

unicef 
for every child

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OUTRIGHT
Speak out on children's rights

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: Divine, 9, attends a government primary school in Akwa Ibom State. She was among the girls in her class who received the HPV vaccine.

United Kingdom Committee for UNICEF (UNICEF UK),
Registered Charity No. 1072612 (England & Wales), SC043677 (Scotland).

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.

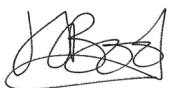
This theme will focus strongly on the stories and lived experience of lots of children around the world, and we hope that this encourages important discussion in your own learning spaces. Our team of UNICEF UK experts are ready to support you throughout the journey, with expansion guides, videos, and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

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.





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.

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.

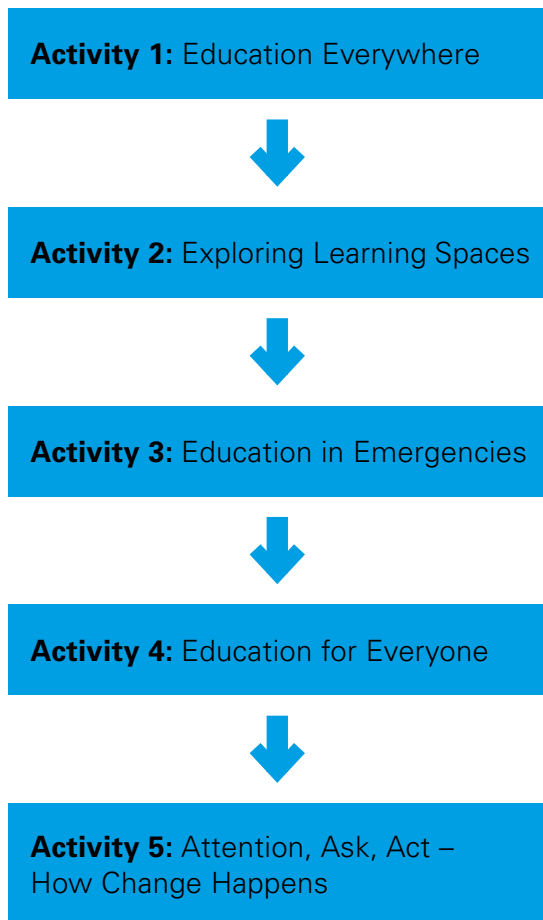
Complete the OutRight 2026/27 feedback survey to tell us about your experience this year.

May

Receive your OutRight 2026/27 certificates!



YOUR CAMPAIGN JOURNEY



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.



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."

© UNICEF/Muhammad

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**.

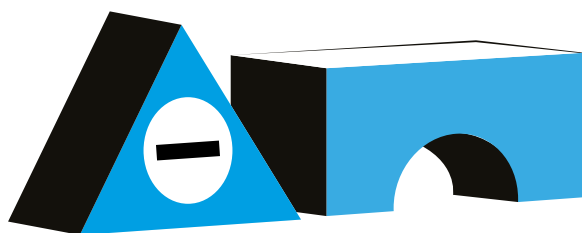
DISCUSSION EXPANSION GUIDE

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.

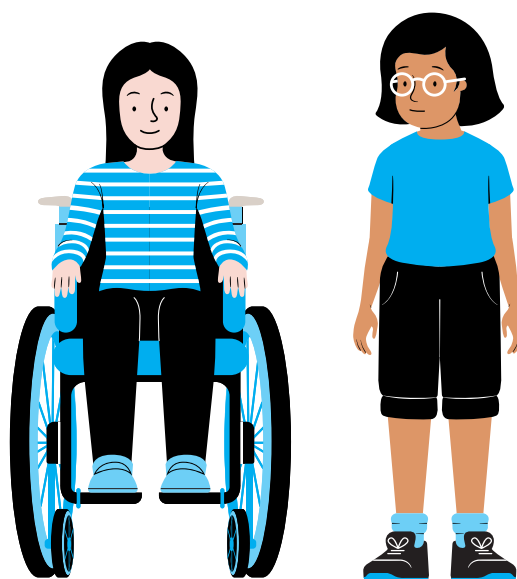
Gender inequality

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

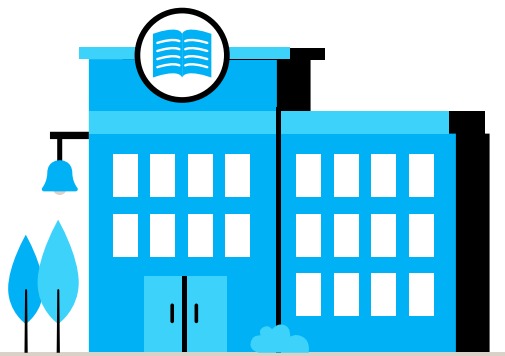
such as in the UK, gender disparities affect boys differently at certain stages of education, with evidence showing that boys underperform girls across most major educational indicators and are less likely to progress to higher education. However, girls are still underrepresented in STEM subjects, and 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 young people 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.

BEFORE YOU BEGIN: ACTIVITY SPACE SET-UP

This year, your group's learning across the five OutRight activities will be brought to life through two themed workstreams, which you might like to think about and set up in your activity space ahead of time.

These themes will prompt your young people to take an investigative approach and think more deeply about the links between rights, the root causes of the barriers children face in accessing them, and the systems that must be influenced to create change for children.

Web of rights and barriers

As young people take on the roles of investigator, correspondent and advocate, your group will build a web of rights, barriers, links and root causes that will grow across all five activities. This can be created on a large display board, a section of wall or as a large class poster. Consider using string or yarn in different colours to map connections and visualise intersections and systems thinking (seeing things as part of a broad system with moving parts, to help create fuller solutions to problems). You could also use an online whiteboard tool to make your display board, so you can move the parts of your display around as you add to it.

Advocate's journal

Each young person will keep their own Advocate's journal as a logbook to record learning, questions and reflections across the five activities. These can be physical journals made from folded A4 paper, a small notebook or a digital equivalent.

Reflect, respond and raise your voice

At the end of each activity, young people will reflect on a question/prompt then respond in their advocate's journal. Each prompt will help young people bring together their learning for that activity while also building a foundation for thinking through their final campaigning action.

Reflect: Display the reflection prompt in your activity PowerPoint. Give young people a moment of quiet to think about their answer and the questions they still have.

Respond: Young people write or draw in their journal to capture their thoughts from the reflection. Invite them to create one question they want to explore more on the topic at a deeper level.

Raise your voice: Young people take turns sharing their reflection and their 'deeper-dive' investigative question with the group.



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 or child-friendly version of the UNCRC, depending on which you think would better suit your group

You'll need:

- Activity 1 PowerPoint
- Summary or Child-friendly version of the UNCRC
- A physical or digital display space where your group can build their web of rights

Young people will need:

- Poster board and arts materials to create rights profile posters/cards
- Advocates journal: notebooks or A4 paper to construct them (or a digital platform)
- Recording/filming devices for the interview section of part 3 and for making your 'report', if you decide to use them

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.

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

Your discussion guide/background reading ([page 10](#)) links to information on the minimum



standards and technical requirements UNICEF learning spaces have to meet, if your group would like to take a more detailed look at this. We'll also explore, in Activity 2, the different things we might mean when we say a learning space is 'safe'.

Note: In part 3 of this activity, we've suggested the group finds interviewees to talk to about how they've learned over their life. You might like to split this session so young people can take this away as a homework assignment. If you'd rather keep it to one session, you could arrange for a single interviewee to visit your setting and the group could ask their questions as a whole group during the session instead.

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



Use the Activity 1 PowerPoint and your choice of the child-friendly or summary version of the 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 young people to read through these articles, maybe in small groups.

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 young people to create a right poster/card. Young people can work in groups or individually, using poster board or paper and the range of art materials you've gathered.

Note: These rights posters/cards will be added to your display later on, so have your group decide

what format these should take to suit the space you have.

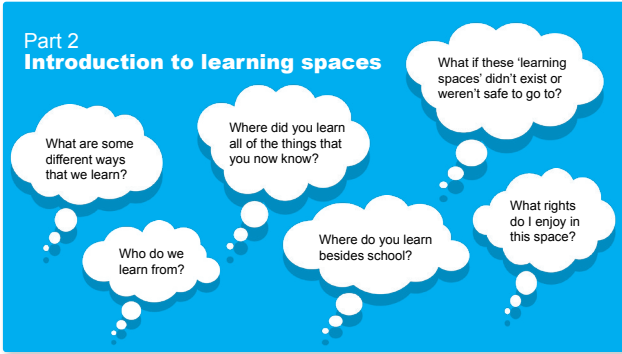
Use the PowerPoint Slide to explain that each poster should be divided into four sections/quadrants. For each quadrant:

- **Quadrant 1:**
Write the words of the article.
- **Quadrant 2:**
Draw or create a mini mural of what it looks like when children are enjoying this right.
- **Quadrant 3:**
List or draw reasons why you think children might not be able to access this right.
- **Quadrant 4:**
Leave empty – we'll come back to this later (after the introduction to learning spaces).

PART 2

Introduction to learning spaces

Part 2
Introduction to learning spaces



What are some different ways that we learn?

Where did you learn all of the things that you now know?

Who do we learn from?

Where do you learn besides school?

What rights do I enjoy in this space?

What if these 'learning spaces' didn't exist or weren't safe to go to?

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 and young people access different rights. Invite young people to share any ideas in a quick discussion about what a learning space might be.

Discussion

Ask: What are some of the different ways we learn? Who do we learn from? 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 young people to call out ideas and have a scribe capture them on a flip chart or board. Celebrate the diversity of answers. Guide the conversation towards young people exploring the concept that learning happens in all kinds

of environments, including physical and digital spaces. Consider that our 'teachers' can be many different people – in our school, our home and community, our peers and even outside of our community through digital platforms.

Ask: What if...?

Looking at the scribed list from your discussion, invite young people to explore the additional question: What would I not be able to learn – or what rights might I no longer be able to access – 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.)

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, you might think about digital and online spaces, and whether 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 physical learning spaces can be affected by emergencies like conflict and flooding.)

Complete quadrant four in your rights posters from part one: What are some ways that learning spaces help children and young people to access this right?

PART 3

Community learning interview



This year in OutRight, you're going to build a deeper understanding of the barriers that can stop children and young people from accessing their rights. Throughout the activities, you'll take on the roles of investigator, correspondent and advocate. Investigators search for the

facts and the 'why' behind every story, correspondents ask questions (and take results of investigations) to create reports and share information, and advocates use the insights they gather from all their research and correspondence to make change.

Use the activity PowerPoint and notes to introduce the idea of going deeper using the investigator, correspondent, advocate terms. This part of the activity will probably need to be split across different sessions, as the young people will need to go away and conduct interviews before reconvening to share them.

Invite young people (acting as correspondent and investigator) to identify at least one trusted adult in their community to conduct a simple interview with. This can be a caregiver, relative, group or club leader or other community member.

The goal of the interview is to explore how and where people in our community have learned in the past, with a deeper look into whether ways of learning may have changed over time, and why.

Invite young people to prepare an opening question. For example, "Tell me something very important in your life that you learned outside school as a young person, and where you learned it."

For each answer, challenge the young people to follow up with at least three to five 'why' questions to dig deeper. Some ideas might be: Why did you learn it there? Why did that matter? Why do you think that kind of learning happens outside school? Why do you think this helped you access your rights? The goal of the interview isn't only to collect answers, it's to practise noticing patterns, connections and causes that we may not otherwise know about if we only ask a single question.

Invite the young people to share their interviews. As a group, look for the themes: was there a common answer that came up many times? What surprised you or was most interesting? Then decide together how to present your findings. Options might include a visual map, a short presentation, or a digital montage of video clips – either of the interviews themselves if you think that's appropriate for your setting, or of the young people in correspondent role, reporting back on their interviews.

Explain: When we ask follow-up questions (especially ‘why’ questions) and don’t stop at the first answer, this is the beginning of systems thinking. We’re looking deeper into the story to try to begin to understand causes and reasoning. (We’ll build on this concept in Activity 2 using the ‘5 whys’ method to explore root causes.)

Debrief: learning investigation

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 and young people in our community because they help us access 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 (Article 28) tells us that all children should have access to education, and that every child’s government should make it possible for them to access primary school for free.

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

Even though this is a right for all children, many children and young people around the world do not go to school. There are many reasons – barriers – that keep children and young people 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 and young people who are determined to access their rights and learn but have faced barriers. We’ll look at how adults and organisations have played their part as duty bearers in helping to remove these obstacles.

Optional add-on:

Community mapping and walk

Create a map of your community as a group (or use a virtual map) and mark every place young people can think of where learning happens. Learning spaces may include: home, a caregiver’s house, a place of worship, a market, a sports ground, a library or school. For each place, young people label: What do I learn here? Who do I learn from?

To make it interactive, you could take your group on a mapping walk through your local community (following your setting’s safeguarding and outdoor learning policy). As you walk, invite young people to notice the places around the community where they go or could go to learn something. When you return, add these to your map (or, if it works for you, you could take your map with you and add as you go). If you use an online/virtual map this could work well either to take with you on a tablet or to do the mapping exercise without having to go out.

Ask: Look at your map. In which place do you do the most learning? What other rights can young people access in the learning spaces they’ve marked on their map?

PART 4

Create your 'advocate's journal'

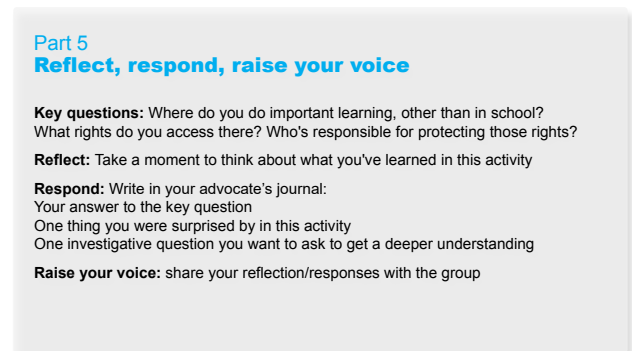


Share: In each OutRight activity we'll investigate the links between learning spaces and rights and hear from many children and young people around the world. As young advocates, we want to ask questions so we can form a deeper understanding of how the rights, barriers and bridges we're exploring are linked. Your advocate's journal is the place where you'll keep notes of the things you learn in OutRight, the questions you want to explore further and the stories that you want to remember.

Invite young people to design and create their journal.

PART 5

Reflect, respond and raise your voice



At the end of each activity, young people will reflect on a question/prompt then respond in their advocate's journal. Each prompt will help young people bring together their learning for that activity while also building a foundation for thinking through their final campaigning action.

Web of rights investigation board

Today, we'll hang the UNCRC rights posters/
cards young people created to begin to build
the foundation of our OutRight display.

ACTIVITY 2

EXPLORING LEARNING SPACES

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

To prepare:

- Review the guided imagination warm-up script
- Review the [UNICEF Kharkiv Underground Learning case study](#) (if you have young people in your group from Ukraine or other conflict-affected areas, look ahead to the wellbeing watchout at the start of Activity 3)
- Review your setting's safeguarding and related policies if you think you might want to touch on these in your discussions of what safety means

You'll need:

- Activity 2 PowerPoint
- Prepared barrier cards
- A method of watching YouTube clips together
- Access to or copies of your setting's policies, if you decide to refer to them

Children will need:

- Large paper and marker pens
- Optional: yarn or string
- Copies of the [child-friendly UNCRC](#) or [summary UNCRC](#)
- Advocate's journals
- Coloured pens, scissors and glue sticks

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 young people begin to think about the barriers to education that children and 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?



We'll challenge young people to look beyond what we can see on the surface, explore the links between rights, and dig deeper to uncover the root causes behind barriers. We'll create a web of rights and web of barriers and explore why having a dedicated, safe place to learn is about more than education. We'll also begin to think about what systems might need to be influenced to create change for children.

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 various places, and why schools and other dedicated learning spaces are so important for children and young people to access their rights. We'll look at what makes a learning space safe and explore what it might feel like to go to a 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 and young people?

PART 1

Safe learning spaces guided imagination



Invite young people to sit comfortably, close their eyes (or find a calm spot to look at) and listen. As you read the guided imagination script slowly, pause between each prompt to give young people 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 accessing 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 young people to start thinking about some reasons why children and other young people 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.



Wellbeing watchout

Some young people may not feel safe in all the learning spaces that come up. Remind young people 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.

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 is a rights-respecting environment.

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.

Imagine it's a new day and you're making your way to a place where you're going to learn. This could be your school, this room, or somewhere else entirely.

Picture the journey you take to get there. How do you travel there, what do you pass on the way?

When you arrive, look around. What does the space look like? Are you inside or outside? What can you see? Hear? Smell? Is it busy or quiet?

Who else is there? A teacher or caregiver? Your friends? Someone else from your wider community? How do the people around you make you feel?

What are you learning today? How are you learning? Are you reading, creating art, having a discussion, working on a computer?

Now think about how you feel in this space. Is it calm, safe, focused, comfortable?

What is it about this environment – the people, the building, the atmosphere – that makes you feel this way?

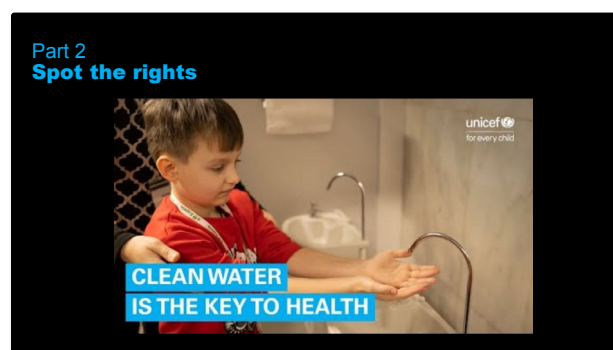
Think about your rights. Which rights are you enjoying right now in this space? Maybe the right to education? But look closer. What other rights are present alongside it?

Your right to be safe. Your right to be heard. Your right to be who you are. Notice how they show up together. Does one right seem to make the others possible?

Take another deep breath, in and out. When you're ready, open your eyes.

PART 2

Spot the rights



Watch the [UNICEF Kharkiv Underground Learning case study](#) on YouTube. Before you watch, give the young people a prompt: We're going to watch a video of some children in Ukraine who go to school in special learning space underground to keep them safe from conflict. As you watch, can you identify the rights you see children enjoying in this space?

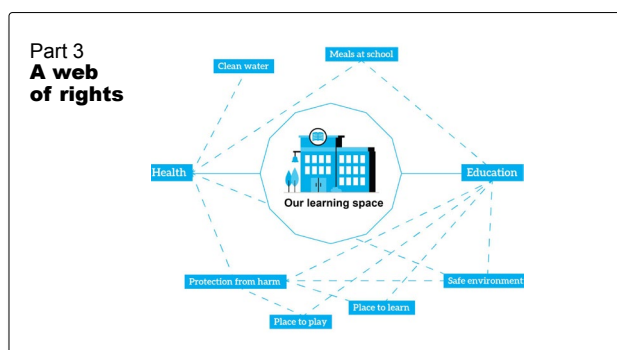
After watching:

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

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

PART 3

Web of rights



Invite young people to draw or place an image of a safe learning space at the centre of your display. This could be a picture of your school or learning space, or something the young people envisioned in the warm-up.

Invite young people to think about all the different rights that a safe learning space might help them access, mapping them outward from the centre. If they need a prompt for ideas, invite them to reference their copy of the 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.

If needed, you can prompt:

- How is the right to 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.
- 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: If you remove just one right from this web, which one would cause the most other rights to be affected? (for example, if there was no protected space, would that mean children couldn't play or access their right to education?)

Ask: What happens to all these links if the safe learning space isn't there, or if it isn't safe for the children to go there anymore?

Share: Every one of the articles in the UNCRC is important on its own, and all of rights are equally important (we call this 'indivisible' in the ABCDE of rights), and children and young people need all of them together. The web shows us how our rights are all connected and interlinked. The actions we take and the environments that are created to help children and young people access one right also cause knock-on effects that help them access other rights too.

PART 4

Space swapping – using design to overcome barriers in a changing world

Part 4
Space swapping

Using design to overcome barriers in a changing world

Design a safe learning space for children, working around the barriers you've set.

- What does it look like?
- What might be missing?
- How would you make it as safe as possible?
- Who would be there?
- What would children and young people 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, part 2 guidance notes and presentation.

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.)

Invite the group to choose a barriers-based scenario from the suggestions below – or they can create their own based on what they've learned on 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?

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?

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?

Note: If your group is engaged and you have time to go deeper, they could also consider the costs of designing and building spaces – where might funds come from – duty bearers like local or national government? Local businesses (like building firms) who might want to help and invest in the community?

If you'd like to delve into more technical design detail together, you could [watch the video on this page about changing tent design](#) to fit the needs of sheltering families, and/or [take a look at this video from UNICEF's supply division](#).

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, the different elements that make up a physical environment where children are protected, comfortable and supported to learn.)

PART 5

Beginning your barrier web



Ask: What are some reasons you can think of (or some we've already identified) that might make a learning space unsafe for children and young people to access? What barriers can you think of that might prevent children and young people from accessing a learning space?

Invite young people to have a quick discussion about what barriers might prevent children and young people from accessing learning spaces. Think back to ones that they may have already identified in the Ukraine film and in their designing activity.

Write these barriers onto cards and build them into your web display.

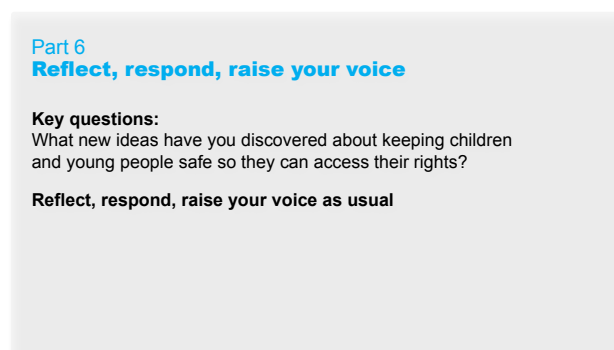
Investigate deeper: For each barrier identified, invite young people to investigate using the five whys framework in the activity PowerPoint and look for the root causes that prevent children from enjoying their rights.

Ask: Why do you think it's important to explore what the root cause is for barriers like these?

Share: When we know what the root cause is, we can better understand and advocate for the best solutions to make change happen, so more children can access their rights.

PART 6

Reflect, respond and raise your voice



Invite young people 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 advocate's journal?

Reflect, respond, raise your voice as usual.

Rights and barriers web

You'll map both rights and barriers onto your web display today. You may choose to link the barriers into your rights web using different yarn or string or marker. The reason we're mapping these as a web is so young people begin to use more complex systems thinking to explore links and root causes that keep children from accessing their rights. We'll explore more barriers in Activities 3 and 4, so make sure you're leaving space in your mapping to continue to add more cards. (If you're using pins and threads/strings or an online whiteboard, your web can keep shifting to accommodate new ideas!)

ACTIVITY 3

EDUCATION IN EMERGENCIES

Aim: Young people 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 and young people face today and consider 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 and stories – there are three different level slides in your PowerPoint, with varying depth, and you can choose which you feel is best for your group
- Review the support on discussing war and conflict with young people
- Source origami paper and practise 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, consider the process or any items you may want to make accessible for young people to include

You'll need:

- Activity PowerPoint 3
- Access to the internet/YouTube if you want to watch the featured clips and if your group is going to conduct research for their reports in part 4
- Story cards

Children will need:

- Coloured pens, scissors and glue sticks
- Advocate's journals
- Internet access if conducting report research in part 4
- Origami paper (or square paper sheets, maybe in different colours) for folding cranes

INTRODUCTION

When an emergency happens – like a climate or extreme weather event, a natural disaster, a disease outbreak or a conflict – the lives of children and young people are disrupted. Access to safe learning spaces is often impossible.

In 2024, more than 52 million children living in conflict-affected countries are 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 and young people from Sudan who are



committed to learning even when conflict in their country has made that incredibly hard.



Wellbeing watchout

As this activity explores emergencies, including conflict, do consider in advance that this may raise difficult conversations and feelings, especially if 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. (Do think about sensitivities among your group if you're considering the optional Covid capsule add-on below, too.)

Note: The optional Covid capsule activity and the report in part 4 may need to be split across sessions for young people to be able to bring things from home, visit locations and conduct interviews – so do plan ahead how you want to adapt these for your group.

PART 1



What happens in an emergency

Ask: What is an emergency? Can you think of situations where children and young people might not be able to get access to their learning space because of an emergency? Can you think of a situation like this in the UK?

There are many kinds of emergencies that young people may identify based on either their learning, awareness of current events 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. In this case, children's rights were lawfully restricted by the government to help protect everyone's health. These are called qualified rights, and it's different to when children can't access their rights because they're just not being given enough support. But it still had knock-on effects for many children, because while lots of schools worked hard to offer great online learning, access to this wasn't equal for all communities and families. To dig deeper, consider completing the covid time capsule warm-up.

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. For example, heating and cooling learning spaces can be difficult and expensive, and these barriers can increase inequalities between the schools and communities with the most resources and those with the fewest.

Ask: Look at your web of rights and barriers. If your learning space could no longer be used because of an emergency, how might this affect your access to all those connected rights?

Add any newly identified barriers and root causes you can identify using the five whys framework to your web.

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

Optional warm-up:

Covid time capsule

Choose whether this is right for your group, in terms of both their experiences and their wellbeing (given some people may have experienced loss and hardship during this time).

As many young people will remember how access to learning spaces was disrupted during the Covid-19 pandemic, invite them to bring in a picture or item from 2020/2021 that reminds them of when their learning space was closed. Give each young person an opportunity to share the story of their item as part of a discussion about which of their rights were harder to access because of this emergency (think about education, play, and health including mental health). If the group would like to make it interactive, place all of the items into a box and seal it up as a time capsule. As a group, you may decide when the time capsule will be opened. You may even choose to write notes to your future selves at this date.

Discussion prompts:

Which rights was it harder for you and your friends to access when you only had school online? (For example, did you miss out on seeing friends? Did it feel harder to look after your mental health and well-being? Did you notice inequalities in education, maybe because of access to digital resources?)

Take a look back: 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 more with your group now, to look at how climate effects can cause or increase barriers to learning and how they might be overcome, you can use the background reading (page 7) in the **Activity Guidance**, and then jump to page 36 for Activity 6: Protecting children's right to education in our changing climate (you can download the **Activity 6 PowerPoint here**).

PART 2

What learning spaces in conflict can look like

Part 2 Safe learning spaces in emergencies



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

- 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 explore what different kinds of safe learning spaces might look like in an emergency. Discuss how different types of learning spaces like these help keep children safe and preserve their rights amid emergencies.

Can you map these into your rights and barriers web display to show which barriers they're addressing, and which rights children are able to enjoy because these learning spaces are available?

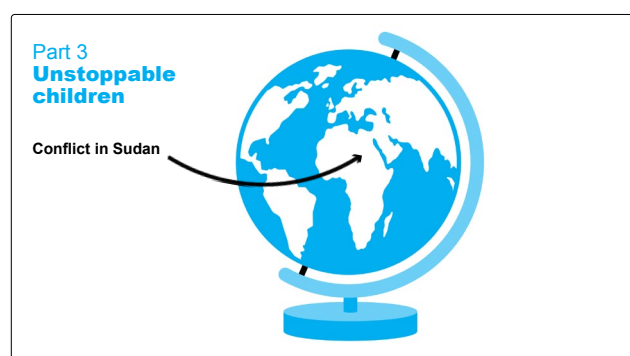
Discuss: Are these learning spaces solving a temporary problem for children living in emergencies, or are they a long-term solution?

Pack your own school-in-a-box!

Invite young people to design and pack their own school-in-a-box. Have the group decide what items they would include to make sure children who are displaced can access their right to learn.

PART 3

Unstoppable children



Use the Activity 3 PowerPoint to briefly introduce the ongoing conflict in Sudan. Choose the introduction to the conflict that is most appropriate for the age and comprehension level of the young people in your cohort.

Share: In Sudan, the circumstances for millions of children and young people are very difficult. For three years, there's been fighting in the country, and because of it, many children and young people have been away from their homes and schools for a long time. This fighting since 2023 is on top of a long history of conflict in the country. We're going to meet some children in Sudan who are determined to be unstoppable – to do everything they can to keep enjoying their rights and keep learning.

Watch the [Unstoppable Teachers YouTube video](#) for another glimpse into learning spaces amid the conflict in Sudan.

Use the PowerPoint and the story card resources to meet Mustafa, Rabhah and Aya together as a group. Use the discussion prompts in the Activity PowerPoint notes to explore the barriers each child has faced/ is facing and explore how having access to a learning space is helping them enjoy their rights, even during conflict.

Signpost to other resources:

For more on Sudan, you can download the [Right Respecting Schools' Rights Around the World presentation](#) on Sudan, featuring Naba's story.

PART 4

Child rights correspondent

Part 4
Child rights correspondent

Brief: Be a child rights correspondent (reporter). Create a report on a place in your community or one of the countries we've visited through children's stories so far.

Include:

- Background on what's happening
- Name the rights being accessed, or at risk, and the barriers children might face – are there any links between barriers? Has action been taken to overcome them?
- Quote from a rights holder or duty bearer that backs up your story
- Who has the power to change it?

A good correspondent asks: why does this situation exist, and who has the power to affect it?

Invite young people to resume the correspondent role we explored in Activity 1, but explain that this time, we're going to create a more detailed report.

Share: Imagine you're a child rights correspondent (a journalist or reporter). Your job is to create a story that not only describes and explains some of the rights you've been learning about but also features what you've seen and heard. You could feature a place in your community – perhaps somewhere on your map if you completed the community mapping in Activity 1 – and could feature quotes from your interviews.

If you'd like your report to be about one of the places around the world that you've seen during your learning, gather facts and quotes that you'd like to include, revisiting the relevant stories and resources that we shared. You can also use the internet to learn more about the place you're reporting on.

TIP Remember – reporters share facts and report on what people are experiencing, feeling and doing – they're not imagining or role-playing. In other words, they do their best to be objective rather than subjective. Correspondents can raise questions and give their impressions and opinions, as long as they're clear to separate them from the facts.

Take a look at your discussion guide for further information on focusing on fact and watching out for whether we're making assumptions based on stereotypes. Your report can take any form that works for your group – a written news report, a short audio

piece, or a video message to camera (if you have French speakers, or learners, in your group, you could take a look at the video on this [Who are the Child and Young Reporters](#) page as inspiration).

Optional add-on:

Checking your sources

Before young people work on their reports, it could be a good time for a discussion about where they get their news from and what they know about fact-checking. You could talk through basic internet research processes: How do you decide whether your facts have come from a trusted source? Have articles been written by responsible, trained reporters and journalists? How you might cross-check any quotes or facts you're not sure about, to see if they've been reported in more than one place?

Report review

Invite volunteers to share their report with the group. After each one, ask: did they name a root cause, or just describe a barrier? Did they identify a duty bearer? (If your group needs a reminder of what a duty bearer is, you can revisit the take a look back section at the top of Activity 2.)

Add any new barriers or connections identified to your web display before moving into the reflection.

PART 5

Reflect, respond and raise your voice

Part 5

Reflect, respond, raise your voice

Key questions: Choose one of the young people we've met today. If you could ask them one question – not about what happened to them, but about what they think should change – what would it be? And what duty bearer would you want to be in the room when they answered?

What would need to change in the system – not just for one child – so that an emergency like this no longer takes children's access to their rights away?

Reflect, respond, raise your voice as usual

Invite young people to reflect on their key questions and record their answers in their advocate's journal.

Ask: Choose one of the children in Sudan we've met today. If you could ask them one question – not about what happened to them, but about what they think should change – what would it be? And what duty bearer would you want to be in the room when they answered?

What would need to change in the system – not just for one child – so that an emergency like this no longer takes children's rights away?

Reflect, respond, raise your voice as usual.

Optional add-on:

Wish box and paper cranes



To close this barriers section on a hopeful and forward-looking note, invite children to write a wish or message of peace or 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: [Paper cranes, symbol for peace](#)

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

Rights and barriers web

Map the rights and barriers you've identified in today's activities on your display. Can you find a way to integrate the solutions we've looked at into your web? For groups with a strong understanding of the UNCRC, explore Articles 38 and 39 and add them to your rights web. How might learning spaces help protect the rights of children and young people affected by conflict?

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 UNICEF stories in the PowerPoint
- Prepare barrier cards

You'll need:

- Activity 4 PowerPoint

Children will need:

- Cards for Articles 1 and 2 and for creating barrier cards
- Advocate's journals
- Coloured pens, scissors and glue sticks

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 (anyone under 18), everywhere has rights. Yet, around the world today 273 million children and young people do not go to school. We'll consider some of the many different reasons – beyond emergencies – why some children and young people 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?

Part 1 Who are rights for?



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.

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 into your rights web.

Ask: If rights belong to every child without exception, can you think of any reasons why a child or young person 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 to add to your web. 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 – especially for girls to manage menstruation.

- A learning space is in an unsafe area, or means travelling through an unsafe area to get to school or a learning space.
- A child has to work to help support the family (in or out of the home).
- A child has to care for children (siblings or children of their own).

After completing your discussion, sort your barrier cards – which ones affect one child or young person's situation, and which would affect thousands at once because of how the system is set up? What is different about those?

Ask: Sometimes a child or young person faces more than one barrier at once – for example, because they're a girl, are experiencing poverty or are disabled. How might facing different barriers at once change someone's experience? This is called intersectionality. Think back to the stories of the children you heard from in the last activity. What examples of intersectionality can you recall?

Optional add-on:

Living languages

If you have young people in your group who speak other languages or are studying another language, invite them to write or say the words 'every child' in all the languages they know between them, or use 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 around the borders of your group display.

PART 2

Unstoppable children



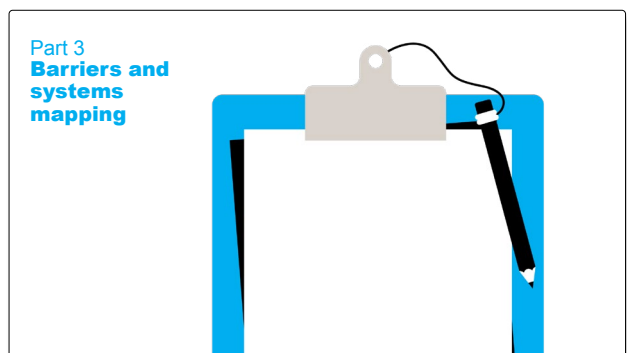
Share: We're going to hear some more stories of unstoppable children. Each faced different barriers that kept them away from school and learning spaces – sometimes for years. But with the support from governments and other duty bearers, through system change, and through their own agency, courage and hard work, 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, and story cards to share the stories of Elda, Tawhida and Tania, Farzana, Cristel Ana, Julieta and Ghazala.

Use the Activity PowerPoint discussion notes to explore the barriers facing each child, the intersectionality of barriers and the action that helped them overcome the barrier(s).

PART 3

Barriers and systems mapping



Create barrier cards for each of the barriers that children have identified through parts 1 and 2 of the activity and can think of from their own experience and knowledge. Be sure to include:

language, accessibility, gender norms, distance to school, work in/outside of the home. Explore where barriers intersect and use the five whys framework to look for what might be root causes. Map these on your web display.

Consider the solutions/actions in each of the stories you've heard. What support did the children get to realise their rights and ambitions? As you map these, 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 rights and allow children and young people more agency? Were they the right person to fix this? Is this a temporary solution or a systemic change? Who else should have been responsible – and why were they not acting already?

PART 4

Reflect, respond and raise your voice

Part 4 Reflect, respond, raise your voice

Key questions: If you were advising a government, what is the one change – to a law, a policy or a system – that would remove the most barriers at once that prevent children from accessing learning spaces?

Reflect, respond, raise your voice as usual

Invite young people to reflect on the key questions and record their answers in their advocate's journal.

Ask: If you were advising a government decision maker, what is the one change – to a law, a policy or a system – that you think would remove the most barriers at once and help the most children access learning spaces?

Reflect, respond, and raise your voice as usual.

Rights and barriers web

Watch your display grow as young people investigate how barriers are broken down or challenged, and what systems are addressed to make this change. Each idea can be made into a card, symbol or sketch and connected to your web display.

ACTIVITY 5

ATTENTION, ASK, ACT: HOW CHANGE HAPPENS

Aim: Young people 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 children and young people in your learning space have completed in the past. You can add these into the example slides in Part 3
- Review the [Just a Kid video](#)

You'll need:

- Activity PowerPoint 5

Children will need:

- Cards for Articles 12 and 13
- Advocate's journals
- Coloured pens, scissors and glue sticks
- Materials for placards, such as card or cardboard

INTRODUCTION

Your display is nearly complete, with a grand web showing the links between rights, barriers and root causes, and a growing collection of actions taken to help children and young people overcome those barriers and access all their rights. 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 and think back on the activities we've completed so far. What have we learned about the agency of young people to create change? What have we learned about duty bearers and their responsibility in changing systems to help children and young people access their rights?

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.) Are there actions your group has taken in previous years of OutRight?



Watch the UNICEF video 'Just a Kid' with the group if you'd like.

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

PART 1

What is campaigning and why do we do it?

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 young people to add these words and definitions to their advocate's journals.

exercised these rights and believed their voice could make a difference.

Create cards for the articles and add them to your rights and barriers web. Invite the group to think through and map any links.

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 either a temporary solution or systems change to help children and other young people access their rights.

Ask: Thinking back through our OutRight journey – what barriers do you think are the most important to address for children and young people to be able to access learning spaces and enjoy their rights? Think through the root causes we've identified in the UK and beyond and who are the duty bearers who should be supporting children, young people and their communities in making these changes possible?

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

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.

- 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

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 and young people. If your group has taken part in OutRight campaigning actions in the past, it would be great if you were able to add some images of these to the examples in the PowerPoint presentation.

Invite young people to explore these questions as they look through the slides:

- How are the campaigners getting attention?
- Who are they asking and how might they help change happen?
- Which examples show what their 'ask' is and what action they want to see?

PART 4

Unravelling the web

Part 4 Unravelling the web

Look at your finished web

If you could influence a duty bearer to make change that would remove one barrier or root cause from your web, which change would unravel the most?

- Which barrier/root cause have you chosen, and why that one?
- Who has the power to change it, and why them specifically?
- What exactly would you ask them to do to support children to enjoy their rights?
- Which rights would this most help children and young people access?

Share: The web you've built across all four activities can now be used as a tool as you consider campaigning. Every thread you can see represents a connection between rights, barriers, root causes, solutions and systems change. Your job in this activity is to choose one string to pull – the one that, if changed, would unravel the most.

Invite young people to get into small groups, look at the web and choose one root cause they want to get attention for, create an ask around, or take action on. Once they've chosen it, if you've made a physical display with strings, they can physically unravel or cut that thread from the web. But make sure you've taken some pictures of your finished web (or screengrabs if your web is digital) before you unravel it! You'll need to see the full picture for your final reflection. Young people could include prints of your pictures in their journals, and you can share them with us – we'd love to see them.

Work through three questions together:

- Which root cause have you chosen, and why that one?
- Who has the power to change it, and why this duty bearer specifically?
- What exactly would you ask them to do to support children to access their rights? Which rights would this most help children and young people access?

Invite each group to share the root cause they've selected, the duty bearer they've identified, and the ask they've created. Did any groups choose the same root cause but a different duty bearer or different ask?

PART 5

What does a campaigner look like?



Part 5 What does a campaigner look like?

Create a placard with a slogan that either:

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

Show the **UNICEF 'What is a Youth Advocate?'** YouTube video as an intro to the selfie wall. Invite young people to discuss: Do you think you could be an advocate? As they discuss, guide them to the understanding that they already are.

Invite each young person to create their own campaigning placard on a piece of card. Their placard should include a short 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

They may choose to use the work they've already done in the Unravelling the Web activity to create their slogan or choose another barrier or root cause that's meaningful to them.

Once placards are finished, invite each young person to take a 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.

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.

PART 6

Final reflections

Part 6 Final reflections

Look over your web of rights and barriers:

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

As a whole group, gather around your web of rights and barriers display one final time.

Ask:

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

Look at your web display and what your group has built together – everything they've discovered about how young people can overcome barriers and enjoy their rights through learning spaces.

Reflect, respond and raise your voice

In your final reflection, highlight any outstanding questions or thoughts you want to take into the campaigning action.

Ask: What is a root cause you've identified through our OutRight activities that you most want to see addressed?

Name the duty bearer responsible, the change you want them to make and one action you could take to make that ask heard.

Reflect, respond and raise your voice as usual.

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.

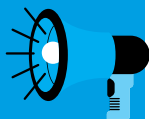
We can only have one message per school taking part in OutRight, so it's important that you collectively agree on the wording and what you're going to include.

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. Two 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 ELDA



Elda was born in 2013, the same year that conflict erupted in the Central African Republic (CAR). Her home town is Batangafo, in the north of CAR, and until 2021, this area was controlled by armed groups. Many times, because of violence and fighting, Elda and her family were displaced from their home and forced to flee for safety. Because of this repeated disruption, Elda lost two academic years. Now, at age 13, she's still in her final year of primary school.

But conflict hasn't been the only barrier Elda has had to overcome to stay in school. Every month, Elda and millions of girls faced another barrier. Here in the UK, we know this barrier as period poverty. Across sub-Saharan Africa, an average one in ten girls like Elda misses school during their menstrual cycle.

By some estimates, this adds up to 20% of a school year lost for girls – because of poverty, stigma and the absence of basic sanitation. Most girls cannot afford sanitary products, many schools do not have toilets or running water. And menstruation remains a cultural taboo in many communities, and girls are sometimes mocked by male classmates.

This means that girls stay home when they're on their period, they fall behind in learning and exams, lose confidence and in many cases drop out entirely. And in CAR, dropping out often leads directly to another crisis: early marriage.

This is what intersecting barriers look like. Conflict took two years from Elda. Menstrual health kept taking more days every single month.

To help support girls overcome this barrier and continue to access learning spaces and all the rights they enjoy there, UNICEF together with other partner organisations, distributed dignity kits to 300 girls across Batangafo and Kabo. These kits included sanitary pads, soap, underwear, a torch and a whistle for personal safety at night. The programme also includes education sessions to break the taboos around menstruation.

"I used to feel angry when I had to stay home for five days – ashamed, and because the boys made fun of us. Don't be afraid. Monthly periods are normal and natural – there is nothing to be ashamed of. They should never prevent you from coming to school," Elda said.



STORY CARD 5 UNSTOPPABLE TAWHIDA AND TANIA



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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 6 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 remembered.

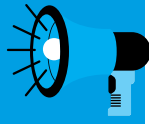
In 2022, there were big floods in Farzana's village. Water covered everything. Farzana's house and the houses of all 40 of her neighbours were destroyed. **"Our houses collapsed, and all our belongings were swept away. We barely managed to save our lives,"** she said.

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 7 UNSTOPPABLE CRISTEL ANA



Cristel Ana loves to read. She's a pupil at primary school in a town 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 8 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 counselor 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 9 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 is 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.