example – each idea can be made into a card, symbol or sketch and added to your bridge.

ACTIVITY 5

ATTENTION, ASK, ACT: HOW CHANGE HAPPENS

Aim: Children discover that their voices are powerful tools for change. They're introduced to key campaigning vocabulary and principles, explore examples of young campaigners and are encouraged to see themselves as changemakers.

To prepare:

- Review any past OutRight or other advocacy actions that children in your learning space have completed in the past. You can add these into the example slides in Part 3.

You'll need:

- Activity PowerPoint 5
- Group pop-up book
- A camera to take photos for your selfie wall (part 4)

Children will need:

- Cards for Articles 12 and 13
- Learning logbooks
- Coloured pens, scissors and glue sticks
- Materials to create placards such as paper or card

Adaptation for early years:

- Adapt the 'selfie wall' activity by pre-making a placard template that children can draw on/ decorate and have their picture taken with.
- If there's a range of ages in your setting, pair or group students across age groups to create placards together. Your selfie wall could have a slogan that the children create, like: 'Changemakers come in all sizes.' Or trace hands or make painted handprints on a banner under a slogan that children choose. Some ideas could be: 'Big change starts with small hands', or 'Small hands, big actions'.
- Create a simple changemaking journey map that children can colour or draw with three sets of Paddington footprints labeled, 'Get attention', 'Ask', and 'Act'.
- Cut and paste the activity pop-up in your learning log.

INTRODUCTION

Your display is nearly complete, with barriers on one side, rights on the other and a growing collection of bridges between them built by children, communities and changemakers around the world. In this activity, we'll explore the question: 'How does change happen and what part can you play?'



Ask: Take a look at your display.
How many bridges have we found?
Whose actions built them?

Share: Some of the most powerful changemakers in the world are children just like you. We're going to explore how change happens, learn some new words and ideas that campaigners use and hear from children who are already using their voices to make a difference.

Ask: Has anyone here ever tried to change something that they thought should change at home, at school or in their community? What did you do? (some examples might be: improved the playground or school dinners, made changes to the school library, created child-friendly policies, etc.)

PART 1

What is campaigning and why do we do it?



Use Activity PowerPoint 5 to introduce the topic of campaigning and explore or revisit some key campaigning vocabulary: campaign, advocate, duty bearer, rights holder, policy.

You could invite children to add these words and definitions to their learning logbooks.

PART 2

Attention, ask, act: three steps to changemaking

Part 2 Attention, ask, act: three steps to changemaking



Article 12:
Every child has the right to express their views on matters that affect them, and adults must take those views seriously.



Article 13:
Every child has the right to share information and ideas through art, writing, speech or other means.

Use the Activity PowerPoint to introduce Articles 12 and 13. You could invite a volunteer from the group to read them out.

- Article 12 – Every child has the right to express their views on matters that affect them, and adults must take those views seriously.
- Article 13 – Every child has the right to share information and ideas through art, writing, speech or other means.

Share: Your voice matters. Articles 12 and 13 say so, and protect your right to share what you think. Every campaign that has ever created change started with someone who exercised these rights and believed their voice could make a difference.

Create cards for the articles and add them to your rights wall.

Share: Now we know we have the right to share our opinion to make change, let's explore three different ways we can use our voices to get attention for a right or barrier, ask for a change and take action for a bridge to be built.

Ask: Thinking back through our OutRight journey – what barriers do you think are the most important to break down – and how do you think children and their communities could build bigger, better bridges if they just had more support from duty bearers?

Use the Activity PowerPoint to introduce the three steps to changemaking: attention, ask, act.

PART 3

What does campaigning look like?

Part 3
What does
campaigning
look like?



Use the Activity 5 PowerPoint to show examples of different types of campaigning actions taken by children. If your group has taken part in OutRight campaigning actions in the past, you may want to add some images of these to the examples in the PowerPoint presentation.

For each example, invite the children to explore:

Ask:

- What issue or barrier are the campaigners drawing attention to?
- Who are they asking?
- Can you tell what their 'ask' is?
- In other words, is it clear what action they want to see?

PART 4

What does a campaigner look like?

Part 4
What does a
campaigner
look like?



Show the UNICEF '[What is a Youth Advocate?](#)' YouTube video as an intro to the selfie wall.

Invite each child to create their own campaigning placard on a piece of card.

Their placard should include a slogan that either:

- Draws ATTENTION to a barrier they've learned about
- Makes an ASK, calling on a duty bearer to act
- Celebrates an ACTION

Take a look back:

If you want to delve deeper into how to make slogans and campaign messages that inspire action, you can refer back to the [OutRight 2024/25 Activity 5 presentation and notes](#) and take your group through some campaigning tips and tricks.

Once the placards are finished, take a photo of each child (or have them take their own selfie) holding their placard.

Create your 'selfie wall' using a format that works for your setting.

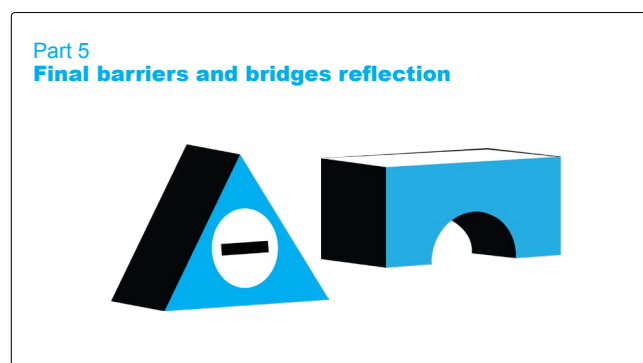
- A printed display in your classroom or learning space corridor
- A digital gallery that could be shared with families via your school's communication platform



Note: If you're publishing the selfie wall publicly through a digital platform, be sure you're following your school's safeguarding practices.

PART 5

Final barriers and bridges reflection



As a whole group, gather around your barriers and bridges display one final time.

Ask:

- What surprised you in our learning journey? What are you most proud of?
- Is there anything you still want to add to the display?
- What question do you still have? Something you want to keep thinking about?

Your bridge is complete. Stand back and look at what your group has built together and everything they've discovered about how children can overcome barriers and enjoy their rights through learning spaces. Consider keeping the display up for World Children's Day or for a wider school exhibition – and do take some pictures and share them with us, we'd love to see!

PART 6

Pause, ponder and pop!



In pairs:

Ask: What is one thing you want to do or say to help you and other children in the UK and around the world enjoy their rights to safe learning spaces?

Children complete the final Activity 5 spread in their logbook.

Pop-up ideas for Activity 5

- A bridge – the complete arc from barriers to rights
- A megaphone or speech bubble with their campaign slogan
- A miniature version of their placard
- A cutout of their hand or a heart shape as a symbol of their commitment to being a changemaker

Repeat your sharing and voting process one more time to complete the final spread in the large class pop-up book.

To wrap up the pop-up book activity, read through the finished class book as a group, and invite children to share one entry from their own learning logbook that they're most proud of.

CAMPAIGN ACTION

Before jumping into this year's campaign action, please have a look at the guidance on '[preparing your campaign action](#)' and complete any steps there that are relevant to you.

Aim:

- Children and young people reflect on their learning throughout the campaign, thinking about why learning spaces are important.
- Children and young people work collectively to create a message about their experience of the OutRight learning journey
- Children and young people send their message to UNICEF UK, and we'll use the messages we get from all over the UK to engage decision makers.

To prepare:

- Complete the learning activities with your group
- Preview the action steps below, and prepare the resources relevant for your group

You'll need:

- [Campaign Action PowerPoint](#)
- The submission form

Children will need:

- Access to their activity logbooks and previous work to draw on
- Creative materials and digital tools to aid discussion

Step 1

- Use the Campaign PowerPoint to introduce this year's campaign action.

Explain that this year, UNICEF UK is going to create a digital map to show decision makers. This digital map will contain hundreds of messages about OutRight, from schools across the UK.

To create this, each school taking part in OutRight will send us one message about their learning, and they'll all be put together on a nationwide map. The map will show decision makers just how many children and young people are learning about children's rights and how learning spaces support them.

The idea is to show widespread support for children's rights, from knowledgeable children and young people, across the UK. We're excited to show just how many schools and settings take part in OutRight and are committed to raising awareness of the importance of learning spaces for children around the world.

Usually, we have multiple campaign actions depending on age groups, but this year, everyone completing OutRight will submit the same campaign action. This will show the power of the OutRight community and highlight our one message this year – **that children around the world should have access to safe learning spaces where they can access their rights.**

Once we've created the map, colleagues across UNICEF UK, in particular our advocacy team, will work to convey this message to decision makers throughout the next year.

This might look like:

1. Showing the map at parliamentary events to a wide audience of political decision makers.
2. Sending individualised quotes from your settings directly to the responsible MP for that constituency, for example, if we meet with an MP, and we have an OutRight quote from their constituency, we'll be sure to share it with them.

Step 2

- Invite young people to consider the learning journey they've been on and reflect on any new information they've discovered about learning spaces.

A good starting place is the logbooks you've made throughout the year – and your class pop-up book if you made one big one together. The 'pause, ponder and pop!' reflection activities may prompt some conversation around what they've learned, new things that stood out to them, or questions they have.

You might want to use examples from the unstoppable children on your story cards, or any interesting discussions that happened throughout the learning activities.

Then, either as a larger group, or breaking into smaller groups, invite children to discuss the following sentence prompts.

Learning spaces are important because:

To protect learning spaces, the UK Government should:

- Encourage children and young people to think about their audience – who's going to read this? It will be a decision maker within the UK Government, with lots of different issues on their minds (but that doesn't mean they know as much about children's rights as your group now does!).

Step 3

You now need to bring this discussion together and agree on one final message you'd like to submit. You can do this in a variety of ways: combining similar thoughts and messages, or grouping them in themes, live editing a shared document on a group screen, and using voting to resolve disagreements and find compromises.

Please note that:

Your message can only be 1,000 characters (around 200 words) so it's important that you keep it short and concise.

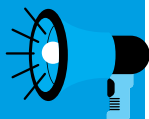
We can only have one message per school taking part in OutRight, so it's important that you collectively agree on the wording and what you're going to include.

Step 4

Please wait for further instructions on how to submit your message to us.

STORY CARDS

STORY CARD 1 UNSTOPPABLE MUSTAFA

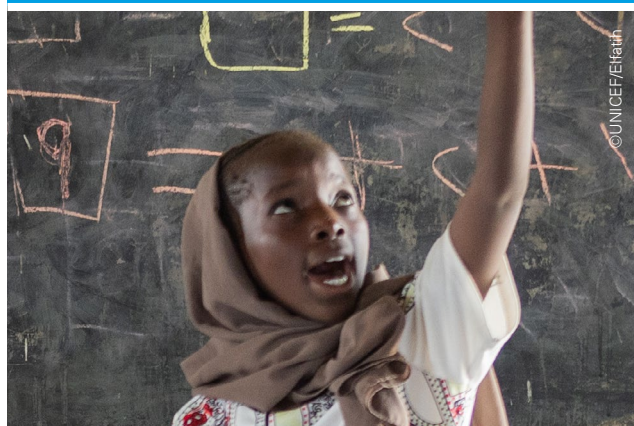


> Play video

Mustafa is a 12-year-old boy from Kassala, Sudan. For years, he couldn't go to school because his family couldn't afford the costs. While other children learned to read and write, Mustafa stayed at home, missing out on his right to education. Through the Alternative Learning Programme (ALP) supported by UNICEF in partnership with the Education Above All Foundation, Mustafa was able to return to learning, catch up with his peers, and get back into formal school.

With encouragement from his family and support through the programme, he passed his exams and is now dreaming of becoming a doctor. Across Sudan, millions of children have had their education disrupted by conflict. UNICEF continues to support alternative and accelerated learning opportunities so children can return to school and rebuild their futures.

STORY CARD 2 UNSTOPPABLE RABHA



> Read more

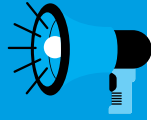
Rabha was displaced from Khartoum when conflict forced her family to flee to Gedaref, in eastern Sudan. Back home, she attended a khalwa – a religious school where she mainly learned the Quran. She watched other children walk to primary school in uniforms carrying bags and asked her mother why she couldn't go too. The answer was always the same: the family didn't have enough money to pay the school fees.

In Gedaref, Rabha found the October North safe learning space for children displaced by the conflict, supported by UNICEF. It was the first time she had ever held a school bag. The first time she had written in a notebook rather than on a wooden board. The first time she had heard of English. Her teacher, Fatima, has guided her through every one of those firsts.

Now Rabha sits at the front of the class, raises her hand and volunteers to teach others. She skips rope at break time and has joined the girls' club, where she's learning about her rights. She wants to be a teacher, because a teacher helped her when she knew nothing, she said, and she wants to do the same for someone else one day.

When the war ends, Rabha's family will return home, but she also worries that when she returns to Khartoum, the learning will stop. She would rather stay in Gedaref than lose her opportunity for an education.

STORY CARD 3 UNSTOPPABLE AYA



During an English lesson, 13-year-old Aya walks to the blackboard with confidence and, in no time, writes three sentences.

Aya is from Khartoum, the biggest city in Sudan. Three years ago, a war began in Aya's city. It became too dangerous for her family to stay. They had to pack up quickly and travel a long way to a safer town called Kassala.

In Kassala, life was hard at first. Food and water weren't easy to find. And the schools were closed. For a year and a half, Aya didn't go to school. She's one of 17 million children in Sudan who couldn't go to school because of the war. She worried she might never go back, but Aya was determined.

When a safe learning space opened in Kassala with the support of UNICEF and local partners, Aya got her chance to learn again alongside many other children who'd also been forced by the war to leave their homes.

Aya's favourite subject is English and she's excited for her chance to learn.

Aya has also made a best friend named Eiman. They play together, do their homework together and talk about everything.

When Aya grows up, she wants to be a doctor. She believes every girl should go to school, because school helps girls become brave and strong enough to do anything.

STORY CARD 4 UNSTOPPABLE TAWHIDA AND TANIA

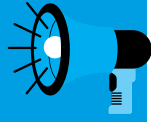


At age 12, Tawhida and Tania went to school for the very first time when the UNICEF-supported learning centre under the 'Let Us Learn' project opened in their remote village. For years, the girls were not able to access an education and all the rights that a learning space brings, because their nearest school was too far away.

After six months of attending school, both girls have achieved foundational literacy and numeracy skills, and they also have become best friends. This new learning center in Sunamganj has made it possible for 35,550 children to access learning, transforming the lives of the many children who were out of school. Half of these children are girls, and more than two percent have disabilities.

Tania wants to be a teacher one day. Tawhida wants to be a doctor. And every day they show up, by foot, by boat, or by whatever it takes – they get a little closer.

STORY CARD 5 UNSTOPPABLE JULIETA



> Play video

When Julieta started school, learning felt really hard. Her mum, Erika, took her to a specialist, who discovered she has a learning disability. This means that her brain processes some things differently. For a while, she could only manage one hour a day at a special school. Now in grade five, everything for Julieta has changed.

Julieta attends full days, has sessions with a counsellor and has built strong friendships with her classmates since kindergarten. She also is now confident to answer questions in front of others.

The tool that helped make this possible is called an Accessible Digital Textbook. It is a digital tool that reads text aloud, shows sign language videos and adjusts to suit each child's needs, while keeping the whole class working together on the same topic at the same time. No one is left behind.

In Julieta's classroom, pupils even get up and help each other when they finish their work. Every child has the right to education and a real chance to learn, grow, and belong.

The barrier Julieta faced wasn't her disability. It was a system that built schools, wrote textbooks and designed classrooms without her in mind. When the system changed even a little, so did everything else.

STORY CARD 6 UNSTOPPABLE CRISTEL ANA



Cristel Ana loves to read. She's a pupil at primary school in the southern Mexican state of Guerrero. Like many children in her community, she speaks an Indigenous language, one that has been passed down through generations, long before Spanish ever arrived in Mexico. For a long time, children like Cristel Ana were taught only in Spanish at school. That made learning harder. Imagine trying to understand maths or science in a language you're still just learning.

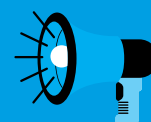
Now, things are changing. Today, she's reading a book written in Tu'un Savi, the language she grew up speaking at home. The idea is simple: children learn best in the language they know best.

When children can read in their first language, everything else becomes easier. Research shows that bilingual education helps indigenous children do better at school and feel more confident in the classroom.

UNICEF Mexico has created a special programme called Literacy and Bilingualism. It helps children in Years 1 and 2 at Indigenous primary schools learn to read and write in both their first language and Spanish. The programme was designed with the help of the Autonomous University of Querétaro and local education authorities.

Every child has the right to education. And every child has the right to learn in a way that makes sense for them. For Cristel Ana, that means a book written in her language, Tu'un Savi.

STORY CARD 7 UNSTOPPABLE FARZANA



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Farzana is 12 years old. She lives in a small village called Musa Jasser in Pakistan.

Every morning, Farzana goes to school. She is learning three languages, Sindhi, Urdu, and English, and she dreams of being a teacher one day. She also loves playing football with her friends. But things haven't always been like this for Farzana.

For many years, Farzana's village had no clean water near her house. Every day, she walked 7 kilometres with her mum to fetch water. Sometimes when the family needed a lot of water, they walked three times in one day. Where Farzana lived, fetching water and doing household work was the family work that was done by women and girls. And because Farzana was always busy or tired from fetching water, she missed four whole years of learning.

"I used to feel hurt when I saw my friends going to school,"
Farzana remembers.

In 2022, there were big floods in Farzana's village. Water covered everything. Farzana's house and the houses of all 40 of her neighbours were destroyed. **"Our houses collapsed, and all our belongings were swept away. We barely managed to save our lives,"** she said.

After the terrible flooding, UNICEF and the Government of Japan helped support Farzana's village to recover. They helped build a new handpump in the village. Now clean water is just a five-minute walk from Farzana's home, and Farzana has very happily returned to school!

Farzana worked hard with the help of her teacher Mr. Hassan to catch up on everything she had missed. **"It's important for girls to be educated. If they're educated, the whole society progresses,"** Mr. Hassan said.

"I'm happy," Farzana says.
"Now I can go to school and be with my friends."

STORY CARD 8 UNSTOPPABLE GHAZALA



Ghazala is 13 years old. She lives in Jordan with her parents and six brothers and sisters. She loves painting, making friends and learning new things. She is part of a community called the Dom, a group of people who originally came from South Asia but have lived across the Middle East for generations. They have their own language, their own traditions and their own way of living.

Being a Dom girl in Jordan is not always easy. Many Dom families move with the seasons, which can make going to school very difficult. In some places, only one in ten Dom young people are in school at all. Girls especially face pressure to stay home, to marry young and to follow rules that limit where they can go and what they can do. Ghazala's mum wanted to finish her education before she got married, but she never got that chance.

Ghazala's family moves with the seasons too. She had to leave school when she was very young. At home, her family speaks Turkman, so learning Arabic was hard as well. For many children, that might have felt like the end of the road.

But not for Ghazala.

Ghazala kept going. She stayed curious. She kept showing up, day after day, year after year. And along the way, she found

a tool to help her: a UNICEF-supported centre called a makani.

Makani means "my space" in Arabic. It's a place where children can learn, make friends, and feel safe. Ghazala has been going there for so many years that she can't even remember how young she was when she started.

With hard work and determination, Ghazala learned Arabic and maths. She built friendships. The facilitators, the people who work there, are kind and understanding. She has never been shouted at. They treat her like family.

Ghazala's favourite activity is painting. When she paints, she can express feelings that are hard to put into words. She paints flowers, girls in dresses, and smiley faces. Smiley faces give her positive energy, and when other people see them, they smile too.

She also learned something important about herself along the way: she can stand up for herself, and she can ask for help when she needs it.

Ghazala has big dreams. She hopes one day she can go back to school and keep learning. She wants something different from what her mum experienced, and she's already on her way.