



## Aim

that participants investigate the links between their own life and that of a young person living in the developing world and the importance of education in their lives

## Age

10 years and older

## Time

45 minutes

## Materials

paper, coloured pens/crayons, copies of Adiatou's story

## What to do

Give each participant a sheet of paper and some pens or crayons. Ask them to think about a typical day in their life. What activities do they do during the day and at what times? On the sheet of paper, the participants draw a large circle. They divide the circle into segments, representing different parts of their day, and illustrate them. Segments could include time spent sleeping, at school, work or doing hobbies. Allow 10 minutes for this. Ask for volunteers to share their circles with the group.

Break into groups of four. Hand out a copy of Adiatou's story, a large sheet of paper and pens/crayons to each group and allow time for the groups to read the story. Explain that the groups are to imagine a typical day in the life of Adiatou. They then draw and illustrate the day circle as before. They have 15 minutes for this. One person from each group presents the day circle.

To assist the participants, write up the following sample discussion questions for display. What time does Adiatou get up/ go to bed at? How many meals does she eat a day? What work does she do? When does she do each of her chores? How does she feel?

If you are working with younger children, run the activity over two sessions. Instead of handing out a copy of Adiatou's story, illustrate it and show it to the group.

In the large group, discuss:

- What is similar between Adiatou's story and yours?
- What are the main differences?
- Would you like to swap places with Adiatou for a day? Why?
- What would be good about having Adiatou's life?
- What would you miss most?
- If you could, what would you change about your own day? Why?
- What one thing do you think Adiatou would change about her typical day? Why?





## Adiatou's Story

My name is Adiatou Issaka and I am 12 years old. I live with my family in Niger. I don't go to the local school even though it's only a short distance away. I have never been taught to read or write. My younger brother enrolled in school two years ago. He's the first in our family to go. In the morning, when my brother walks to school, I am already hard at work. I spend most of my time, about 6 hours a day, pounding millet which is a kind of grain. Sometimes the work is very very hard because often I don't have water. Pounding millet is really hard. You need a lot of strength.

That's not my only task. I sweep the mud hut and compound where we live, go to the well for water, fetch

firewood and collect gandafoye leaves which are used to make the sauce we eat with our meals. Sometimes I sell kopto leaves (a kind of cabbage) that my older brother collects. I can make up to 300 francs a day (about €0.40).

I feel sad when my brother goes to school in the morning. He has taught me a few words of French. Sometimes he asks me to go to school with him, but I have to say no. My brother wants to be a teacher so he can share knowledge with everyone. I want to learn to read and write too. I think my mother and father would allow me to go to school if there was space there. But who would pound the millet?

Source: Global Campaign for Education (2004).

## Education Instruments

- Article 26 of the UN Declaration of Human Rights states that everyone has the right to an education.
- In the UN Convention on the Rights of the Child, article 28 establishes children's right to free primary education.
- Goal 2 of the Millennium Development Goals sets 2015 as the target for achieving universal primary education. Goal 3 calls for equal access to all levels of education for girls and boys by 2005.