



The magical learning potions

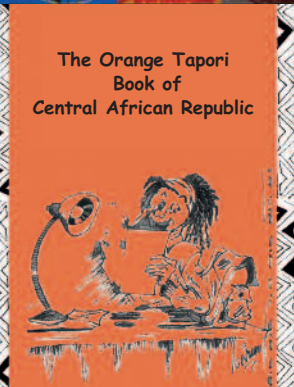
Magiczne Mikstury Dobrej Nauki

Poland



MINISTER
EDUKACJI
NARODOWEJ

Aby
pot

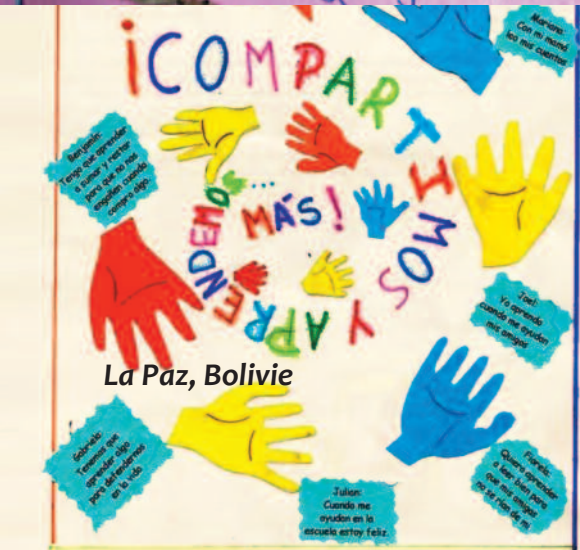


The Orange Tapori
Book of
Central African Republic



Suisse

Villa
Yoyo



La Paz, Bolivie



The Blue Book

of
Central African Republic



Tapori

LEDIKASION LI NAPA FASIL
ME NOU BIZIN
DEBROUY NOU DIFIL

TAPORI ILE MAURICE

The Yellow Tapori
Book of
Central African Republic



Zaragoza, Espagne



Chakira
à l'école

La compagnie
Des Joyeux Délurés
France

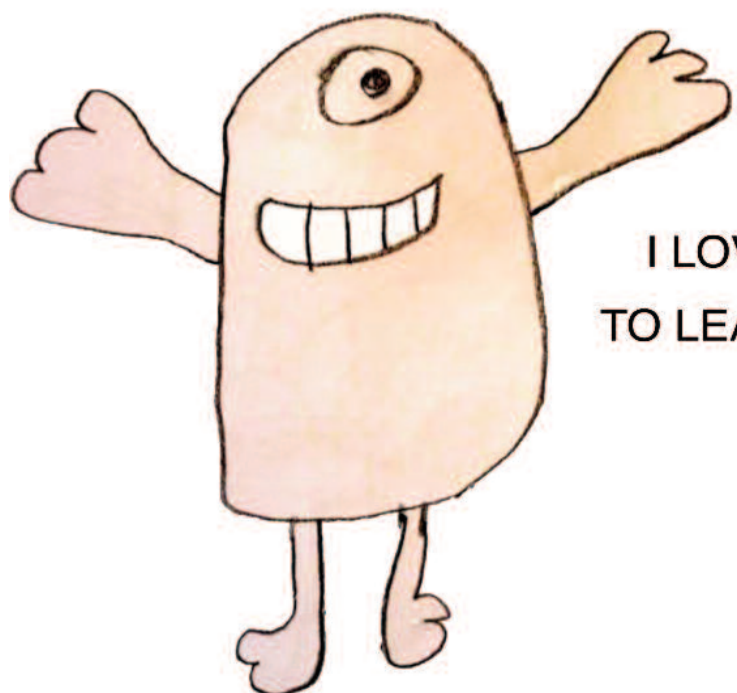


Instrucción Educativa

KARIGRADE

2012

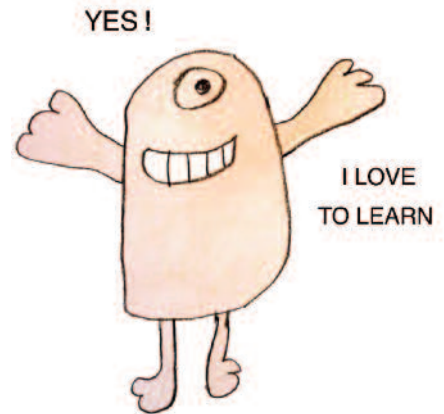
YES!



I LOVE
TO LEARN

Dedication

*To you, children who span the horizons,
Authors of these messages.
To your parents,
To your families,
To the organisers,
To your teachers,
And to all your friends
Who encouraged you to take part
In this Taporí Campaign:
“What I need so I can learn”.
To those who listened to you,
To those who noted down
Your words charged with life
To tell them to the world,
Illuminating your needs,
Your dreams, your strength,
Your courage and your gentleness
In this desire that all should succeed.
Every one of us is responsible
For the education and well-being
Of every one of you, children,
For you are the present and the future.*



This document **YES! I LOVE TO LEARN**
saw the light of day thanks to the girls and boys from countries
in Europe, Africa, the Indian Ocean, Latin America, North America and Asia,
who contributed their messages to the Taporì campaign:
“What I need so I can learn”.

*It is intended for the use of
all those people who guided and assisted them,
and to everyone with a responsibility in the fields of education
and the Rights of the Child.*

*With a strong hope
that these children's words will be considered by all the participants -
students, families, teachers and communities -
as a contribution to the efforts being made to ensure an education for all.*

**Tapori International
INTERNATIONAL MOVEMENT ATD FOURTH WORLD**



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Children at the street library, Ougrée, Belgium

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messages.

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Forward

Participation and respect for the views of children are fundamental rights recognized by the Convention on the Rights of the Child.

Throughout the pages of this book prepared by the Tapori Children's Movement, coordinated by ATD Fourth World, we discover children's inspiring views and experiences envisaging a world where their right to education and to protection from all forms of violence is universally respected and safeguarded.

In 2016 we marked the 10th anniversary of the United Nations Study on Violence against Children. The Study provided for the first time a comprehensive view of the extent of such violence, its different manifestations and the contexts within which it occurs, as well as its impact on the lives and future of children. The study provided governments and many other actors with important recommendations to address and bring an end to all forms of violence against children.

As a result of significant efforts by national governments, international organizations, civil society and child rights defenders, children's exposure to violence is today recognized as a global concern. An increasing number of States have promoted information and social mobilization initiatives to raise awareness of this phenomenon. They have adopted legislation and national plans of action to prevent and respond to violence, along with mechanisms to collect and analyse data to inform planning, policy and budgetary decisions, as well as monitoring and evaluation. Step by step, national child protection systems are being strengthened. More professionals are being trained in early detection, prevention and response to violence. Action is informed by children's testimonies and experiences. Incrementally children and their families are gaining access to counselling, and legal advice and representation to seek redress, recovery and reintegration.

2016 also marked the beginning of the process to implement the 2030 Sustainable Development Agenda. This ambitious agenda envisions a world free from fear and violence. It includes a distinct target to eliminate all forms of violence by 2030. Nevertheless, difficulties remain and new forms of violence present significant challenges, particularly with the development of new information and communication technologies. It is therefore crucial to renew and strengthen our determination and commitment to ensure the protection of children against all forms of violence, everywhere and at all times.

To overcome these challenges, we must work at each step of the way with the most important stakeholders: children themselves. Their perceptions, experiences and recommendations must guide legislation, policies, campaigns and strategies necessary to prevent and eliminate all forms of violence against them.

This book issued by ATD Fourth World represents an important initiative to promote children's voices around the world. ATD's constant work for the realization of children's rights, and for promoting social inclusion and respect for the human dignity of every child, has been decisive in giving visibility and a voice to so many young people who otherwise would not have been heard.

Marta Santos Pais

Special Representative of the UN Secretary-General on Violence against Children

YES! I LOVE TO LEARN

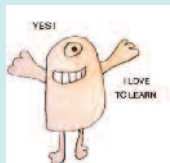
This book from Taporí tells how children seek to make friends and learn together.

In their own words, children from very different backgrounds express the importance of trust, in learning, working together and sharing knowledge with less able or disadvantaged children - and the importance of trust in learning to go beyond first appearances. These children reveal their own path forward, a path determined by something deep in themselves – a curiosity to know and befriend others, and a desire to share and build together.

Behind these words there is suffering too, barriers that arise between people owing to indifference or lack of acknowledgement; children cope with this and continue to believe in themselves when they feel supported, loved.

The book is a tool for all those who wish to learn from children about the rewards of friendship and who care that children should be able to foster within themselves an awareness of others, the pleasure of sharing and the joy of encounters.

*Jacqueline Plaisir
International Leadership Team
ATD Fourth World*



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ATD Fourth World:
"Challenge 2015: Towards Sustainable Development that
Leaves No One Behind"

**"I'm proud of my parents
because they're the ones that brought me
into the world."**
Yamende, Central African Republic

**"What we've learned is really important
- it helps us sort out day-to-day problems
and in a good way, too."**
Supason and Muay, Thailand

**"To learn I need to be treated like the others.
If I ask a question I should get a good reply.
I want my mistakes to be corrected
without being made fun of.
I want people to help me
where I'm failing."**
Fatoumata, France

**"Children shouldn't be hungry at home
or in school.
It's hard to learn when you're hungry."**
Taporì Group, Ivory Coast

**"To learn I need friends to help me do
what I can't do by myself.
And I can help them,
even if they have a handicap,
and I can be their friend..."**
Aneliz, Bolivia

Introduction



Origin of the international Tapori campaign:

“What I need so I can learn”

Tapori is a worldwide network of children from all backgrounds, committed to ensuring that all children have the same opportunities.

On the occasion of the 20th anniversary of Convention on the Rights of the Child in 2009, staff from the office of the United Nations High Commissioner for Human Rights met in Geneva with 25 children and 15 adults from the Tapori network. Coming from Bolivia, Burkina Faso, the Democratic Republic of Congo, France, Haiti, Ireland, the Philippines, Poland, Mauritius, Switzerland and the USA, they spoke in the name of all those around the world who, despite the diversity of their experiences, share the same story - a refusal to accept a life of poverty.

From their various contributions, it is evident that the “learning experience” forms an essential and important part of all their daily lives. Nevertheless, many factors impede their learning. The children explained that they do not learn just in school. Above all they learn from people around them, within their families, with their friends, and in the activities they undertake. But certain conditions have to be met. Simply enrolling a child in school does not guarantee he or she will be able to stay there and learn.

This is why in 2010 the Tapori campaign, “What I need in order to learn”, invited children to explain what they needed and what they already do to learn and help others to learn. Over 4,500 children took part in various ways – through group discussions, performances, individual and collaborative drawings, and paintings.

The purpose of the campaign:

To focus attention on children's requirements for learning – what, how and with whom. By using the children's own words, to cast light on their thoughts and reflections on this crucial subject - learning.

To provide an insight into the world children aspire to, from which we can all learn.

To highlight the intelligence of those many children who are not lucky enough to go to school but who have knowledge and insights the world should be aware of.

Suggested activities for the campaign:

Relate true stories from the collection “Children of Courage”:

The story of Fon, a child from Thailand, who loves school but also loves learning with the people around him.

The stories of Mayra, a Bolivian girl, and Jennifer, a French girl. Children discover from these two stories how Mayra and Jennifer, whose lives are not easy, found the strength, together with people close to them, to overcome obstacles they met in school.

Some questions to think about:

Who do you like to learn with? Why? What do you need to be able to learn?
What are the best conditions for learning? (school and/or other places). What do you like to learn?
And what would you like to teach and share with other children?

Make a “book”:

To help children communicate their thoughts and hopes, and what they are doing to help others to learn, Taporì suggested they might make books, with text, drawings, cartoons, interactive pages, and so on.

During the campaign, Taporì received forty such “books”, produced in neighbourhood groups, schools, leisure activity centres and catechism classes.

For some groups this became a major project, involving not just children but also parents, teachers, illustrators and other adults, resulting in the production of a “real” book.

The content of these books demonstrates the richness and variety of the contributions. They reveal the insightful questioning and expressive power of the boys and girls who took part. The books make us aware of just how much they know, and reveal their views on what it takes to be able to learn.

For sure, the children who took part in this campaign lead very different lives. But whether they come from the Central African Republic, Mauritius, Belgium, Peru or elsewhere, their experiences and reflections share strong similarities.

Result of the campaign

In 2011 the content of these books formed the basis of an exhibition for children, in three languages (English, Spanish and French). Since then it has travelled to different countries in Asia, Africa, Europe and Latin America. It has been on show twice at the United Nations building in Geneva, on the International Day for the Eradication of Poverty (17 October) in 2011 and 2012.

From all the submissions received during this campaign, we were able group the messages into five main categories:

1. Learning and family support...
2. It is important to learn...
3. To learn I need...
4. I cannot learn well when...
5. Helping each other to learn...

**“Nobody in the whole world can learn just by themselves.
Everyone needs to get to know someone else.
You share what you know with other people.
That way, nobody remains ignorant.
That's the way the world is built.
That's the way to reduce poverty.
And that's why we learn from each other so we can build our village.”**
Tapori Group, Democratic Republic of Congo

These statements, sent by children in a Tapori Group in the Democratic Republic of Congo, lead us directly into the content of the five sections of children's comments making up this document, called **“YES, I LOVE TO LEARN!”**

Of the large number of messages gathered together here, many are quite similar, with only subtle differences, but others bring new insights. And behind each message, long or short, there is a child, a universe, a whole life.

For all these children, education, learning, going to school implies something vital: interaction, involvement, effort, pride, but also anxiety, isolation, exclusion... for in every instance, learning is about growing up, whether in a family or community - or sometimes, alas, in much less favourable circumstances.

1. Learning and family support

Quite naturally, children mention their family as one of the first places they begin to learn. This is where parents pass on their values, the things they consider important as well as the pleasures of life.

Grandparents, uncles, aunts, cousins, brothers and sisters are involved at different levels in this process of learning. Some children end up living in institutions, orphanages or reception centres, places that become their educational community.

Across the whole world, children are called on to help with the family economy and day-to-day living.

2. It is important to learn...

Children tell how much they like to learn. They are aware of its importance in daily life, for living harmoniously together, realising their dreams, rising out of poverty, and for having a future.

School is where they often develop strong friendships, providing support to each other in the learning process.

School is seen as one of the doors to the future, a door to open while patiently guiding the children.

Perseverance is recognised as a requisite for learning, it is a driving force for those who progress slowly or who have had to leave school for some reason or other and who feel the need to continue.

Children experience for themselves what is common wisdom – you never stop learning.

Knowledge, from whatever source, helps you move forward. Some children know that, and they know it is important to share knowledge with others.

Education, a right

Children discover they have rights, which shape their reflections and expectations.

They discover that these rights affect children, young and old.

The children care a great deal about the right to go to school, and wish this to be a reality for all children.

But in many cases this right does not exist or is not respected, because of difficult living conditions, a lack of support and confidence, or, simply, an absence of the right conditions for everyone to succeed.

Children are critical of these barriers to attending school and look for ways to establish the right this right for everyone.

3. To learn I need...

Peace – continually sought after in order to ensure good life in the family, in school and in the neighbourhood. It is one of the essential conditions for learning.

Silence and calm – these are factors that facilitate concentration, better understanding, an opportunity to take time.

Children enjoy learning when the subject matter interests them, and if they are inspired by the way it is taught.

To learn well, it is helpful to have the support of someone with appropriate knowledge as well as cooperation between children, or between children and adults.

It is important to believe in oneself and in others, and to be respected and guided.

Attractive surroundings and having fun in school contribute to children's sense of well-being and success.

Children recognise their good fortune in being able to go to school and are aware that this is not the case for everybody.

They need well illustrated books, proper back-packs, and other necessary supplies. But what if parents cannot afford to buy them for their children?

The school of our dreams

Despite their differences, children dream of a school where they can find friendship, respect and support, and where they enjoy the confidence and understanding of teachers.

A school you want to go to, a supportive community of children.

A school where everyone participates and respects the rules they set together.

A school with a wide range of activities outside of schoolwork, encouraging self-expression and communal learning.

4. I cannot learn well when...

... in conditions of poverty.

Girls and boys allude to the damaging effects of fear, insecurity and violence.

Mockery is wounding, it destroys confidence in oneself and others, it harms the learning process.

Learning is not easy if teachers' behaviour makes children feel ashamed.

A peaceful environment is essential for learning.

5. Helping each other to learn...

Children talk about helping each other to learn and about help between teachers and children, so that everyone advances and everyone succeeds.

Some teachers organise a work environment to help the whole class pass every year.

However, even with friends, it is not always clear how best to support each other in order to learn.

These messages grant us an insight into the powerful commitment of children to their education and to the education of everyone in general.

The full strength of these children's words and actions reveals the realities and dreams of the children and their families, and opens up paths we can follow to ensure an education for all.

Part 1



***“Family is very important.
It’s really the foundation for our whole
life.”***

Mauritian children

Parents are anxious for their children to grow up well and learn what is important to have control of their lives. They want them to be respected and valued members of society. They have dreams for them.

They undertake this with love and courage, with all the means at their disposal. Children see the efforts made by their parents, regardless of whether they are welcomed, ignored or even shut out by the community, school or the class.

***“Family is very important.
It’s really the foundation for our whole life. Families
give us love and affection and advice when we have
problems. They help us when we are in trouble and
keep us on the right track.”***

Mauritian children

***“Children need education. You parents are the ones
helping us. You are our mums and dads, you are the
ones looking after us. You brought us into the world
and you are the ones taking care of us.”***

Fritz Junior, Haiti

***“Our parents have to make sure we’re looked after
and well-fed”***

Benjamin, Bolivia

***“I love my mother even when there’s nothing to eat, I
love her whatever problems we’ve got.”***

Djianna, Central African Republic

***“Our parents are tired of working so hard, finding
food for us to eat. Sometimes people poke fun at
us for being poor, but I’m proud of my parents
because they’re the ones that brought me into the
world.”*** Yamende, Central African Republic

***“My mum wants me to be a journalist. I like that.
I’d like to write some great books and put them in
a library.”*** Sidney, Belgium

***“I want my brothers and sisters to have the best
in life, and for my parents to look after me
whatever I do. I want to be a top doctor so I can
help lots of families and poor children.”***

Gabriela, Bolivia

***“I’ve learned it’s good when we all support each
other - specially in the family.”*** Melanie, Bolivia

**Not growing up within a family for whatever
reason is seen as an obstacle:**

***“Having parents is good. If you don’t have a mum
or dad you feel different when you’re with other
people. Everyone should be proud of their parents
even if there are some things you can’t have.”***

Chansela, Central African Republic

***“There are some children who don’t have any
parents. It must be difficult for them.”***

***“It’s harder for them because there are some
things they won’t be able to know about where
they came from.”***

***“In my old school some children wouldn’t mix
with the others if they didn’t have any parents.”***

French children

***“My life was quite simply on the street.
That’s where I learned drugs. I lost my mum when I was
one and my dad when I was twelve.***

Now I’m with Caritas.

My aim is to find my own identity.

***I’m afraid and I’m nervous. I was sleeping on the street but
to be honest I wasn’t really sleeping.***

On the street I was always afraid.

In the Centre I meet lots of people.

I’m not like I was before.

The people running the Centre are like a mirror for me.

I’d like to go back to school.

I love all the children in the world.”

Ahmed, Egypt

And it is why children such as these from Togo worry about the fate of children living on the streets, sometimes begging, and far away from their parents.

"Mum and Dad have to help me so I can succeed. I think the world should do everything possible to keep children from having to wander the streets."

Rénia, Togo

"Some children don't go to school. They're always on the street and sometimes you see them asking passers-by for money. We're there every day and it's hard for us seeing them do that."

Togo child

"I need my parents to help me stop keeping bad company. I like my friends and they like me."

Léon, Togo

"Every day I see my friends, just children, wandering the streets and asking for money for food. More should be done to support them. After all, children are the future!"

Timothée, Togo

Parental support, an undisputed need with so many facets:

"I need my family to be able to take care of me. Because then I can carry on going to school. I need enough to eat, to be healthy and in good shape. I need a proper space for myself so when I get home I can sleep."

Phobie Anne, Philippines

"To learn, we need parents who've got time to read us stories and to tell and teach us things."

Polish child

"I need my parents' support to get ahead with my schoolwork."

Ida Myriam, Togo

"Learning is thinking a lot and getting help at home and school."

Alexis, Bolivia

"We need our parents to help us learn, and they have to believe in us."

"I like a lot of encouragement from my parents while I'm learning."

Polish children

"My mum says you have to learn a lot to be someone in life."

Karina, Ecuador

"I need my parents to be nice and calm and friendly, because that makes me want to learn even more for the future."

Kpodo Ivansce, Togo

"To learn I need books and exercise books. I need my parents' support. And I need food to help keep the lessons in my head."

Brigitte, Togo

"I love my mum and dad because they help me, they want me to support them in the future; it's a matter of pride to me not giving up my studies"

David, Central African Republic



Guillermo Diaz



“I’m happy learning, going to school, and knowing how to sell so we can pay for my studies. I don’t want to give up school even if I’m helping my mother in the shop. I’m happy and so is she.”

Sintiche, Central African Republic

“Our parents have taught us to listen, to be respectful, to help share things, to have confidence in ourselves and in other people, and to learn to deal with our own failings.”

French schoolchildren

“Our parents are like drops of water at the root of the tree.”

Some girls and boys offer a surprising perspective on the education received from their parents, an education that children in a poor district in the north of France called:

“A gift from my family for life.”

It’s a gift of manners, respect, mutual help, making do, obedience, a sensitivity to older people. There is a degree of spirituality and certainly the basic and crucial know-how for day-to-day living. And finally it’s a gift for knowing how to face the future...and live!

Learning values and behaviour:

“My father and mother gave me my education.”

“My parents taught me to share, I wouldn’t have had any friends otherwise.” Hishem

“My parents taught me cleanliness.” Antoine

“My parents taught me to obey. I don’t want to get punished.” Elias

“My mother taught me not to make fun of other people.”

“My family taught me about support and sticking together.”

“My parents taught me how to behave and to be respectful.” Ayoub

“My mother taught me to be kind, to say hello and thank you, to be polite to people.”

Justine

“My father taught me to pray.”

Justine

“My parents taught me to like other people.”

Anne-Rachel

“My mother taught me not to answer back to other children when they annoy me.”

Estelle... and other children



Book produced by children of Collège Charles de Foucauld, France

“I love my mother a lot because she teaches me how to carry on with my school-work... and then I can cope with my lessons.”
Sithia, Democratic Republic of Congo

And learning what not to do:

“My mum, my aunties and Grandma teach me not to hit people and not to use rude words.”

Nesrine

“Mum taught me not to do stupid things and not to throw food around.” Brian

“My mother taught me not to fight because I’m not badly behaved. And not to lie.” Shérázade

Core learning:



"Learning how to take care of your body."
Sylvie

"At home you learn how to wash clothes and do the ironing, but on the streets you learn too, reading the papers."
Peruvian child

"My mum taught me what isn't good for your body, like drugs. She taught me about religions, like the Muslims. I learnt what they don't eat and also what the Jews do. It taught me not to criticise people and not to be racist."
Emilie, Switzerland

"Living in the countryside has given me great opportunities to learn. I learned how to look after my animals with my parents."
Nils, Switzerland

"My dad taught me football, that channels your energy and helps you be alive."
Maxime

"In Chaco in Bolivia I learned to sow seed and raise livestock."
Yovanna, Bolivia

Useful learning:

"I really want to learn how to make coco brooms. When I'm grown up I'll be able to make them. Brooms are expensive and I won't be able to afford them so it would be good to know how to make them. Then I'll be able to help my mum."
Gloria, Mauritius

What work do we do in our families? We go fishing to help our parents and sick people. We obey our parents, our grandfathers and grandmothers and we pay attention to everything they teach us to do. We are born fishing and we grow up fishing. We live for fishing and it's fishing that feeds our families.
Wilfrid, Fabrice, Don de Dieu, Cedric, Central African Republic



Book produced by children from the Colegio Capellania, Bolivia

"I've learned to cook. I used to think it was very difficult but I learned by watching my mum. One day she went on a trip to Copacabana and I stayed with my auntie. She asked me to help her and we made a good vegetable soup. I'm pleased because I like cooking and learning other recipes. Everybody can get good at all sorts of things."
Yenni, Bolivia

"I love my mother because she's hard-working and teaches me to cook and do the dishes."
Juliana, Central African Republic

"I found it hard to light the kitchen stove to boil water but my mum taught me how. I looked at how she used the matches and by watching closely one day I did it. Now I can do it as long as I'm careful."
Bolivian child

"Mum does cleaning for other people, she taught me and my brother to iron. I only burned myself once. Now I iron my own things."
French child





Book produced by children in Central African Republic

“On the street you have to respect each other. It’s hard to learn in town and it’s hard living there too. Life is good in the countryside - you learn things there like sowing and gathering the harvest. After harvest people go into the towns to sell their produce: potatoes, meat, dried meat, etc. Learning is great!”
Elvis and Rubén, Bolivia

Learning to pay attention, to be careful:

“My parents taught me to be careful on the road because you can get run over if you don’t look.”
Ahmed

“My father taught me never to look at the sun because it can blind you.”
Yanis

“My parents taught me to beware of strangers - it’s for safety.”
Doynia

Learning to read and write:

“My parents taught me how to write. They wrote words and I copied them. It’s important for making shopping lists.”
Rayan, France

“My father taught me to read. If you don’t know how to read you don’t understand anything
Britney, France



“I like to be next to my father when I’m learning. He teaches me to read and how to work things out by myself. I do the fish fillets and he is proud of me.”
Moïs, Central African Republic

“My mother has taught me how to write the names of my friends.”
Gwenaëlle, France

“When I was little and learning to write my teacher made us fill up a whole page with the letter L and instead of doing it all in one go I did it in three. And my mother made me re-do a whole page of Ls. I am telling you this because I haven’t given up and now I do it like you should do, I’ve trained myself a lot.”
Carla, Spain

Learning for the future:

“My mum says you have to learn a lot to be someone in life.”
Karina, Ecuador

“You can’t get anywhere without education.”
Chancellor, Central African Republic

“You can’t get anywhere without education.”
Chancellor, Central African Republic

“My mother makes me work hard in class so one day I’ll be able to choose a career.”
Anaïs

“I’ve made a cake because I love learning to cook, and then I’ll be able to prepare nice little meals for my own children. I’m learning with my mum. I like learning because I’ll be able to sort things out by myself in my life.”
Anastasia, Switzerland

“My mother taught me how to change my little sister’s nappies, it’s important for when you have your own children when you’re grown up.”
Ophélia

“We learn so we can have a home and live with the whole family. To protect us in life and to be better at work. To be able to earn money, to buy what we need in the house, to feed our families. To have a better education.”
Peruvian children

"I like reading to get ahead and to be able to take care of my family. I'm studying for a profession."
 Angélica, Bolivia

Learning "the joys of life":

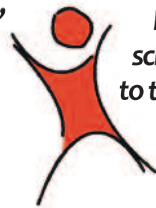
My father taught me a song – it was great." Ezzeddine

"My father takes me to the library, that's why I like books." Brigitte

"My mother is helping me learn poetry, she shuts the book and I recite." Zinédine

"My father taught me how to get to the top of a mountain." Mathiew

"My mum taught me how to walk a tightrope and my dad how to do climbing." Lison



"I should pay attention when my teacher speaks to me. He tells me I mustn't fall into bad habits when I go to school. I mustn't copy my friend's work. My brother tells to take my exams and go to university, and then I can have a boyfriend."

Julietta, Portugal

"I've got two big sisters to help me do my homework. When I have any problems at school they are there to comfort me. My family all encourage me a lot with my schoolwork."

Queency, Mauritius

"My brother taught me to have confidence in myself, to share and never to give up."

French child

"My brother has taught me to control my strength."

David

"My brother taught me how to defend myself."

Thomas

"My grandfather wants me to learn."

Mariana, Bolivia

"My grandparents have told me I'm Italian, it's important to me to know about my origins. My brother has told me the history."

Elio

"My daddy has taught me how to ride a bike with two wheels; I trust him because I know him!"

Mailys

"When I was six I couldn't ride a bike. My brother told me if I believed in myself I'd be able to. I followed my brother's advice and now I can ride a bike."

Ecuadorian child

"It's good to be patient if you want to learn. If you want to make progress, it's useful having help from someone who knows already. When you love someone, like your grandmother for example, you can press ahead and excel."

French child

"My sister Kim-Andrea and I sleep together. I'm teaching her so she can read better. I do that when I get home from school every afternoon."

Andrew, Philippines

"We learn at home with our parents, our brothers and older sisters..."
 Peruvian children



Book produced by children in Madagascar

Education, a responsibility shared by all the family:

"My brother is 13. His name is Guillana. He helps me to read. He helps me do my homework. He gives me good advice. He tells me not to boss around the smaller children. And to help my friend if he can't do his homework. He tells me to be nice with the others."

“My grandfather taught me... I taught him...” Camille, France

So many relationships are a source of mutual learning! Like other young people, Camille seems to master constantly changing technology quicker than the adults around her. With concrete examples, she demonstrates an impressive sharing of competences within her family, from the oldest to the youngest.

**“My grandmother taught me how to knit. I taught her how to use her mobile phone.
My father taught me to feed and care for the turtles, I taught him about the ‘Children’s Café’ and the activities I do down there.**

My grandfather taught me to like gardening and plant flowers, I taught him how to use his computer.

My mother taught me how to work at school and do my homework, I taught her how to go on Facebook.

My big brother Maxime taught me how to swim and I taught him how to be nicer to me.

My big brother Yoan helps me do my homework when I don’t understand it, I taught him not to hit me.

My little cousin Léonie (she’s two and a half) taught me to like toddlers and look after them, I taught her how to play.”

Camille, France

“It’s normal to help your parents.” Fatoumata, France

“My auntie is blind. I help her prepare food. For a while we didn’t have electricity in the house. My auntie helped me by letting me do my homework at her place.

My uncle ought to have put her in a convent because there wasn’t anybody to look after her.

That’s why I prepare food for her.

It’s not just children you shouldn’t put in the corner.

You shouldn’t put grown-ups in the corner either.”

Cloé, Mauritius

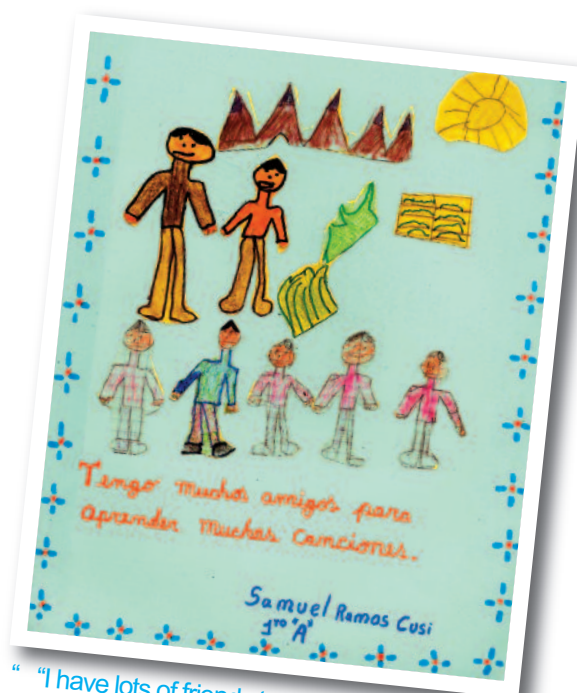
In fact, throughout the world children are expected to contribute to family activity and the family economy. They speak about this with simplicity, sometimes with pride, and with lucidity.

“I like helping my parents because they’re the ones who made me grow up and put me into school. When I’m big I’ll look after them.”

Saladin, Central African Republic

“This is my life. My name is Rhowelyn. I live under the bridge. I help my parents with all the housework like doing the dishes, the washing and cleaning. I like playing but I prefer to finish the cleaning first. I can see the toys and gadgets, but that doesn’t stop me thinking first about what has to be done in the house.”

Child from Philippines



**“I have lots of friends to learn lots of songs”
Samuel, La Paz - Bolivia**

“We think about a boy called Noun. Noun is our friend. He lives with his father in a tiny house. His father is a day labourer and does odd jobs. He has an incurable illness. When his father is too tired, Noun has to stop school and that sometimes lasts for several weeks. He has to go and look for work instead of his father. But Noun refuses to give in or lose hope. When he works and gets some money, he goes and buys rice which lasts them a few days. And then Noun comes back to school. Noun always hopes tomorrow will be a better day.”

Supason and Muay, Thailand

“I’m so glad I can study and help my family sell flower garlands. I dream of studying as long as possible so my family won’t have a hard life ever again.”

Fon, Thailand

"Some parents don't want their children to go away on school trips because they need them at home.

I think it's normal to help parents but if the children want to go away on school trips they should be allowed to. My parents agreed I could go even though they need me at home."

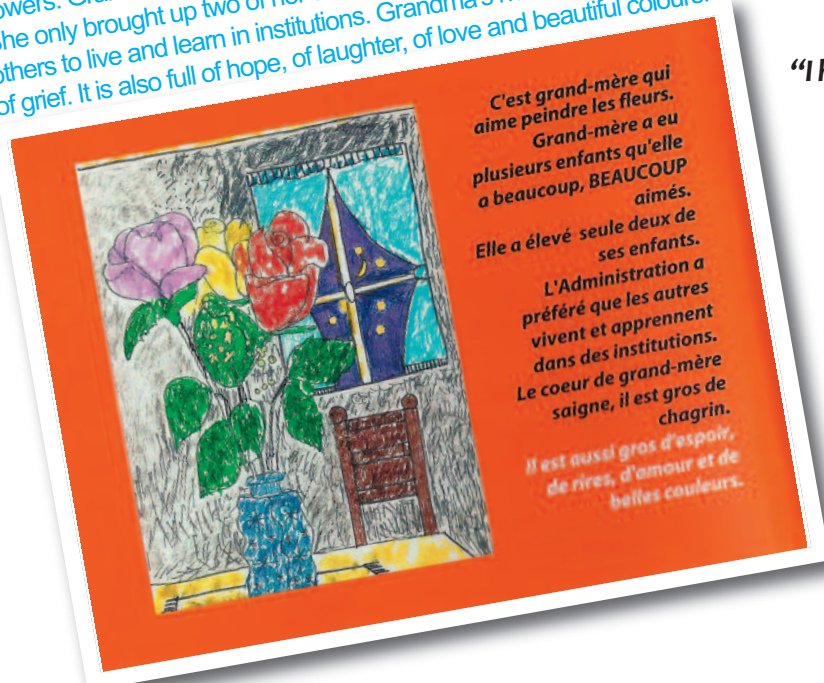
Fatoumata, France

"If our parents come from another country, we can help them fill in documents and the form for moving, because we are learning the language."

Saliha, France

"When my father was a child, his father taught him how to take care of the animals on the farm. My mother helped my grandmother in their little grocery store. Both my parents learned to work when they were young. Now I've learned how to help my parents just like my parents did with their parents. I've learned to collect and recycle cans with my mother. That was after my father had an accident. My father had to spend some time in hospital, he couldn't work and we had all the hospital bills to pay. And because of some problems with my mother's health she couldn't carry heavy things so I decided to help her. At first I was upset because some of my friends lived near where we were picking up the cans. If I saw them I pretended to be doing something else. My mother told me I shouldn't be ashamed of working, work is nothing to be ashamed of." Veronica, USA

Book produced by a French family: "It's Grandma who loves painting flowers. Grandma had several children she loved very, VERY much. She only brought up two of her children. The authorities wanted the others to live and learn in institutions. Grandma's heart bleeds and is full of grief. It is also full of hope, of laughter, of love and beautiful colours."



"My name is Eddyboy.

I help by doing the dishes. I also clean cars to earn more money."

Philippines



"Every Saturday and Sunday I go with my mother to the market to sell vegetables if there's no school."

Sanina, Central African Republic

"I have to get up early and do some housework if I want to learn. And I have to do well at school as well to keep my parents happy."

Alice, Togo

"To keep the peace in my family I'm in charge of cleaning the toilets."

Germain, Central African Republic

"At home I support my parents by helping them. I must work really hard at school to help my parents because they're poor and they struggle for me. I'm aware of it and I want to get my family out of this situation. The only way is school.

Whatever happens, I am completely determined to help my family."

Geovany Billy, Central African Republic

"I help my mother at home as soon as I get back from school. I look after my younger brothers and sisters. That's normal because I'm the oldest."

Vannessa, Philippines

"I'd like to learn to harvest to help my mum and dad because they work in the fields a lot."

Bolivian child

"I help my mum to dry the coca leaves so she can have me study."

Luz, Bolivia

"I'm Alex. I help plant salads so I can go to school. I live in Bolivia."

"We think you have to admire children who have to do a lot in the house while they're learning to read."

Mustafa, Abdou, Jonathan, Mustafa, Triana, Fatou, Alejandro and Arminata, Spain

Part 2



“Learn to be sensible!” Musa
 “To read!” Arta and Luca
 “To add up!” Moussa
 “Not to be afraid!” Shkelqim
 “Things!” Slian
 “To draw!” Florian and Florina
 “To read and write!” Premtin
 “About the world and
 what goes on around us.” Kirk
 Swiss children

“We want all children to have an opportunity to
 learn and get to know about things. What we've
 learned is really important and it helps us sort out
 day-to-day problems - and in a good way, too.

Supason and Muay, Thailand

“Learning is great. If you don't learn anything, it's
 like you're all alone in the darkness.”

Michée, Central African Republic

“Learning is living...”

Roxana and Carla, Bolivia

“We're children, we love learning.
 We want to learn, to earn respect
 and to be useful in the future,
 to know how to read and write, to help our parents
 and families, not to be laughed at, to help our friends,
 defend our rights and the rights of other children,
 to say no to rejection and poverty,
 to change the world...”

Tapori Group, Democratic Republic of Congo (1)

“Learning is important
 to get to know and understand the world,
 to develop yourself, to be sociable.
 To realise your dreams,
 to be successful in your education
 and be able to support your parents.”



“We learn so we can help our parents.
 If they're in hospital we have to help them.
 We can help our family out of poverty.
 Having a trade is important to avoid going back on to
 the streets.
 To be able to have a house and pay the rent.
 To be well educated and pass it on to our children.
 Not to have to repeat school classes.
 To teach others.
 We don't stop each other from talking; we listen to the
 little ones.
 Some other children can't go to school – that's not
 right.”
 Tapori Group, France

“What we learn is helpful in everyday life”

“Mum won't always be around. You learn to read and
 write so you can be self-sufficient.”
 French child

“I didn't know how to write my name.
 A lady taught
 me how to do it.
 Knowing how to write my name matters to me.
 Because then if there's something to sign I can do it. If
 you don't know how to sign you have to do a
 thumbprint. That's awful. People poke fun at you. Your
 friends can write but you just do a thumbprint!”
 Dary and Kevin, Mauritius

“I need to read. It gives me something I'll never forget.
 It's the key to education and scientific knowledge. I
 need to express myself because in expressing myself I
 can set out my ideas in front of my friends.”
 Lydia, Democratic Republic of Congo

1 See Annex 1

“Learning and self-development are important for acquiring social skills; they help avoid a feeling of exclusion from society...”

Tapori Group, France

When children talk to us about the challenges they face in class, they speak about how they want to get along with other people, as free and independent agents, and on a global scale.

“Children go to school to acquire knowledge.”

Alexis, Democratic Republic of Congo



Guillermo Diaz

“Learning is important because you need to succeed in life and teach other people. You won't be poor, you'll have a job, money and a roof over your head, you'll have friends and you won't be bored.”

Tapori Group, France

“To improve yourself, understand the world and other cultures.” Aymen, France

“Learning is discovering everything around you and discovering other cultures and traditions without discrimination.

I want to learn from children around the world.”

Abdou, Egypt

“We can teach and improve ourselves, mix with other people and be able to talk have conversations to with them.”

Julia, Hannah, Naïs, Anne and Tess, Bénédicte and Florinda. Tapori Group, France

“Everyone needs to read, to know how to read, to learn stories.”

Aminati, Marseilles

“It's good to study, it means we'll make a success of our lives and be able to get a job. And we'll be able to help our parents be successful in their lives. Learning's good, it stops you from feeling shut out of your community.”

Caroline

“Learning is part of growing up, thinking about things, all the time...”

Maria, Bolivia

“Learning's important, because if you're uneducated you can't adapt and contribute to changes in your country.” Bolivian child

“Learning's important so we can to do things together and work as a team.”

Mexican children

“I've learned to respect my friends and treat them properly.”

Alcides,
Peru



"Young people and children learn a lot talking and arguing with each other; we talk about our experiences and what we've done. We learn to look out for each other and to behave like we're not afraid of anything.

It's crazy what you can learn once you stop being worried! You can learn really powerful and moving things. Nobody can stop us exploring and learning."

Juan, Bolivia

"School's important if you want to have a better life and to be happy."

Clément, France

Most of the children underline the importance of the learning process, the competences and the artistic skills they pick up at school.

Most often the number one goal for them is self-development and the chance to earn the respect of their peers....

"Nearly all of us think school gives us useful skills for our future life and for living together. Half the pupils also think that school lets you acquire knowledge and a third of them see school as a place where they can develop their personality."

Sarah and Moussa, France

"You have to go to school to learn good manners."

Boris, Réunion

"Going to school is very important because you make friends and learn."

Yoreni, Spain



Book produced by children at the Collège Thérèse d'Avilla, France

"I go to school to learn French properly and so that my friends won't laugh at me."

Sifa, Democratic Republic of Congo

"It's good going to school or college because you've got your friends there and you can do things like music and art...Yes, there are plenty of good reasons to go to school or college."

French college students

"I'd get bored if I was at home and didn't go to school, sometimes the days seem a bit long. I tell a boy who doesn't go to school that he'll meet lots of children there."

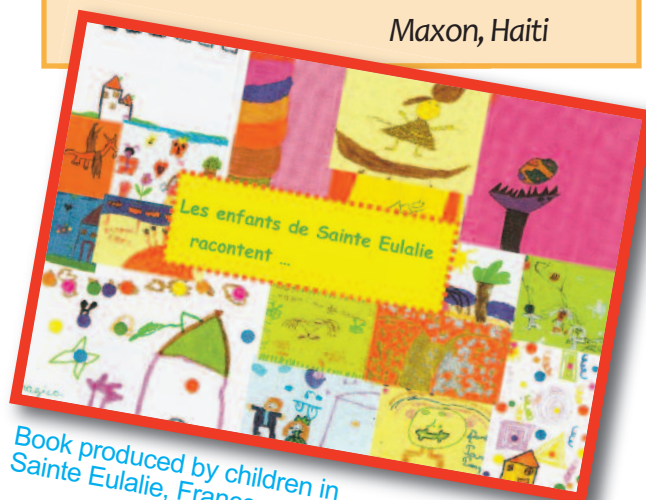
Léa, France

"I'm learning at school and later that's going be a help to my children, and then to society."

Amel, Egypt

"Send the children to school, be patient with them, don't leave them alone. You never know what will happen to them tomorrow."

Maxon, Haiti



Book produced by children in Sainte Eulalie, France



"And even though..." Book produced by a family in France

Parents everywhere are fully aware of the consequences for their children of not having access to schooling and an education. Here some children tell how their parents support them along the learning path:

"My father was a fisherman and my mother farmed; she also sold the fish Dad caught. When I was six Dad stopped me fishing and sent me to school. I was well educated there. Then I left school and now I'm a full-time fisherman."
Georges, Democratic Republic of Congo

"My parents say life isn't just about playing and that schoolwork's important, too."
Anastasia, Switzerland

"Parents tell their children they've got to learn to read even if they prefer basket-ball, because education's important."
Yovan, Mauritius

"Children should go to school properly. They should live with their mother so they hear what she has to say."
Steevenson Pierre, Haiti

"It's never too late to learn."
Vinciane, Emilie, Marie, Mahaut and Louis, France

Even in the most difficult conditions, children understand the need to keep on studying and they encourage their friends who are lagging behind...



Book produced by children in Portugal

"Learning is useful for several reasons, especially being able to get a job we'd enjoy. Learning can lead to being congratulated, encouraged and to being able help the littlest ones."
Vinciane, Emilie, Marie, Mahaut and Louis, France

"It's important for all children to work hard. Nobody should feel ashamed about staying in school even if they're older than the others."
Junior, Philippines

"I think it's never too late to learn and it's true that you never stop learning all your life."
Carla, Bolivia

"Learning's important because it'll help us in our lives and help our children later on, so that they can have a good future too."
Pauline, France

"I think you have to do your lessons properly so you can have a job later on. I've decided to be a hairdresser."
Madison

"There's no electricity in our house. We use kerosene lanterns or candles. Even without electricity I work in the evening by lantern or candlelight. I have to if I want a better future for myself."
Andrea, Philippines



«“Learning is important because you need to succeed in life and teach other people. You won't be poor, you'll have a job, money and a roof over your head, you'll have friends and you won't be bored”.

“Learning matters – because then later you know how to answer difficult questions.”
Sidney

“You have to learn if you want to grow up well and to speak properly.”
Adriana

“Learning to read is important. One day when you're married you won't depend on other people to feed your children.”
Nathalia, Mauritius

“School isn't the only place where you can learn.”
Augustin, Democratic Republic of Congo

Meeting people while travelling, in the countryside, via the internet, going to a library, to a museum, taking part in group activities, in sport: for children it's all “learning”!

“It seems to me that learning is really important, especially learning from people who know more about life.”
Jhoselin, Bolivia

“We learn at school, at home, on the internet, in the library. We learn things with our friends, our mums and dads and with our teachers.”
Roxana and Carla, Bolivia

“In church they teach us about love, in the family they teach us manners and in the Tapori group we learn about friendship.”
Augustin, Democratic Republic of Congo

“To learn well you have to go to school and to the street library.”
Sophie, Belgium

“The special support class matters as well because it helps with homework and you can go on the internet.”
Mahommed, Belgium

“You don't learn just by going to school - you need to look around and then you start asking yourself questions and you learn things outside of school. And you learn a lot by observing nature.”
Léa, France

“In the garden I got to learn the names of some flowers I didn't know. Mrs Tilly taught me the names. At school they teach us things about the environment. When I went to the garden I learned a bit more about the environment.”
Cloé, Mauritius

“You learn lots of things with a microscope, like the ants I saw in Science City.”
Zohra, France

“You learn while you're working in the fields.”
Peruvian child



Book produced by children of Cobija, Bolivia
“What I can do well / What I want to do but can't /
What I want to learn”



“When we were on the bus I learned the names of some mountains, and I learned the names of some places I hadn't been to before.”

Mauritian child

“We went on a school trip to Lille. We went to the main square to see and draw the Christmas Big Wheel and a beautiful big building called the 'Voice of the North'. We drew pictures of the train station as well. The grown-ups helped us and showed us what to do.”

French children

“What I learn skiing helps me at school: like looking around carefully so I don't get injured. I love skiing with my friends.”

Shkelqim, Switzerland

“I've learned that I can do things in our community, in my school, at home, everywhere, and I can say whatever I want.”

Mexican child

“To make progress you need knowledge, you must share it.”

Children from Bukavu, Democratic Republic of Congo

Knowledge is a serious matter and sharing it with others who do not go to school is also a responsibility children take very seriously !

“Usually, if I think about children who don't go to school, I always feel sad. Those children need to be together with friends to play, chat and share what they've learned.”

Chancella, Central African Republic

“Things I learn are to be passed on to the next generation. I don't have to be an egoist, keeping what I know to myself. Sharing our expertise with the next generation will help keep things going well in our country.”

Eid, Egypt

“I often come here to encourage the ones who don't want to go to school. I tell them that school's the future for us children.”

Leslye, Central African Republic

“Even someone who doesn't go to school knows things he's learnt from the others: he might learn a song, a dance or a story that he's been taught.”

Thomas, Democratic Republic of Congo

“We're all good at something. For example, I can play football and somebody else knows music. We can share what we know so we shouldn't say 'you're useless at something or other' because what each of us knows is different from the others.”

Eid, Egypt

“I've learned to listen carefully to people and to share with others.”

Jhonatan, Bolivia

“There's nothing unimportant in what we learn. Just learning to draw a flower will help if you decide to become a dress designer later on. Even if you do little things and grown-ups don't see that this thing has great value. You mustn't play down the little things you learn.”

Sherehan, Egypt

“Learning is for life!

Stacy, France

“Learning is wonderful because it helps us learn from life, by rejecting bad things and leading a good life.”

Cesar, Bolivia



Book produced by children of La Paz, Bolivia.

“By sharing ideas we learn something new, like the nature of a tree; although we are separate, friendship unites us as one”. Leonardo



Education, a right

“My dream is for all children to have the right to education, and for all children's lives to be protected, so they can read and study, shielded from the abuse of others. We must learn to help and love each other so that there is no more war.” Mina, Egypt (2)

“In our country there are many children who do not go to school because they have no parents, because they have no money or because they live and work with other people who keep them from studying. This is a sad reality. We would like all children to be able to live at home in their family, and to have the opportunity to go to school and learn to read and write.”

Message from children of Peru (3)

Children discover that they have rights, which involve the big and the small:

“I've discovered that the rights of a child are something everyone should respect because they are essential for a child to grow up. Everyone should at least know their basic rights, such as the right to life, the right to have clean drinking water, to eat, to have clothes, the right to education, etc.”

Fon, Thailand (4)

“I would like to become a lawyer and defend the rights of children throughout the world.”

Aya

“Adults should promote children's rights so that children can grow up to become good citizens. Children's rights are the foundation for giving children a better future.”

*Extract from the message of Thai children
17 October 2009 (5)*



“Education is a weapon for women. And it's very important to them as it is they who are responsible for the education of children. But it isn't just for women, it's for everybody.”

Shaima and Mostafa, Egypt

*“Children of the world, here are my dreams:
That you will have a future without problem;
I wish a higher education for all children, without hindrance and in complete freedom;
I wish for freedom for every child in the world;
I wish there to be love between all children in the world;
I wish a happy family life for all.*

Tou'et Allah, Egypt

The right to learn:

“Good, high-quality teaching should be available to all children; this is an essential principle.”

Achille, Central African Republic

“As children, we have the right to learn, for example to learn from my mother, to learn from life: the power of learning. The power of learning goes beyond what someone knows. Learning isn't just about having a profession, it's more about opening people's eyes and making them understand the gift we have. Opening people's eyes can make them respect each other more.”

Kevin, Bolivia

“We have to learn that we're all equal, with no differences, and that we just have different abilities.”

Cesar, Bolivia

2 Extract from children's message for Universal Children's Day, 2010

3 First Latin America Meeting for Children, 2009

4 Summit on Children's Rights, organised in 2009 as part of the 20th anniversary of the Convention on the Rights of the Child by the Museo Pambata, Manila, Philippines.

5 17 October: “International Day for the Eradication of Poverty”.

School – fairness, equality, freedom, an opportunity to understand and build the world together.

School is not just a part of a child's education -, it is the key for gaining access to knowledge. It provides a context in which a child can develop self-reliance, within his or her culture and environment.

“We want all children to be able to go to school and fulfil their dreams.”

Tapori Group, Ivory Coast

“Everyone should be able to go to school to learn something. They should be able to go every day.

Some of them might become nurses, or doctors, or soldiers to protect our country. It'd be good if in this world each one of us could live happily in our families.”

Thai children, 17 October 2009

“Children should go to school. Children shouldn't be smacked, they should be well fed and allowed to play.”

Clifford Sénat, Haiti

“All children should go to school. The same treatment for all children throughout the world. Children show the way path toof peace – let us follow it. A world without prejudice, without hypocrisy! Solidarity, love, friendship, determination! A better world is a fairer world.”

Léontine, Togo

The right to education is not respected...

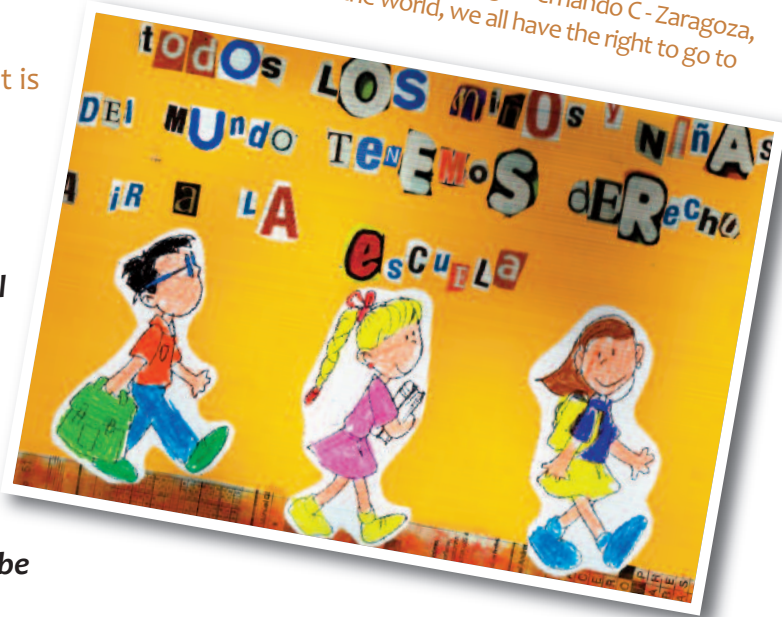
...when there are insufficient means to send children to school:

“If the family lives in poverty, it can mean a child doesn't go to school.”

Fabrice, Democratic Republic of Congo

“If there's no money there's nothing to eat, you can't go to school. There are children who can't go to school because there's nothing to eat, no money.” Boris, Mauritius

Book produced by children at the Colegio Fernando C - Zaragoza, Spain. “Boys and girls of the world, we all have the right to go to school.”



“Many families have no money. As a result many children can't go to school. That isn't fair! We therefore call for the right of parents to be respected so that their children can study and be well educated.”

Tapori Group, Mexico, 17 October 2009

“We live in a poor village. Almost none of the children here go to school, as it's expensive in town. But we want to learn even though our families can't afford it. We should all work together to bring progress to our village.”

Tapori Group, Democratic Republic of Congo

“If you get sick you can't go to school and learn. For a family to live in harmony, parents must be able to look after their children. Illness and hunger are different kinds of war and insecurity.”

Child in Democratic Republic of Congo

“Free schooling is a right that should be respected throughout the world.”

Tapori Group, Mexico, 17 October 2009

“We'd like our mother to find a way to take care of us so we could get off the streets.”

Raynaud, Haiti



...where there is loneliness, mockery and even exclusion:

"I want to study but they laugh at me at school because I don't have the things you need."

Sanson, Central African Republic

"There's a boy in our class who can't read. The master puts him at the back of the class. The other children poke fun at him." Anaïs

"You shouldn't make fun of someone who can't read because that can make people who can't read, like me, really miserable."

Rosalinda, Philippines

"My classmates hid my pencils and made fun of me because I don't know how to read. They shouldn't tease me, what they should do is help me learn to read."

Asian child

"A lot of children fail at school because they are shut out by the others or because they are bullied. Everyone needs to be spoken to. To learn, everyone must get together, everyone must have a place."

Tapori Group, Democratic Republic of Congo

"Someone at school was bugging me. He was a racist. That didn't help me in class. But now we're friends."

Bruno, Switzerland

"There're a lot of children at school who treat me badly. When they treat me badly it stresses me out. I don't feel well in class. Still, girls in the other classes play with me."

Emilie, Mauritius

I don't like school. I worry about my marks. I cry when they hit me. I dream of the holidays. I try to work well. I hope I'll move up."

Slimane. Lyon

My sister failed her exams in secondary school. She had to repeat a year but nobody pushed her, nobody believed in her. She got discouraged, left school in October, and nobody has come looking for her."

French child

"I go to school very early, at 6.30. When I get to the classroom there're some children who insult me. They say swear words to me. One of them keeps saying to me, 'What are you, a boy or a girl?' I don't answer but I want to cry. They don't want to play with me. If I go and play with the girls they tell me, you play with girls. Then they tell the whole class that I'm a girl, not a boy. When they were treating me like that I ran away from the group. A friend comforted me."

Owen, Mauritius

"If we insult children they don't come to school any more. They don't have a good education, they don't have any friends. They don't develop, they're shy; if you ask them something they don't have anything to say."

Alexia and Yovan, Mauritius

"A boy got insulted in class: 'You're crap!' He ran away from school. I think he was really upset."

French child

"I'm a student at school, I've got lots of friends. But one of them called José said to me: 'you're bad news'. I don't get on with him."

Marie, Ecuador



"I love being at school. But if the others make fun of me I get upset and feel bad, and it's possible I might not come back to school again."

José, Peru

"My name's Elorn. I wonder if the others in my class are happy. I cry when they poke fun at me. I dream of making the recreation breaks better. I try to make friends."

Elorn, France

"If the class is restless it's difficult to get on. I don't bother anyone so that I don't spoil my school year. I'm sorry for my parents who worry about being able to pay my school fees."

Babu, Democratic Republic of Congo

...when the beginning of term worries girls and boys:

The first day of the new school year is full of expectation, full of hope, but also full of anxiety and questioning. Sometimes strong reactions can occur in these first few days, but children know how to deal with them.

*"I'm excited because it's my first day at school.
But today somebody hit me and that made me feel sad. I
think if I was a really strong person
I wouldn't let anybody hit me."
Ecuadorian child*

On the first day:

I was nervous;
I felt lonely;
I didn't know anything about the school;
The people seemed different;
We felt lonely and worried;
I felt lost.



Kevin, Moussa, Killian, Madleen, Mickaël, Cassandra,
Alexis. French school students.

The girls called me names. Bakhta
I was ashamed and I was afraid. William
I was lonely and unhappy. Ilhame
Someone hurt me;
I was bleeding;
I was hit during the break.
I stopped the fight. Julien

*In the break I got hit and suddenly William came and
protected me. Mahomed*

*"We want to go to school every day but some of
us can't. And so those people don't get access to the
things we learn at school."
Thai children*

*Children are sensitive to the barriers that indirectly inhibit
access to school, and speak out against them.*

*"School is free but books and some other things
aren't. If you take a cooking class
you have to bring your own ingredients. None of
the children can buy them for themselves.
In the top class you even have
to bring equipment.
Sometimes there're children
who don't have bowls.
We lend them our bowls but sometimes by then
the cooking class has finished. It's too late.
Sometimes we tell them to come and look at what
we are doing.
That way, when they have to cook they'll know
what to do"
Cloé, Mauritius*

*"All children have a right to good teaching in school. The
ones with learning difficulties should not be excluded."
Tapori Group, Mexico, 17 October 2009*

*"I say no to the impossibility of obtaining a birth certificate
which is required for children to enroll in school."
Romaric, Central African Republic*

*"...In my school and some others, the law ensuring
free primary school education is still not respected.
But many parents have no way of paying school fees
which just get bigger every year. And the
consequence is that many children are unable to go to
school and there's a substantial increase in the
number of children living on the street. In any case,
this situation bothers me a lot, even though my own
parents have the means to put me and my brothers
and sisters through school. A child's place is in the
home, not on the street. We are beginning to notice a
sort of discrimination with certain teachers in class.
It's often the children whose parents have definitely
paid the fees who are allowed to speak and have the
teacher's attention and respect."
Julien, Democratic Republic of Congo (6)*

call on all the world's children to give us their support so that our right to education is respected in the Democratic Republic of Congo, because a child who is not studying has no future. Julien, Democratic Republic of Congo

In various gestures and thoughts, children themselves play a role in ensuring their right to go to school. Some children are highly sensitive to the fact that family poverty keeps certain of their friends from going to school.

They ponder this and offer suggestions:

Children are not afraid to take action, to change the situation:

"I think about a boy called Ephrem in the area where we live. He didn't go to school, he hung about in the neighbourhood and didn't do anything. And then one fine day a boy in our Tapori group said, 'Why's it just us going to school but our friend stays here all by himself? If we all work together we can get him registered at school.' And from that day onwards we started to teach him how to read and write." Tapori group, Democratic Republic of Congo

"Some children don't go to school because there's nothing to eat, no money. We can help our friends, we can give them bread if they don't have any. The ones that can go to school should teach the ones who can't how to read." Boris, Mauritius

"Not having money to pay for a child to go to school is distressing for the family and the child. For the schools in our country to run properly I suggest the authorities should pay teachers' salaries" Baraka, Democratic Republic of Congo

"Sometimes there're children we can barely tolerate because of their behaviour. But bit by bit you get to know them and you understand that some of them have lots of problems, at home or at school. When children are violent it's because they're unhappy. It doesn't help to reject them. If you take some time to get to know them you can be friends and that gives them some confidence, even though you're quite different." Mélanie, France



Book produced by children at the Collège Charlemagne-Les-quin, France. "To feel good at school > make friends > go up to the others and speak"



Book produced by children at the Vicenta Juarista Eguino school, La Paz, Bolivia". "Friendship unites us in learning from one another"

“A girl from Rodrigues arrived at our school.

Her father went to work in Mauritius.

He hasn't been paid yet.

So the other day the girl didn't come to school because
she couldn't buy a drawing book.

On the day she came back to school she told a girl in the
class why she'd been away.

After talking to each other they went to see the
headmistress. The headmistress was pleased they'd
come to see her....

What I say is : 'If you're not in need of anything yourself
you don't notice when someone else is'."

Queenscy, Réunion

“I love learning about different things.

I've got lots of friends,

we get on well together and we share things.

What makes me sad is that when I'm at school learning,
there are children who want to study but can't, because
of the difficult situation they're in.

They have to work to help their parents
and provide for their family's needs.

I'd like to change this situation and to be able to help
them one way or another."

Estrella, Bolivia

Convention on the Rights of the Child:

“A precious text for all children”,

note Gaetane and Maya from a school in France,
adding:

Article 28: States Parties recognise the right of the child
to education.

Article 29: ...the education of the child shall be directed
to the development of the child's personality, talents
and mental and physical abilities to their fullest
potential.(7)



Drawings from children in the Thousand Children Club, Galbon-Gironde, France



Part 3



**“Peace, of course!
You need peace to learn and
friendship to have peace”**

Kylian, France

Like Kylian, many children express the importance of a peaceful environment in order to learn. They talk about peace between friends but also in the family, the neighbourhood, the country and in places where peace is not always guaranteed.

“For me, Dibrine, peace is about us all being together so we can learn.”

Central African Republic

“Peace is when you have friends you can play with and talk to during the breaks. Peace is succeeding at school.”

Victoire, Democratic Republic of Congo

“To have peace in school means studying in good conditions, having a proper seat, not being rained on in the classroom - not being chased out of the school.”

Henri, Democratic Republic of Congo

“To create a feeling of peace in class, it's about trying to do something and not giving up.”

Marcio, Peru

“To progress in your studies you need some school equipment, and peace, in every family and in your country.”

Roger, Central African Republic

“To learn well, you need quiet and a good atmosphere at home. Not all children can learn easily because of difficult family situations.”

Lucasz, Poland

To learn:

**“...I need to be near my friends
so we can work together.”**

Alice, Democratic Republic of Congo

“...you need to have friends. If you don't have any friends you don't feel comfortable enough to learn.”

Owen, Mauritius

“...there must be peace. When we quarrel, we can't learn. There has to be a good environment.”

Group Tapori, Mauritius

“...you must have peace around you; if you don't have peace, you're going to start thinking about bad things and you won't learn properly.”

Ampa, Democratic Republic of Congo

“...you need peace, friendship and support in your neighbourhood.”

Mikese, Central African Republic

“...I must be in a good atmosphere, no trauma or negative influences, and I need real friends to enjoy learning.”

Rwizibuka, Democratic Republic of Congo

Calm, rest and the ability to concentrate are necessary to bring internal peace.

If these needs are satisfied, all is well!

Many children strongly emphasise this and demand it at home as they do in class.

“I need calm, and to concentrate and listen.”

Bruno, Switzerland

“To learn, you need to be alone, in other words, not to be disturbed.”

Alfred, Togo





Guillermo Diaz

“And I must concentrate, be in silence and feel calm inside.” Honoré, Togo

“I need school. Not talking in class helps you to learn.” Stéphanie, Belgium

“You respect someone else working. So let me work in silence. Please!” Flore, France

“When I'm studying in class I have to pay attention. So if the others are noisy I tell them to be quiet and pay attention to the teacher.”
Sefora, Central African Republic

“When it's quiet it helps you to write, make progress and help the others. When it's quiet we've got more time. When it's noisy you've got less time.”
French child

“It has to be quiet around you so you can understand what you're reading” Christian, Bolivia

“I want to learn in silence, without anybody shouting. I want to pay proper attention to the things they're saying to me.” Diego, Bolivia

Pleasure, patience and the desire to learn:

How do you become and remain motivated by the learning process?

Some girls and boys address this question:



“It's easy to work when you enjoy it. Being creative makes you feel free and untroubled, and this helps you to learn. To learn, you must really want to, and develop a liking for it. It's best to be with a group of your friends and to have some time to relax.”
Crystal, France

“The teachers should listen to the children and make it fun to learn. School shouldn't be something you don't want to do.”
Fatoumata, France

“If you don't like what you're doing then you're not going to learn anything.”
Egide, Democratic Republic of Congo

“If you grade everybody, do you think that will encourage the weakest ones? No - because when they see the grades they'll get put off. They shouldn't be separated – it's important not to make a distinction.”
French children

“To learn properly, I need a goal, and I have to have real friends to get a taste for learning.”
Juliette, Democratic Republic of Congo

“You need to be patient to learn.”
French child

"The best way for me to learn is to get to like the subject and to take an interest in it. But you also need to have school equipment and a clean and well maintained classroom."

Arulmery, Bolivia

"I really need a lot of patience, learning to be tolerant, knowing how to distinguish right and wrong, knowing how to pick myself up when I stumble, and to appreciate what people will do to make me smile...."

Jhoselin, Bolivia

"To learn, I need..

To really want to learn.

To want to become someone important.

To concentrate.

To study so no one can say to me:

'You - you can't!'

To respect the efforts my parents are making to give me an education.

Studying is great!"

Bolivian children

"For me it's reading books that makes me want to learn"

"When teachers explain something and make us laugh"

"Your friends make you want to go to school"

French children

Need for others

These children show that learning together, in a group or with someone's support, benefits everybody, and brings relief, happiness and pride.

"When you love a person, like your grandmother for example, that helps you to keep going and to do better."

"To make progress it's good to have the support of someone who knows..."

French children

"I'll say to all my friends we must support each other so everyone in the world can have the same chance."

Rachel, Central African Republic



"Everyone needs someone else when they're learning, and to be with other people so you feel confident, accepted and recognised. You need friends to learn and to have the patience to help other people so you can do things together."

Caroline, France

"When there's a lot of you it's easier to learn, and when you succeed you're pleased, you're happy."

Joshua, France

"I think about Katia, a little girl from the USA. She didn't know how to read or write. She came to the street library where she was taught how to use a computer. One day she was at the library and with some help from other people she managed to write something on the computer. She needed friends to learn. So friends can be a real help for learning."

Thadde, Democratic Republic of Congo

"To succeed I need love and support from everybody around me: my friends and other people, not just the family."

Isaïe, Togo

"I think that to learn I have to go to school, because there are lots of you and because there is someone there to help you. You can get help from what the teacher says, from your pals and friends, and also from our families..."

Book produced by children of the rue d'Ougrée Street Library, Belgium: "We want a school where we have really good friends!"



"To learn you have to have friends, you must listen to your teacher, translate what she says to your friend from Portugal, not interrupt anyone, respect others...."

David, Louna, Louis, Lucas, Bilal, France

"To learn, I need to be accepted like all the other children, to be asked questions in class, and to have friends to help each other with lessons so we can all make progress better together."

Sandra, Central African Republic



"When I'm learning to do something I need support from someone who can help me with their wisdom and advice about what I want to learn. When I'm doing music or practicing basketball, my teachers help me and advise me how get ahead, or they tell me right there how I failed, and coach me again and again till I get it right." Diana, Bolivia

"We all need to join in, because some people know things and others don't know; if you don't know you can learn by listening to the others."

Sahlia, France

"To keep on learning it's good to have a friend who will help you even when you don't feel good. And throughout your life you can count on him because he's your friend and supports you." Carlos, Bolivia

"To learn, everyone needs to be included, and give his opinion, and his opinion should be taken into account. Everyone needs good friends. To learn I need to be listened to and to be protected from all sorts of discrimination and poverty, and at least from hunger."

Rosine, Democratic Republic of Congo

"Going to school prepares us to become someone in life. To succeed and to feel good it's best to learn with friends."

Emerson, Bolivia

"At school there are sometimes children who aren't accepted or respected by the others. If you want to be happy you must be able to mix with other people. You won't be happy if you're alone all the time. You're only happy if you're with other people."

Malika, Switzerland

"To learn you need the help of all the class. Because we all need a helping hand to keep on making progress."

Ronald, Bolivia

"It's really important to know how to read, write, listen and work if you want to learn lots of things in life. To do that you need to talk to everyone because you can do things together. And you need to have a good night's sleep if you want to learn."

"I read this story about a little girl called Mayra (8), who was eight years old. She had a problem with her mouth and dribbled a lot. Her classmates were disgusted and wouldn't go near her. So one day she decided to stop going to school. Time passed and her classmates started to feel bad about rejecting her. The teacher went to see her and told her that her class were really sorry and that she should come back. Mayra came back to school." Paola, Bolivia

The need to feel good at school

How can you succeed if you are in a hostile environment? Children speak very naturally about the different aspects of the secure climate necessary for learning.

"I like reading books because they tell me what I should and shouldn't do. They told me a story about a little girl called Mayra. I really liked it and it helps us to become better people."

Mireya, Bolivia

"To feel good at school you need friends, to get to know the others, to speak, to get on with the teachers, to feel confident. You need to say if you don't feel good. Try and find the words to help."

Ilyse, Maxime and Raphaël, from a school in France.



Need for recognition

Girls and boys emphasise the need to be acknowledged and respected in order to succeed, to gain self-confidence and to feel comfortable with other people.



"Ibtissem goes to a school where there aren't many children in the class. That makes it easier to listen and learn."

French child

"Change the timetable to learn more easily: for example, spend more time on subjects to be able to understand them better."

Tapori Group, France

"To learn, I need more attention and more teaching, because I love learning, and because when I have a job I want to be a teacher so I can teach children, because if they don't teach me I won't be able to teach my children...."

Ana Carina, Bolivia

"To learn at school, what I do it is have good times with my friends during breaks!"

Emilie, Switzerland

"If you have some good leisure time you feel happy and if you're happy you work well."

Prescillia, France

"If you've got a nice playground it makes you want to learn. It makes us feel better!"

Kevin, France

"You must give a nice welcome to new children."

French child

Need for special moments at school:

"The best moment is the summer fair!"

"Seeing my friends after the holidays"
"A friend told me 'you're doing good work!'"
"Going on a school excursion"
"A trip to the seaside!"

"When we went to the aquarium in Boulogne we sang on the train and laughed a lot. We saw sharks and octopuses"

"When our class went to the centre of Lille to draw."

Recreation time:

"You need some fresh air"

"The break – it's time to play!"

"Yes, you learn to show respect to the others, to share your snack, use your skipping rope, not to hit other people, to make friends, not to argue, and you can get the ones who don't have any friends to join in."

Yasmina, Alex, Lamya, Shérazade, Cinderella and others, France



The need to be able to go to school:

For some going to school is seen as necessary and an opportunity that others do not have. For others it is more of a "duty".

Some children consider it a stepping stone to a better life, and therefore a way of improving the life of their family.

"I need school!" Stéphanie

"I need to complete my studies so I can help my parents who have had a very hard life, and so that my nieces, nephews and cousins can go to school thanks to me. These days it's important to be able to go through school right to the end. At the moment life is hard because many people are poor. My aim is to complete my studies so I can realise my dreams."

Lea, Philippines

"School is where I learn. I'm lucky to go to school because I know there are children who don't go."

Déborah

"You must go to school if you want to learn, because there are a lot of us there and there's someone there to help us. You need people to learn, it's easier. It's good to learn because then later you can do what you want with your life. You must listen and work to learn. You mustn't worry about things. No one should be ignored."

Goundoba, France



Need for good teachers:

What makes a good teacher?

Here are some children's opinions on this question! They realise they have a part to play and they know that mutual respect between children and teachers is very important.

"To learn I need teachers who know how to teach! The teacher needs to be a bit strict but not too much.

Sometimes it takes a while to get it right."

Malyka, Switzerland

"To learn you need several things, material, moral and physical. I need someone who teaches the courses well, for my future and my friends' future, so that we can advance together."

Richellon, Central African Republic

Every morning before I go to school I revise my lessons. At school I have to pay close attention to the teacher to study."

Saturnin, Central African Republic

"In my school there's my teacher. He's nice and teaches me lots of things. I have lots of friends there. I work there, I love my school. I'm learning to write. There are two sunny windows."

Méhdî, France

"To learn we need good teachers who are interested in us, and we need school equipment as well, and peace."

Shaheel, Mauritius

"Peace is when children respect their teacher and the teacher respects the children."

René, Democratic Republic of Congo

"When my teacher tests me at the blackboard I'm listening very carefully to what he wants me to do on the board.

When I get the right answer I'm proud."

Isogene, Central African Republic

"I like it when my teacher comes and looks at what I have done. That makes me proud!"

Julius, Belgium

Often while my teacher is in the process of giving a lesson I stay quiet so I can follow it closely. I wish the other children would do that too."

Mewielle, Central African Republic

"With our teacher we have a lot of fun learning"

"You learn better when it's fun, but if the teacher tells us to calm down we do what she says."

French children.

"I'm not difficult, I'm like the headmaster: he never hits anybody, never tells you off, never expels children from school. One day I had to go to his office and I said to him I was ready to be a headmaster like him even if I was littler."

Armistice, Central African Republic

"At school you need teachers who are liked by all the children. That way all the children will succeed."

French child

"When I don't understand something I ask the teacher. He repeats what you didn't understand to all the class. If I still don't understand I feel bad but I tell myself, that's normal."

Paola, Bolivia

"I'm happy at school because I have friends there and my teacher is kind."

Fidel, Philippines

The need for books and teaching material:

Can you learn without the tools, without the means?

The children know the answer: no!

Without bitterness they talk about some of the most important items and the problems of obtaining them when life is uncertain.

**"When I see my friends with nice school bags to carry their things I say that if my dad could afford it he would buy me one too. But he can't. That doesn't bother me for my schoolwork. Even if I've only got a couple of books, a pen and a few clothes, that's enough to help me study.
Cool!"**

Aboubakar, Democratic Republic of Congo

"I need some of the little dictionaries and some books to improve my French and learn it better."
Vianney and Alfred, Togo

"I want books with more pictures and less words."
Boris

"You need lots of pictures in a book so that children will be interested in reading it. When they see lots of pictures in a book, children want to know the story the pictures are telling."
Yovan, Mauritius

"To read and find out more"

"A library with exciting books to make you want to read"

"Play maths games, but if you're out of the game too soon it doesn't help"

"Hopscotch to learn to count"

"An interactive board in all the classrooms"

"A computer with learning games on it"

Redouane, Luna, Lilya, France

"To learn I need school supplies like books, exercise books, a school bag, pens and clothes so I can be clean when I'm with my school friends."
Prisca, Central African Republic

I need books so I can learn to read. I must have pencils and my school things. I must have shoes and my uniform.
Loïc, Mauritius

"I need an education so I can go far and not wander in the streets."
Michel, Togo

"I'm really proud to be with my father. He gives me a little bit of money to help me out at school. He doesn't leave me to it. I'm proud to say that even if I didn't have any money I would go to school to be able to look after my family one day."
Grace, Central African Republic

"I need my parents to have some money to pay the costs of going to school."
Anuarite, Central African Republic

"A place where mums can come and take books to help children with their homework."
Assia, France

To learn you need to have:

The list is already long but there are still more comments from children on this subject. The needs are mixed up in no particular order, reminding us how interconnected everything is in life: there can be no learning without the means and good health, and good health comes with decent accommodation and work. No work means no position in a community and no respect, and so on in an endless circle. What a challenge!

"To learn, you need many things, especially good health, and not being hungry. You must be strong-willed, you must want to do it. You need to live in a good environment. You need to love what you're learning. You need to gather information to deepen your knowledge on all levels."
Joyce, Democratic Republic of Congo

"To learn, we must listen. You shouldn't miss school unless you're ill. You mustn't run away from school or "go the wrong way", you shouldn't pretend to be going to school."
Tapori Group, Mauritius

"You can learn when you're quiet, when you have a desk in your bedroom. When little brothers and sisters don't annoy us. It's best when someone gives us encouragement. It's best when you work with a friend. It goes quicker and you can help each other. You learn best in a group because everybody says what they know. You learn better when you do things: for example in physics and chemistry it's good because we do experiments."

Julia, Hannah, Naïs, Julie, Anne Tess, Bénédicte, Florinda – Tapori Group, France

To learn, I need sleep, and happiness, and my parent's love. I need my friends, and the people close to me, and anyone and everything that can contribute to my education."

Julien, Democratic Republic of Congo

"You must be patient." Julius, Belgium

"I must do my homework.
And go to my support class.
Keeping quiet in class helps you to learn."
Stéphanie, Belgium

"You have to listen. And if the others make a noise I try and take no notice of it. I can't concentrate if they do it too much. I need lots of friends who'll help me but won't whisper the answers to me."

Sidney, Belgium

"I think you have to learn to believe in yourself to succeed" Bradley, Belgium

"To learn well, I need

to pay attention and concentrate,
to respect our teacher,
to listen to older people,
to be intelligent and polite,
not to be shy,
to be nice and kind,
to share things,
to be funny,
not to be naughty,
to trust people;
I need rules, I need good manners,
to know when to apologise and forgive
and not to make a fuss."

Swiss children



To learn:

"Everybody should have the same rules - children and grown-ups"
"You need notice boards to remind children of the rules"
"You need posters to remind you of things"

"A big sign over the school gate:

Make mistakes and learn – here everybody is allowed to make mistakes"

"A theatre where you can learn to express yourself"
"A hall where you can learn by putting on performances"
"There should be more manual activities, and more organisers"

"A speech therapist so children can learn to speak properly"

"Animals, trees and plants:
learn what they're about and learn how to take care of them"

"The teachers shouldn't make any distinction between their children"

"You have to accept everybody's differences"
"Have outings so you can discover things, and be aware of what's going on"

"Be proud of your progress"

"Like learning"

French children

"You need:

to use your head and think,
to trust in others,
not to let yourself down,
not to get angry with each other,
to be at peace with yourself.

School is important to have a better life
and to be happy.

Getting on together at school
makes us all feel at peace.

Clément, Abdelkader, Lilia, Chloé, Thomas, Zara, Clara.
Taponi Group, France



The school of our dreams

Children's dreams are truly a revelation - a revelation of beauty, playfulness, fairness, mutual help, unity and friendship, of yearning, for the well-being of everyone, of teachers, male and female, who care for their pupils.

They dream of a school where violence is not tolerated, that offers a refuge free of stress, anger and anxiety, a shared space for living. A school touching on real life, and responding to the aspiration of pupils to learn, to explore new fields, to make new discoveries. A school with recreational activities that do not bore, with generous interior and exterior space: a music room, a library, a games room, computers, a garden, a swimming pool....

**"Little school, you are where I go every day,
to learn and play with all my friends.**

You are where we teach ourselves

**To listen to what they say, and to keep you clean, as
well.**

To be better in my life,

You teach me how to be kind

To everyone around me.

I learn many things from you,

Little school"

Ecuadorian child

"Teachers shouldn't be fierce with the children.

School should be a place to play and read.

Gangs shouldn't write on the school walls.

Schools shouldn't be privatised!

School should be beautiful"

Mexican children

**"...has
cheerful teachers and you feel confident with them."**

**"I want my friends to be happy, to
do their homework, and for my
teacher to like us all"**
Carlito, Bolivia

**"Where
nobody argues, where we show respect
for each other. Where nobody
hits us." Mexican children**

The dream of a school of love:

**"The teachers are kind and understanding, and the
pupils are nice to each other. There is no nastiness,
teasing or unfairness. That makes a school full of
love and that is why it is called 'The School of Love'.
In it you find a great treasure: HAPPINESS."**

Cléophee

**"I want my school to be the best! Let's all take part
and all obey the rules we make. I also dream that
we could join together and be best friends. They
should treat us well and the teachers shouldn't
punish us for no reason."**

Kassandra, Bolivia

...of a school of diversity and friendship:

**"The children aren't of the same race but they're
friends. I'm pleased they're friends!"**

Jordan, France

**"In the school of my dreams there are lots of
friends, lots of street libraries, footballers and
Romanians."**

David, France

**"My dream is of a school with lots of trees and
parks so I can play with my friends, and pick the
fruit on the trees and there wouldn't be any
discrimination in the school."**

Juan Gabriel, Bolivia



....of a school where you have fun and learn at the same time:

“The school of my dreams is a school where everybody is happy and the big ones help the little ones. Where all the teachers are nice. There is never any fighting. Yippee! You have fun and learn at the same time.”

Léa, France

...where you read, write and sing:

“In the school of my dreams you learn writing and I love writing. Our teacher is kind and fair-haired, she has a red dress, red heels, gold earrings and a silver necklace. She makes us read, write and sing. The boys are good-looking and the girls are beautiful. Children play together, and there are games even in the big children's playground. The sun shines, the school is full of colour!”

Gwenaëlle, France

...with cheerful teachers whom you feel comfortable with:

“The school of my dreams is marvellous. It's beautifully decorated. You listen to your teacher. She explains things, she doesn't tell you off, she makes you laugh. The children are kind to each other and learn well. We have the equipment we need. We learn vocabulary, grammar, maths, science, and citizenship. And then we have twenty minutes of play time. We go back to class, we work and then we go and eat in the canteen. Then we go out and play and come back to the class. At 4 o'clock our families are waiting for us.”

Karamba, France

“My dream school would be far away so I could talk about things with my friends on the way there. This school would organise trips regularly, the teachers wouldn't give us too much work but would talk with us instead, and they'd be friendly and fun so we would feel more comfortable with them.”

Jhonatan, Bolivia

....where arguments are banned:

“The school of my dreams: I would like nice teachers and not too much homework. The breaks should be longer and we'd have more art and geometry. I want the school rules to say: 'arguing is forbidden' and 'do not steal' and even 'do not use swear words', I want it to be peaceful and for everyone to be friends.”

Mahaut, France

“I want there to be lots of children in my school, lots of friends and no arguments.”

Estrella, Bolivia

... nice tables with spangles...
And of course lots of friends!

“In the school of my dreams there is: an aquarium, a vegetable garden, a big playground with lots of games, nice tables with spangles, a kind teacher, and of course lots of friends!”

Matthieu, France

“I would like my school to have gardens where all the children can play during break. So the younger children can have a better play area and not get bored during breaks. It would be great for everybody to have a good time.”

Gabriela, Bolivia

...and you shouldn't have to work too hard...

“The school of my dreams is a tree because I love nature. It would be decorated with butterflies. There is a big swimming pool. You need vitamins to learn. Sometimes I'm afraid of being late because my brother won't hurry. You shouldn't have to work too hard and there'd be lots of books.”

Adrien and Alice (brother and sister), France



...rooms not just for working in:

"There are loads of rooms in the school of my dreams and it has rooms not just for working in. This dream school is huge. You could stay a whole year eating and sleeping there. There's an Angry Room with clothes and cushions to tear up. Sometimes I get angry all by myself." Jean, France

"I dream of a school that has a kitchen to share food with everybody, with a music room where everyone can play a tune on an instrument, maybe panpipes. There's a yard with green grass and there'd only be children, no teachers telling us what and what not to do." Jhonatan, Bolivia

Pictures below from a giant book made in Fives-Lille, France:
What do you need in a school for everyone to be successful?

A school where
the teachers make no distinction between the children
adults and children always lead by example
everyone observes the rules
no one fights
differences between people are accepted
the good pupils help the ones finding it hard
there are outings to discover things and learn more about the world
you learn but also have fun
you have friends
you are proud to make progress
you like to learn



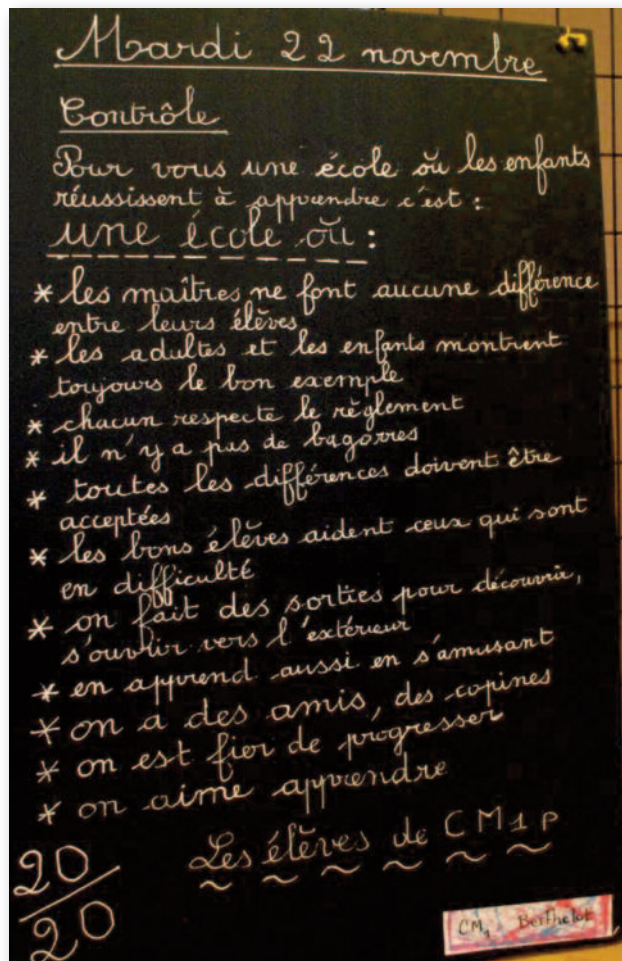
"We'd like a school with two floors, built in the shape of a castle. With a pool where you could swim. We'd like a big playground with games, swings and slides, with trees and tulips, racks for our clothes, benches, a sandpit and waste bins. Big rooms to work and play in, with big square windows. The doors would be painted blue, green and pink. It should have a canteen, a play room, a library and computers."

Samuel, Mustafa, Weifen, Jacqueline, Fatima, Cheo, Asisa, and David, Spain

"With moreor less...."

"A dream school: more art, music, lots of friends, a kind teacher, more sport, more outings, a ski trip, a seaside visit or somewhere to write a book, dance classes, a dinner for the class every month, easier and shorter lessons, no uniform, a box of skipping ropes and balls for everybody."

Emily, France





"Friendship and Learning"
- book made by Tapori children in Switzerland

Part 4



“Often the reality of life prevents us from achieving our dreams. Some children do not have the necessary means to learn, or the parents or other people to encourage them. Others have to learn in less than optimal conditions. In many cases, very few children study in decent conditions.”

Tapori Group
Democratic Republic of Congo

**“When we don't have access to school.
When we're surrounded by misery.
When we don't listen to others.”**
Djaouad, France

**“When we don't listen to the teacher.
When we're unhappy, when we're sad or when we're being hit.”**
Stacy, France

**“When we can't read well.
When we don't have a house.”**
Adriana, France

... when living conditions are difficult.

Every child has a family history and environmental background. Sometimes it is a story of well-being but it can also be a story undermined by worries, fears, lack of comfort, needs. Children describe the effects in general, and in school in particular.

“It isn't good to worry and everyone needs to be spoken to.”
Goundoba, France

“I work in a bakery outside my house. When I go to school I see my friend on his own. He doesn't have a mother and his father can't buy the things you need for school with what he earns as a construction worker.”

Luis Ivan, Bolivia

“If you don't learn well, you fall into poverty. Then we focus on our parents. We're sad. We want to help them. It isn't right to be excluded from society because of the color of our skin. I can't learn when I'm hungry, we focus on our stomachs.”

Tapori Group, Central African Republic

“Sometimes we don't listen because we're sad.”

Sophie, Belgium

“I can't learn when I can't concentrate and when I don't listen to the teacher.”
Bianca, Mauritius

“There is no light: every night I have to use a hurricane lamp to study and it smokes in front of my notebook. I'm tired because of the kilometers I have to walk to go to school. I don't have all the books I need to study better.”
Paul, Cameroon

... when housing is too small or temporary:

“Our apartment has 3 rooms for 7 people and I'm so small. It isn't easy to learn when it isn't quiet.”
Child from France

“I'm 9 years old. I live in France. I'm going to move soon, my dream is to go and live in Marseille with my uncle but I'm going to stay in Lille. I'll share a room with my sister. Mum is going to teach me to clean the room. Good luck to her! And you're waiting for a house in Haiti. It's such a long wait. My mum and I hope you'll have a great house, like the one we're waiting for as well. A house where we can be happy as a family.”

... when we are hungry

"Hunger exists. But we're used to it because we're born and have grown up with it.

Fear is very bad, you can't work well, or attend to your business, you're uptight and reserved.

To learn best, there needs to be peace in the world, that way you can study with your friends, meet up to read books. Sleep well and eat well."

Tapori Group, Central African Republic

... when there is a high degree of insecurity:

**when there is war,
or drugs in the neighbourhood**

"Peace is important because if there is a war, you are going to escape to the forest and the child won't go to school anymore."

Gilbert, Democratic Republic of Congo

"All around us, in certain countries, there has been war for the last 10 years.

Lots of children have lost their dad. Hardship and poverty have come to our homes. It's very hard for us, but the refugees have even more problems.

Some children don't have parents or a home anymore."

"Some of us live in very poor neighbourhoods where they sell a lot of drugs.

People go there just to take drugs. They take the They are scared of pricking themselves on the needles left lying around on the ground too.

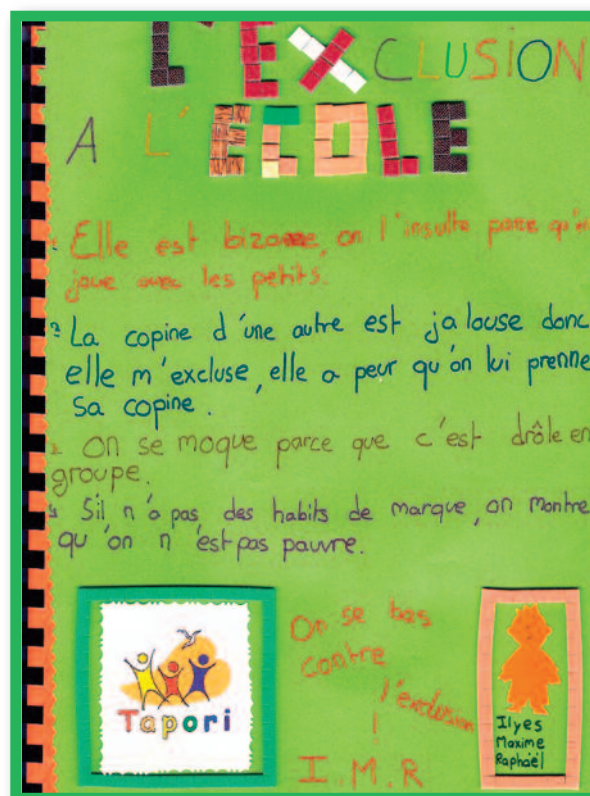
Parents are scared for themselves and for their children, it's become very dangerous." (9)

... when they call me names, when they make fun of me, of us, of others:

These painful experiences which touch the children's personal lives are still too widespread and the cause of suffering, mental blocks, shame, withdrawal ...

"I don't learn very well when people provoke me with insults and taunting."

Luc, Democratic Republic of Congo



EXCLUSION AT SCHOOL

"It's weird, they insult you because you play with the little ones." "Another girl is jealous so she excludes me, because she thinks I'll steal her friend." "They tease because it's fun being in a group." "If you don't have brand-name clothes, you show you're poor." We fight against exclusion."

Book created by the children of Collège Charlemagne-Lesquin, France.

"I was running a race and like usual I was last so they made fun of me"

"When I put on my glasses, they said they were ugly."

"There are some who make fun of me when I'm on my own, but I'm learning anyway." Child from France

"If you don't have nice clothes, it's not very good, because it makes you different. People judge you on the way you dress, not on your sense and intelligence."

Emilie, Switzerland

"I don't learn very well when my friends make fun of me. When I don't have any friends. When I'm irritated. When my friends seem mean to me."

Noemi, Melissa, Stacy, Mauritius

"I don't think we should be rejected because that stops us from concentrating because we see the others learning with their friends."

Pauline

"I cry because two girls say horrible things to me and push me."

Lina

"I feel bad during breaks because the boys only play football and I hate it. So I play with the girls."

Saïbo, France

"We do things we regret afterwards. We should stop making fun of people so we won't feel bad in our own hearts, in our life. When we make fun of people, we insult them."

Donovan, Mauritius

... when there is loneliness:

"I think about loneliness. I don't learn very well when I feel alone, when no one listens to me."

Child from Bordeaux, France

"I don't learn very well when my friends aren't around."

Christopher and Jean Nael, Mauritius

"I feel down because sometimes no one wants to play with me. And I feel all alone. I keep hoping that I will be good at something."

Waël, France

"I don't like being all alone, sad, when they make fun of me, when they tease me and when they hurt me. But a friend said that, even if I'm fat, I'm very intelligent and that she likes me a lot."

Julius, Belgium

"You shouldn't leave a child on their own, they'll cry, it's not good."

Bianca, Mauritius

"You don't learn well if you feel excluded."

Céline, France

... when there is a lack of self-confidence:

When children experience too many failures, they feel devalued, insecure. They lose confidence in themselves and then fail again.

"You can't learn if you don't feel confident in yourself, if you're sad."

Joshua, France

"If you have too many bad marks, you don't have any self-confidence and that doesn't make you want to work."

Tapori Group, France

... when the relationship with the teacher is not easy:

There can be irritation or grumpiness on either side, inattentiveness, fear, fatigue, lateness, but also surprising behaviour from the teachers which the girls and boys react to...

"At school nobody ever asks me what I think. Sometimes the head teacher summons us – that's when there's a problem with a teacher. Then you say what you think even if you're afraid sometimes. Sometimes things change. I want people to listen to me. I want teachers who listen. Sometimes they shout for no reason. When they're in a bad mood. Sometimes it's the other way round, the children a teacher pays no attention. You do something silly and he shouts. I hate maths and I get bad marks. Bad marks worry me. I'm shy, I try to learn. I feel tired in the morning. I get up at 7. When you're tired you don't listen. Even when I am listening I don't understand everything."

Fatoumata, France

"The teacher said that he would put anyone who didn't want to learn in the corner. I want to learn but I don't know how. Once I leave school, there needs to be someone who can give me lessons."

Loic, Mauritius.



"I don't like school because the teacher shouts!"

Yasmine, France.

"If there are too many disturbances in class, I tell my friends to stop chatting and pay attention to the teacher, so the teacher can't send us out of the class."

David, Democratic Republic of Congo.

"I don't like school very much because the teachers often hit me and then I argue with my schoolmates."

Mahmoud, Egypt

"At school the teacher says: 'I don't want to see you. Pay attention to what you want to do. It isn't my problem whether you fail or not. I'm not going to worry about savages like you. Whether you want to learn or not, I'll still get paid.'"

Donovan, Mauritius.

"School's important, but I don't like it that much because I often arrive late and the teachers hit me. In fact, school hours need to be changed. I wake up at five o'clock in the morning to go to school, but I arrive late as I have to spend a lot of time travelling."

Mostafa, Egypt.

"I don't know how to write very well. I have been at this school for a year because at my other school I wasn't learning very well. The children laughed when I couldn't read. My parents put me into the Antofagasta school. Patricia has taught me a lot there and I'm happy about that...and, I like to read."

Angelica, Bolivia.



...when we feel ashamed:

"I was ashamed when I didn't have any friends and the others had lots of friends. I saw them all in cliques."

"I was ashamed that I had to repeat a year."

"I was ashamed when I got my report card and my marks were read out in front of the class."

French children.

"I stopped playing football, even though I liked it very much. But there were people who were judging me because I didn't have any money, didn't have the right clothes and they knew where I came from. I was ashamed. I didn't want to go to school anymore."

I ran away."

Child from Switzerland.

"We feel bad if we don't learn anything. We know that we're not prepared to face the difficulties that we'll meet. But we try again and again until we succeed!"

Cesar and Jhonny, Bolivia.

"When we don't learn, we feel bad because we can't explain ourselves."

Bianca, Bolivia



"When I'm not able to learn something, I feel humiliated..."

Abraham, Bolivia.

...when we are afraid:

How do we conquer the fear that haunts so many children and stops them from making progress? Fear of failure, fear of bad marks and fear of comments that are too harsh.

"Nobody learns well when they're afraid."

Madison, Belgium.

"I'm so afraid of bad marks. When I get bad marks, I feel very bad and I'm afraid that I'll get in trouble at home."

I try to work like the good students in my class."

Justin, France.

"Fear is very bad, we can't work properly, or do our jobs, we feel unable to think and become withdrawn."

Tapori Group, Central African Republic.

"We're not allowed to carry knives. We wouldn't be able to learn because we'd be afraid. We'd leave school."

French children

"I was so shy that I was afraid to do a presentation or read in front of people. I wanted to cry because I'd never succeeded. Days went by and my mum enrolled me at a place where you can read books. That's where I lost my fear."

Maria, Bolivia

...when there is no peace:

It is the worries, preoccupations, uncertainties, and conflicts in school and within families, that destroy the peace we need so much.

"When we argue on the playground, we go back to class sulking and we don't work well. We can't concentrate. All the problems from the playground come back to mind."

Chahinaze, France

"If we fight during breaks, we're punished and we have to stay in the corner while the other children learn."

French child

"When it's not peaceful I can't study very well. If I'm worried about something I can't learn.

If I'm hungry then it's difficult.

And if my parents aren't working, I can't have school supplies."

Noel, Central African Republic.

"If it isn't peaceful in the classroom, it is difficult to succeed. I don't behave disruptively, so I don't fail my school year.

I feel sorry for my parents

who worry about paying my school fees."

Babu, Democratic Republic of Congo

"Mum and Dad often argue and that upsets me, even though I'm a child.

A message to all parents:

help us study and stop fighting!"

Myriam, Togo

"If it's not peaceful, we don't learn very well and if we don't learn we won't have a peaceful life.

If we haven't studied we will not find a job.

When we're older, we will be unemployed, worried and will have no peace."

"When we have peace, there are no fights and no problems. We're at peace when children aren't chased out of school."

Elisha,

Democratic Republic of Congo.



...when we lack motivation:

If children lose interest, there is a danger of becoming discouraged. Sometimes it is contagious amongst children and difficult to reverse. Some children share how they found their motivation again:

"We don't learn very well when we're not motivated and when other people are messing around."

Marie, Belgium.

"I pretend I'm sick so I don't have to go to school. I want to be left in peace. I say that I don't like school."

Laetitia, France

"Nabil is older. He learns easily but what they teach him at school doesn't interest him much anymore. He wants to learn a trade. He is going to go to the Information Centre with his mum or the social worker to find out about what courses to follow. It's hard."

French child

"I find it hard to learn French. It's difficult and that discourages me. Once I start working, I can do it well."

Nathalie, Switzerland.

"The thing that really took some effort, was learning to draw. I could see that everyone knew how to draw except me. I felt bad. But I didn't give up, I tried my best to learn..."

Carla, Bolivia

"I find it difficult to learn when: I'm distracted, I can't be bothered, or simply when I'm tired and I'm not paying

much attention. I also don't learn very well when I'm not interested and when I haven't rested enough.

When I underestimate myself. If this is the case, you have to say to yourself: I can..."

Alejandra, Bolivia



Guillermo Diaz



Guillermo Diaz

Part 5



“Together we learn faster. We encourage each other and feel stronger.”

Tapori Group
Democratic Republic of Congo

“We have to put our heads together for everyone to succeed”

Middle school students in France

“I think that if you can’t do something, you have to ask your friends, your teacher, your parents to help you. Believe in yourself.”

Rodrigo, Bolivia

“If I don’t know, my friends will help me.”

“I think if no one helps us, we won’t get anywhere in our lives. You need friends to help you, patience, a kind person, and to be friends with the teacher.”

Child in France

“I’d like to help my friend, Sara, who doesn’t know her multiplication tables. The teacher helps her and so does her sister. We all want to help her.”

Adhemar, Bolivia

“At school, I’m always with my friends. We help each other and make progress together. At school if I see a friend who’s alone, I go and talk to him.”

Dieu-Béni, Central African Republic

“Friendship means helping each other. Friends are very important to me. When I’m sick, they help me.”

Schuab, Switzerland

“All children can learn to read and write but they need support and help.”

Maria, Bolivia

“I couldn’t read or write. It was difficult for me to recognize words and because of that I failed my school year. It annoyed me. But now I can read a lot of stories. I think that if you can’t do something, you have to ask for help.”

Rodrigo, Bolivia

“It’s better to work in pairs than alone.”

Benefit from each other and make progress together:

“I help my friends, they like doing their homework and we learn together.”

Mikael, Bolivia

“Early in the morning, I sweep the courtyard, I do the shopping before I go to school. At school we help each other make progress together.”

Giskare, Central African Republic

“It’s kind to read with someone. I like to read books to my little brother when he can’t sleep for example. I translate into my language for him.”

Julius, Belgium

“I like it when I go and see my friends, they help me with my homework, they lend me books and games.”

Olivia, Belgium

"It's important to be part of a team. To learn, you have to practice."

Premtime, Switzerland

Teaching others the things that you have learned is a responsibility everyone can benefit from and be proud of.

"When a child can't read we can tell him: come along, we'll help you."

Gaëlle, Mauritius

"I can make fishing nets. I'd like to help others who don't know how to make nets. I can show them and I'm proud to make fishing nets."

Cristofere, Central African Republic

"If you're good in mathematics, you can help others, if you're good in French, you can help in return."

Child in Montpellier, France

"I think we can help others by teaching them what we know and by doing mini-games while learning."

Pauline, France

"I'm a football player. I want to help children who can't play. They have to come and see me and I'll show them how to play."

Juliano, Central African Republic

"I think of a boy who teaches his brother to read. It's really good for both of them because he practices at the same time as he helps his brother."

Gianni, Mauritius

Encouraging each other:

"I'm learning to read books and when one of us knows how to read and another one can write, we help each other. We learn from each other."

Adèle, Egypt

"We have to take care of our friends because sometimes they have problems. We have to encourage our friends. Encourage them not to hide in a corner. They'll encourage us as well and we'll all learn better."

Queenscey and Alexia, Mauritius

"In Lea's story, I like it that the boy called Antony helps and encourages her.

He doesn't let others make fun of her.

If Lea hates school, she can't encourage her brothers to go.

Even though Lea is still young, she helps her mother in the house.

She takes care of her brothers and takes on responsibilities."

Mostafa, Khaled, Hassan, Adbo, Egypt

"Solidarity = sensitivity"

William, France

Children and young people show great sensitivity when it comes to solidarity. We discover their courage to act at their own level.

"My friend couldn't learn because she had lice. The teacher didn't want to correct her homework. She didn't want the girl to come close to her. We went to talk to that teacher.

We told her that her own child could get lice at primary school. Wouldn't she go near to her own child?? The next day she apologized to the girl. Now she does correct the girl's homework."

Cloe, Mauritius

"I have a friend who didn't know how to read or write and every one made fun of her. She was sad! One day she wanted to give it a try, she did and we all helped."

Maria, Peru

"I learned not to discriminate against other people but to help them with everything instead because they might help us as well."

Child in Peru

"I like sports and entertainment. I defend the littlest. If someone hits the smallest person in the gym, out he goes. I tell him why, that it's not out of meanness but to help him behave better."

Mounat, Central African Republic



**“One day, while Alice, Emma, Jules, Kevin and Paul
were playing in the courtyard,
Lucie asked: Can I play with you?
Kevin: No, you’re too small to play with us!
Emma: Let her! There’s no size limit
for playing this game
Emma decided to join Lucie
and the others did the same thing
and they all played together.”**
Lucie, Alice, Emma, Jules, Kevin and Paul, France

**“In our team there are 19 players
but only 11 players can play at a time.
So we do everything so that we can all play.
We replace the ones who have already played
with the ones who haven’t played yet.
I like my football team because everyone can play
and we all have an equal chance.”**
Taporí Group, Democratic Republic of Congo

**“At our school there’s a little handicapped boy.
His name is Jamell.
We play with him and it makes him very happy.
We’re happy too, that’s the way we are at school.”**
Taporí Group, Mauritius

**“I often think of my friends who are by themselves, and
sometimes I go and play with them.”**
Dembadimi, Central African Republic

**“I help my friend by getting him to read
and draw and play.”**
Reynaldo, Peru



**“Love each other, help each other,
don’t reject each another,
play with the others, be kind...
That’s how to get along together.
Help the handicapped, they’re like us!
Don’t exclude them, help them.
Reach out and understand their needs.
Let’s love each other with all our differences
and improve our lives together.”**
Elodie, France

Learn well with the help of teachers and help them too!

**Children pay tribute to the teachers who want all the
children to succeed with their support:**

**“In my class, the teacher knows that we can’t read very
well. She alternates between girls who can’t read and
those who can read a bit.
If we don’t know, we can turn to someone who does.
She lets us do that.”**
Cloé, Mauritius

**“It’s important for a teacher to help his students
and to be there for them.
We think that working in a cheerful environment
helps students learn better.
It’s important for children to work together
as often as possible and improve the team spirit.”**
Vinciane, Emilie, Marie, Mahaut, Louis, Lille, France



During civic education class, teachers suggested that we find ways to create a friendly work environment that would enable students to work together so everyone would successfully pass their school year.

We (the students) agreed but at the same time it was hard to believe that we could succeed."

"The teachers talked to the parents about it at the first parents' meeting.

Those who went liked the idea.

One mum said it almost made her want to go back to school."

Paul and Morgan, France

"My name is Raïsa, I'm in first grade. I like my teacher because she doesn't punish me much. She's happy teaching me and smiles. I want to be like her and smile like her."

Raïsa, Central African Republic

"To feel good, help the ones who need help. Don't forget to help everyone, including the teachers."

Annesse, France

"I'm patient and can help the teacher.

I help the ones who don't understand; I like working."

Saliha, France

Extract from giant book made by children in Fives-Lille, France



"When I was younger, I couldn't read or multiply, but my teacher was patient and supported me. She made me revise my multiplication tables and do lots of exercises. That's how I learned."

Helen, Bolivia

"I like computers a lot and in my high school we have a computer class. It seemed difficult to start with but right away the teacher taught us how to turn on the computer, how to lay things out and make sentences.

Now I can write and do layout..."

Alvaro, Bolivia

Doing our best:

Children all over the world have to face realities that worry them, that are beyond them and make them feel powerless, helpless. Friendship is nevertheless possible.

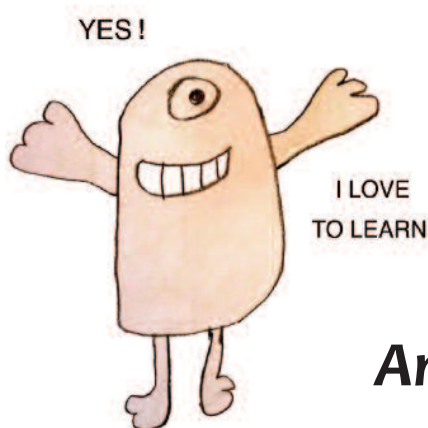
"I once met a girl named Rocio who didn't know how to read.

I became her best friend but I don't know how to help her."

Carmen, Peru



Extract from giant book made by children in Fives-Lille, France



Analysis and Conclusion

We have read so many messages from children around the world.

What stays most in our minds? What should we read “between the lines”? What action should we take?

With no pretensions to knowing everything about their situation, but taking advantage of complementary information provided by the world-wide Taporí network and group organisers, we could reasonably state the following:

1) Children love learning, and if their enthusiasm is not dampened, they develop ingenious ways of ensuring they can take advantage of schooling and learning possibilities:

- In difficult circumstances and despite the pressures of day to day life, they work hard with the other members of their families to improve living conditions.
- They provide support to each other – especially when they are helped in their efforts by other young people or adults – so that as many children as possible can have access to schooling and skills for life.
- They easily recognise the teachers committed to ensuring everyone's success, and they support them.

2) Children love to learn EVERYTHING, whatever it is. They are just as interested in the most down-to-earth details, learned from parents, brothers and sisters, cousins, uncles and neighbours, as in more formal school education, from the worlds of science and technology, or in cultures far removed from their own.

3) Children everywhere characterise war, extreme poverty, lack of healthcare, discrimination, rejection and stigmatisation as severe forms of abuse, damaging their self-confidence and gravely compromising their chances of success in learning or having a normal school life.

4) In general, children are clear about the living conditions and environment for them to be able to learn; they can assess what means are or are not available to them, and can name what they need but too often lack.

5) Finally, children cherish the links they have forged: they name friendship, good understanding and good relations as elements “essential” for being able to learn. This is why they are just as willing to talk about difficult situations, prejudices and unwarranted aggression as they are to mention kindness, enriching relationships and festive occasions.

It turns out, furthermore, that this wide-ranging and careful accumulation of children's views, undertaken from 2010 to 2012, is highly consistent with the findings of study groups set up by ATD Fourth World in several countries and on different continents, groups that gathered together parents living in great poverty with other sympathetic parents and persons working in the field of education. (10)

The children's messages, as much as the conclusions of the working groups, are a call to us to develop a holistic approach to ensuring universal education, taking all aspects of life into account, and embodying:

- **a strong commitment to peace and social justice in the world**, which must be reflected in the work of educational and cultural organisations, so that children's hopes are kept alive. Surely we could make it possible for people of all generations, social classes and cultures to interact with schools and learning establishments in the future?
- **a rallying cry - educational establishments and educational resources** should become truly communal assets, accessible on an even basis to the whole population. Could we at last make a priority of investment into the education of the most neglected children and populations of the world?
- **education curricula that incorporate and take account** of the cultural, educational and day-to-day knowledge of families and communities, alongside formal and technical knowledge. Could we not also find a place there for the knowledge children themselves have gained, as well as what has been experienced by those who have struggled the most?
- **education strategies that place mutual aid and understanding at the heart of all relationships** - between children, parents, communities, teachers... Could cooperation among all students become a driving force to ensure that everyone succeeds?

It is quite extraordinary how children in their messages do not shy away from giving us a frank view of the realities of their world, which would be hard to change, to say the least. We are challenged, then, in our role as educators to be creative and proficient in order to achieve our ideals.

It is evident that achieving universal education cannot, of itself, resolve all the problems that make it so difficult. Education for all is an ideal that will only be achieved in a world of peace, social justice and mutual understanding.

However, schools and educational authorities around the world could become laboratories for forging mutual understanding, incorporating the knowledge each one of us has to offer, for the success of all.

It would represent real progress, and for that the children would be truly grateful.

¹⁰ See Annex 4: Extract from ATD Fourth World's contribution to the evaluation of the UN Millennium Development Goals: "Towards a long term development that forgets no one - The post 2015 challenge"



Annexes

Annex 1: What is Taporì?

“Taporì is good for us”

Children, Mauritius

“At Taporì we learned the song:

‘Taporì, Taporì,

Hand in hand,

We shall build a world of friends

We shall build the world...’”

Taporì, Goma, Democratic Republic of Congo



Taporì is a worldwide network of children.

It is part of the International Movement ATD Fourth World. With their parents permission, children who are sensitive and open to interaction with others join Taporì activities. And there, they find ways to make friends, bridging the divides and differences that could prevent them getting on with each other. Girls and boys participate in intervening in situations of rejection, incomprehension or loneliness. They want to ensure no child remains friendless or uncared for. Their motto:

“We want all children to have the same chances!

We want to be friends of the friendless!”

Today Taporì is present in Europe, the Americas, Asia and Africa.

Taporì's activities are promoted through the **“Taporì Newsletter”**, written primarily for children in the 7 – 13 age group. Four to ten issues are produced each year depending on the language (French, Spanish, English, German, Portuguese). Through the newsletter children can learn how other children live in different parts of the world, which makes them think. They read about gestures of friendship and peace, come upon questions and ideas similar to their own, and find suggestions for activities girls and boys can take up together.

Taporì's **internet site** is accessible in ten languages: <http://en.taporì.org/>

Taporì's **mini-books** recount true stories of courageous children on different continents.

What is the origin of the name Taporì?

Taporì was a name chosen by Joseph Wresinski as a sign of solidarity with the poorest of children.

Joseph Wresinski, the founder of the International Movement ATD Fourth World, grew up in poverty. When he was travelling in India he met some very poor children, known as the “Tapoorì” (maybe from the English words “too poor”). They lived in railway stations and helped each other out, sharing what they managed to find. On his return, Joseph wrote to other children in contact with him:

**“You’re like the Tapoorì when you do whatever you can to try and build a world of friendship,
where there’s no more poverty.”**

Annex 2: Taporì Mini-books

The Children of Courage mini-books tell stories of children from around the world.

“Diana” **France**

Diana is a nine-year-old girl with lots of responsibilities for her age. Diana starts going to a street library near her building and becomes more self-confident. She wants to learn so much that although she can't read, she doesn't lose courage and she stands up to the jeers of the other children...



“Elifet” * **Haiti**

Elifet loves learning and he wants to have a job one day to help his mum. One Monday morning he goes to school on an empty stomach. It's examination day, and because he does poorly he has to leave school. Later, thanks to his friendship with Kenold, he will find a way of getting back to school...

“Jacinto” **Guatemala**

Jacinto's family has a little piece of land on a mountainside. When the moment arrives to sow maize and beans for his family to harvest, Jack can't go to school any more - he has so much work to do. Jack doesn't have much time to play but he is very proud of being able to help his family...



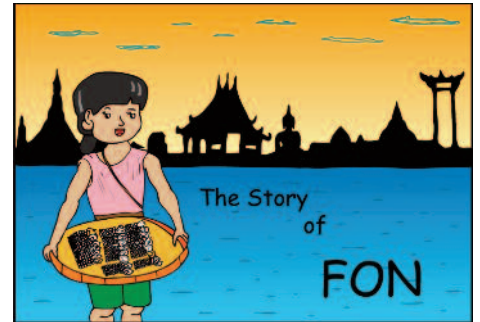
“Laetitia” **Switzerland**

Laetitia is 10 years old. She takes part in a Taporì weekend* with her two brothers, Jules and Kevin, and some other children, but she prefers to keep her distance. As time goes by, the other children find ways of getting to know her. Thanks to their persistence, Laetitia finds her place in the group...

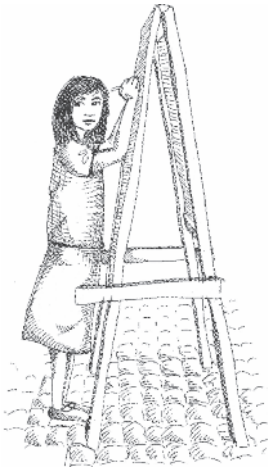
* Taporì weekends take place three times a year and last two days. Children from different backgrounds come together and enjoy the friendship.

**“Fon”
Thailand**

Fon and her family live in a very poor area of Bangkok where families all help each other out. Fon loves going to school and learning. But one day she comes home very late from selling flowers with her grandmother and next morning she doesn't wake up early enough to go to school...



**“Patricia” *
Europe**



Patricia is 11 years old. She lives with her parents and her four brothers in two little rooms. They are Roma people who travel in hope of finding a country where they can stay. Patricia is very brave; she helps her mum to look after her little brothers and she loves doing painting and the street library...

**“Héry”
Madagascar**

Héry is 11 years old. He and his four brothers and sisters live with their grandmother. Héry works every day at Madame Rasoa's, selling coffee and cakes. He hums little rhymes he learned at the street library to make his work go faster. He'd like to go back and look at the books but Madame Rasoa sends him off to get some sugar. Héry doesn't mind. He runs very fast because wanting to hear the rest of the story back at the street library gives him wings...



**“Raphael” *
France**



Raphael and his family live in a caravan next to the city dump. As there is no running water, fetching water is a fact of life. It's hard, especially in winter and when it is raining. Raphael's mum and the school headmaster are campaigning for a school for little children in the area...

“Junior” *
Philippines

Junior is 10 years old. He is still in the first year of primary school and other children say he’s stupid. They say he’s lazy and that he’s always looking for a fight. Marilyn wants to get to know him and trust him...



“Ono and René”
Democratic Republic of Congo

Ono looks weird and everyone shuts him out, but René tries hard to get to know him, to understand his life and become his friend. Ono then comes to share what he knows with other people, and René shows that friendship is more important than appearances...



“Katia”
USA

Katia is 9 years old. She has problems with the alphabet and can’t read or write. At home Katia often has to look after her little brothers and help her parents. One day at the street library she listens to a story about a baby tiger who wouldn’t learn anything until the day he decided he was ready. Katia loves this story and learns it by heart. It gives her the strength to learn to read...



“Mayra”
Bolivia

Mayra is 9 years old. She has an illness that prevents her from controlling her saliva. A lot of children at school are disgusted and won’t work or play with her. One day she stops coming to school. The schoolmistress realises that she hadn’t seen how bad things were for Mayra...



“Boureima”
Burkina Faso

Boureima goes to the fountain to get some water for his friends and is run over by a moped. He’s taken to a hospital and must have an operation; his friends Yacouba and Roland go with him. Thanks to their support, Boureima gets better and better...



“Valeria”
Switzerland

Ever since she was little, Valeria has had to wear very thick glasses. At school the children make fun of her and she is very unhappy. Gradually, she withdraws inside herself and doesn't want to go to school any more. Her grandmother who loves her deeply is very concerned...



“Mamadou and John”
Senegal



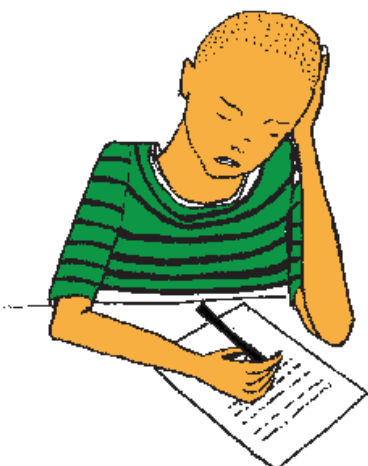
John and his family have just moved into a new area. As they arrive, Mamadou comes and helps carry his belongings. A great friendship is formed between them both. Nobody can live without a friend!

“Jennifer” *
France

It's the beginning of the new school year. Jennifer doesn't know anybody in her new school. At break time she stays by herself, under a tree, while the other children are playing around her. She has difficulty making friends. She likes books but what she loves most is to sing...



“Michel” *
Democratic Republic of Congo



In Michel's class there is a boy that lots of children make fun of. He hides at playtime and doesn't let anyone near him. Michel finds a solution: he writes to Taporì to find out what other children would do in that situation...

Read the full stories:
en.taporì.org/taporì-minibooks/

Note: Mini-book titles marked * currently available only in French.

Annex 3: Articles 27, 28, 29 and 31 from the 1989 International Convention on the Rights of the Child, concerning education:

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.
3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.
4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - (a) Make primary education compulsory and available free to all;
 - (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
 - (d) Make educational and vocational information and guidance available and accessible to all children;
 - (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Annex 4 : Challenge 2015 - Towards Sustainable Development that Leaves No One Behind

Extracts from a report edited by Brendan Coyne, Xavier Godinot, Quyen Tran and Thierry Viard. This working document published in July 2013 summarises recommendations arising from participatory action research undertaken by International Movement ATD (All Together in Dignity) Fourth World.

Full report available at: <http://www.atd-fourthworld.org/Challenge-2015/>

Extract from the INTRODUCTION

To contribute to the evaluation process of the Millennium Development Goals (MDGs) coordinated by the United Nations (UN), ATD (All Together in Dignity) Fourth World launched its own participatory research project to assess these goals from early 2011 to late 2013. The aim was to ensure that people living in extreme poverty could contribute their knowledge and experience to the post-2015 development agenda. The process involved more than 2,000 people from 22 countries, a majority of whom were people living in poverty or in extreme poverty.

Twelve of the countries in which ATD Fourth World has an active presence were deeply involved in the project: Belgium, Bolivia, Brazil, Burkina Faso, France, Guatemala, Haiti, Madagascar, Mauritius, Peru, the Philippines and Poland. These countries reflect a geographical, economic and cultural diversity. “Developed” countries, like Belgium, France and Poland, were included to emphasise the fact that chronic poverty exists around the world, not only in those countries targeted by the MDGs.

“Even in extreme poverty, a person has ideas. If these ideas aren’t recognised, people fall even deeper into poverty.” (A participant in the Ouagadougou regional seminar on the MDGs). To understand the successes and failures of the current MDG agenda, it is essential to think together with people living in extreme poverty. This is both a matter of effectiveness and a moral duty, since participation in public affairs is a fundamental human right. People living in extreme poverty see the day-to-day problems that arise from the current way development policies are designed and applied, and they have ideas about how these problems could be fixed.

In each of the twelve chosen countries, ATD Fourth World teams set up meetings grounded on mutual trust built up over many years with people living in poverty and extreme poverty. The participants met and discussed development issues through weekly or monthly meetings over periods of six months to two years. They carried out interviews, gained experience in voicing their concerns and built collective knowledge together.

Depending on the countries, representatives of academia, non-governmental organisations (NGOs), trade unions, civil servants from different ministries (education, social affairs, employment, professional training, etc.) and officials from international bodies such as the European Union, UNICEF, UNESCO, UNDP, OHCHR and the World Bank met and prepared for a dialogue with people living in extreme poverty.

All of the participants came together in eight seminars that took place in Belgium, Bolivia, Burkina Faso, France, Madagascar, Mauritius, the Philippines and at United Nations headquarters (New York). Each of these seminars aimed at producing an analysis of specific issues related to the MDGs, and a set of common recommendations for the post-2015 agenda[...]

Extracts from Chapter V

EDUCATION AND TRAINING FOR ALL, BASED ON COOPERATION AMONG STUDENTS, TEACHERS, PARENTS AND COMMUNITIES

The following key issues and challenges were highlighted by the participatory action-research project.

Overcoming barriers to equitable access to learning

Stigmatisation

In different research seminars, 5 participants shared similar experiences of children and their families being blamed for their condition and discriminated against by teachers, school officials and other parents. A young girl from the Philippines observed: “My classmates hid my pencils and laughed at me because I’m not able to read. They shouldn’t tease me. They should teach me how to read, instead!” A mother from Bolivia was scorned by the director and superintendent of the school: “Your son will be the same as his drunken father! Why don’t you find him a woman and marry him off?” A participant from Senegal looked back at his experience: “It was very tough when I was a schoolboy. The teacher told me: ‘Your mum can’t even afford a bag for you!’ And the other pupils laughed and made fun of me. I was just a child. I felt so ashamed and often got angry. That’s the start of violence.”

Hidden costs

Education is meant to be free, but families have to buy uniforms, pay registration fees, purchase school supplies and make various contributions to the school’s maintenance. Textbooks are expensive and often change editions, making it impossible to buy them second-hand. A mother from Peru said: “The parents’ association or the school board always asks us to pay for photocopies of files and other materials. The children also have to bring supplies and wear uniforms; otherwise they can’t enter the school.” A research participant in Haiti recounted: “When I was in school in the countryside, my mother couldn’t find money to buy school materials. I was sent home every time I didn’t have the required book. In the end, I left school without learning anything. When we arrived in Port-au-Prince, I was enrolled again, but I couldn’t attend for the same reasons as before.” A father from Belgium observed that indirect costs of education are a key issue in countries of the North as well: “Not being able to face these extra expenses makes children and parents feel ashamed, and sometimes the parents invent excuses [to hide] not being able to pay for certain things.”

Lack of legal identity documents

Without birth certificates, children cannot enrol in school or take entrance or final examinations. People living in extreme poverty face difficulties in registering their children when they do not give birth at a hospital, and have to obtain their birth certificates later on. The paperwork is expensive because, in addition to the fees, procedures often require that people return to their village or town of birth and apply for the documents there.

Education is a critical formative process that should impart a sense of solidarity and cooperation ...

Participants in the action-research consistently observed and deplored the way that schools often exacerbate already existing competitiveness between students. [Participants at the seminar in Ouagadougou maintained] that the criterion for success is that no one be left behind. Such an educational success “reflects fundamental values including human dignity, the sense of humility, mutual respect and solidarity, and being aware of one’s worth and usefulness to one’s family, the community and society as a whole.”

Improving learning outcomes and achieving quality education for all

Early childhood care and pre-school education (ECCE) is a key issue that merits special attention. It is essential to the emotional, linguistic and cognitive development of children, and to preparing them to enter school ready to learn. And yet, children from the most disadvantaged backgrounds are the least able to attend these programmes, especially because of costs. Research participants stressed that education systems should prioritise early childhood development and see to it that programmes are accessible to the children most in need.

This expectation from the ground up concurs with the outcomes of two consultations on education co-organised regionally by UNESCO and UNICEF in Africa and Asia-Pacific. These forums called for a shift of focus from access to education to equitable learning, which goes beyond literacy and numeracy to “include cognitive and non-cognitive skills, psychosocial skills and critical thinking” that are helpful in the transition from school to work in a globalising world.

The document makes the five following recommendations:

1. Leave no one behind
2. Introduce people living in poverty as new partners in building knowledge on development
3. Promote an economy that respects people and the environment
- 4. Achieve education and training for all, based on cooperation among all stakeholders**
5. Promote peace and sustainability through participatory good governance

.....

Achieve education and training for all, based on cooperation among all stakeholders

High quality, accessible education and training are essential in ensuring sustainable development. A future agenda must overcome barriers to equitable access to learning, improve learning outcomes, and foster a learning environment that ensures that every child completes secondary education with the skills—including technical and vocational—needed for work

On the ground:

Remove hidden barriers to decent education.

Measures should be introduced to end the discrimination and stigmatization faced by impoverished students and their parents. Teacher and school staff training should incorporate awareness of the effects of extreme poverty so that they can provide the students with adequate support thanks to a better understanding of social exclusion. The indirect costs of education must be acknowledged as barriers that prevent very poor children from attending school, and grants and scholarships must be provided to allow their families to cover these costs.

Build cooperative forms of education in partnership with communities, recognising that parents, regardless of their social status, are partners in children's educational success. Emphasis should be placed on extending and complementing the education provided by parents, families and the community instead of belittling the values they impart to their children. Ensure high quality education with improved results for people in poverty. Local education programmes should put resources into reaching early in life those children whose families live in extreme poverty and social exclusion. Education professionals must ensure that learners develop their fullest potential, emphasising not just enrolment and attendance figures but quality education designed to equip them with academic knowledge as well as critical thinking and interpersonal and communication skills. This in turn requires investment in quality training for education professionals. Informal pathways to education and training should be recognised and supported by local educational institutions and programmes.

At national and international levels:

Focus on policy coherence and accountability to ensure access for all. Good governance measures and concerted action beyond the education sector should be implemented to address the multiple and intersecting issues that influence progress in education, including identity documents, health service provision, migrations and displacements, urban planning and housing, livelihoods and employment. Accountability and arbitration mechanisms should be created to deal with cases of stigmatisation and discrimination.

Reflect community needs in education policies.

School curricula should put emphasis on providing the learners with knowledge and skills that will help them improve their living conditions and those of their families and the community, taking into account cultural contexts and rural/urban realities.

Improve quality, equitability and learning outcomes

National education policies should increase the human and financial resources invested in Early Childhood Care and Education programmes with the aim of reaching the most excluded and impoverished communities. Goals measuring education should not only focus on quantitative data. Quality Education for All should be ensured by creating tools to measure the qualitative experiences and outcomes of education programmes for people living in poverty. National education organisations and international institutions should recognise alternative pathways to quality education as a legitimate source of learning, and train educators for this purpose through adequate policies, programmes and financing mechanisms.

Further reading

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Movimiento Internacional ATD Cuarto Mundo
International Movement ATD Fourth World

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<http://en.tapori.org>



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