

# Changing the cards



## ONAY

Organización Navarra para  
Ayuda entre los Pueblos

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# PRESENTATION

On 25 September 2015, 193 world leaders committed to **17 Global Goals** to achieve three extraordinary targets over the next 15 years:

- ◆ **Eradicate extreme poverty.**
- ◆ **Combat inequality and injustice.**
- ◆ **Address climate change.**

To achieve these goals, everyone has to do their part: governments, the private sector, civil society and individuals. From **ONAY** we propose a fun collaborative card game for children aged 8 to 10 years on **SDG 4: Quality Education**.

**ONAY has been collaborating for more than 25 years** with different countries in areas such as health, education and rural development, and we also support community building activities for a more supportive, critical and committed society in Navarre. It is within this context that this initiative arose.

**Primary school enrolment** in developing countries has reached **91 per cent**, but **57 million children** of primary school age **are still out of**

**school.** More than half of the children who are not enrolled in school live in sub-Saharan Africa. An estimated **50 per cent of children out of primary school live in conflict-affected areas.** 617 million young people worldwide lack basic numeracy and minimum literacy skills.

**Quality Education ensures inclusive and equitable education and promotes lifelong learning opportunities for all. Education is the key to achieving many other Sustainable Development Goals (SDGs).** When people can access quality education, they can escape the cycle of poverty.

**Education** therefore **contributes to reducing inequalities and achieving gender equality.** It also **empowers people around the world** to lead healthier and more sustainable lives. Education is also fundamental to fostering tolerance among people and contributes to creating more peaceful societies.

**Through this game,** students will learn about the different realities of formal education in four countries and will be able to reflect on how different factors (family, community...) affect the quality of education a child receives.

At **ONAY** we are ready to help you play this game, contact us for any consultation and/or support you may require.

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# INSTRUCTIONS

The aim is for the students, using the cards they have, to develop a story (or a drawing or representation...) in which they describe the student life of the character they have been given and how it will influence their future.

The set consists of 60 cards divided into 4 sets:

- ◆ **Territories**

(8 cards); where the character's territory is specified and the type of school is displayed.

- ◆ **Families**

(12 cards): where you can see which family the character has.

- ◆ **Character**

(24 cards): protagonist of the story.

- ◆ **What if?**

(16 cards): These are cards that introduce modifications to the original story and can change the story and/or its ending.

**1<sup>st</sup> step. School:** the moderator takes the list of schools and selects one and places it on the table so that it can be seen.

**2<sup>nd</sup> step. Family:** The moderator takes the Family block and selects one and places it on the table to be seen.

**3<sup>rd</sup> step. Character:** The moderator takes the CHARACTER block and selects a character (the numbers and colours on the back of the cards determine the order in which the cards are drawn) and places it on the table so that it can be seen.

**4<sup>th</sup> step. Story:** The pupil who is playing should tell what the character's school life is like and what he or she is going to be like when he or she grows up. For example:

*“Sandra lives in Navarre, although her family used to live in Morocco. She goes to a very nice school where she is very happy, she wants to be a doctor when she grows up, and she is going to make it because she studies hard every day”.*

*“Nino is from the DR Congo and his family is very poor. He goes to school but it is a very small school and he hardly learns anything there. So when he grows up he won’t have a good job and his children won’t be able to go to a good school either”.*

Some questions that can be asked to guide these stories are:

***Does X go to school every day?***

***Does X learn a lot and can X do their homework at home?***

***Will X go to university?***

***Will X grow up to have a good job?***

**5<sup>th</sup> step. What if...?:** The moderator takes the What if? cue and places a card next to the previous ones. This selection can be “blind” or the moderator can choose a specific card to talk about that topic. At this point, the student must retell the story but adapting it to the new cards. For example:

*“Sandra lives in Navarra, although her family used to live in Morocco. She goes to a very nice school where she*

*was very happy, and when she grows up she wants to be a doctor. But when the Coronavirus arrived, she didn't have a computer at home to follow classes online and she is going to repeat a year. She wants to be a doctor, although she thinks it will be very difficult because they can't help her much at home".*

*"Nino is from the DR Congo and his family is very poor. He goes to school but it is a very small school and he hardly learnt anything there. One day a truck arrived with lots of books and equipment to help him study better and Nino was very happy. Now he thinks he will be able to go to university and be whatever he wants to be when he grows up".*

Some questions that can be asked to guide these stories are:

***How does the type of school influence the story?***

***Does it help if someone, for example your parents, do homework with you?***

***If your family has more money, will you study more or in a better school?***

*Do wars, floods, etc. affect children?*

*Students can also be asked to choose directly the card or cards that can make the story better.*

**6<sup>th</sup> step. Final reflection:** students are asked to explain how the changes have influenced the story, or to think about what changes they would make if they had a choice. They are also asked how these or similar changes could be made in the real world. For example, hurricanes are caused in part by climate change that we cause, schools depend to a large extent on a given country's government, studying too much or too little depends on the individual, but also on the teachers and/or the family...



What if...? • ¿Y si...? • Baldin eta...?



Resourced schools  
Escuelas con recursos  
Resourced schools • Eskola baliabidedunak



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Bad roads • Malas carretek



No transport • Sin tr...  
...riorik gabe

# What if...? Cards

**Climate change:** The global rise in temperature is having disastrous consequences that threaten the survival of the Earth's flora and fauna, including humans. More than 475,000 people have died worldwide as a result of extreme weather events since 2000, according to the '*Global Climate Risk Index 2021*'. Climate change also increases the occurrence of more violent weather events, droughts, fires, the extinction of animal and plant species, the overflowing of rivers and lakes, the emergence of climate refugees and the destruction of livelihoods and economic resources, especially in developing countries.



**Poor health:** More than five million children today die every year before their fifth birthday. Despite progress worldwide, mortality among children under the age of five remains high in sub-Saharan Africa and South Asia. A child's general good health positive-



ly affects educational achievement and success, while the presence of illness increases the risk of early school dropout.



**Lack of schools:** More than 260 mil-

lion children between the ages of 6 and 17 worldwide do not have access to formal education according to the Global Innovation Summit for Edu-

cation. Whether it's due to displace-

ment, poverty, inequality or many other

possible causes, of these 262 million children, 64 million children of primary school age, 61 million of lower secondary school age and 138 million of upper secondary school age are unable to attend school. For many children around the world, it is not unusual for a walk to and from school to take three hours. This is too long, particularly for those with disabilities, those suffering from malnutrition or illness, or those who are needed to do household chores. Many children, especially girls, are vulnerable to violence on their long and risky journey to and from school.

**Family help:** If a responsible and capable adult motivates children to do their homework,

answers their questions and supervises their work, they are more likely to succeed in school. On the other hand, if it is the adult who does the homework, the child will neither learn the subject matter nor take responsibility for his or her homework.



**Child labour:** 151.6 million girls and boys between the ages of 5 and 17 (1 in 10 of the world's children) work. Nearly half are engaged in some of the worst forms of child labour, such as slavery, trafficking, forced labour or recruitment for armed conflict. Child labour deprives children of their right to education and play, exposes them to abuse and violence, reinforces cycles of poverty and deepens social inequity. A particularly egregious case is that of girls doing household chores. It is estimated that girls spend 550 million hours a day doing domestic work, 160 million hours more than boys of the same age. This overload begins in early childhood, at as young as 5 years old, and intensifies when girls reach adolescence.



**War:** Armed conflict is destroying not only the infrastructure of the school system, but also the hopes and ambitions of an entire generation.



Children in conflict-affected countries are not only less likely to go to primary school, they are also less likely to complete their education.

The percentage of children that make it to the last grade of primary school is 65 per cent in poor countries affected by armed conflict, compared to 86 per cent in other poor countries.

**Epidemic:** In 2020, as the COVID-19 pandemic spread across the globe, most countries announced temporary school closures,



affecting more than 91% of students worldwide. In April 2020, nearly 1.6 billion children and young people were out of school. Similarly, nearly 369 million children who rely on school

canteens had to seek other sources of daily nutrition. Never have so many children been out of school at the same time, disrupting their learning and drastically changing their lives, especially those of the most vulnerable and marginalized.

The global pandemic has serious consequences that could jeopardise hard-won gains in improving education worldwide.

**No transport:** When schools are not located close to a child's home, good public transport is vital to ensure that children's right to education is guaranteed in a safe way. If this transport fails, the right to education is violated, and this happens systematically in areas where resources are scarce.



**No family:** The International Convention on the Rights of the Child gives every child the right to a family. The right to a family allows the child to be linked to a history and above all offers him/her a perimeter of protection against the violation of his/her rights. Children who are estranged from their family become easy victims of violence, exploitation, trafficking, discrimination or other types of abuse.



## **Resourced schools:** If schools were

equipped with adequate furniture, books, computer equipment, internet, etc., children would be more motivated to attend school every day and their results would be better, as the quality of education provided would be

higher.



## **Schools without resources:** 19% of the

world's schools do not have drinking water. More than 60,000 schools in Latin America do not have access to electricity. In many parts of the world, six or more students often share

outdated and worn textbooks. In the

United Republic of Tanzania, for example, only 3.5 per cent of 6th graders have a reading textbook for individual use. In Cameroon, in Grade 2, there are 11 primary school students for every reading textbook and 13 for every mathematics textbook. There is a scarce supply of exercise books and worksheets, reading guides and other support materials for students to learn their lessons. Teachers also need materials to help them



prepare lessons, to share with students and to guide them.

**Bad roads:** When schools are not located close to the child's home, it is essential that the access road is always in good condition and usable, even in the event of heavy rain or snowfall. It is the public's responsibility to keep roads accessible.



**Architectural barriers:** Despite the fact that education is a universal human right, it is common for the 93 million children with disabilities around the world to be denied access to school. In some of the world's poorest countries, up to 95 per cent of children with disabilities do not have access to schools. A combination of discrimination, lack of teacher training in inclusive teaching methods, and a complete lack of accessible schools leaves this group particularly vulnerable to the denial of their right to education.





**Drought:** The impact of hunger on education systems has been severely underplayed. Severe malnutrition, to the point of affecting brain development, can be equivalent to missing four grades of schooling. Some

171 million children in developing countries are stunted by the time they reach the age of five. This can affect their cognitive skills as well as their ability to concentrate in school. As a result, stunted children are 19 per cent less likely to be able to read by the age of 8. In contrast, good nutrition is essential to prepare them to learn well.



**Lack of materials:** Nearly 385 million children live in extreme poverty, and the impact affects all areas of their lives, including education. Lack of adequate materials, including uniforms (compulsory in many

countries in all schools), affects children's development in school as well as their self-esteem and social relationships. Poverty, in all countries of the world, remains a stigma that is difficult to overcome.

**Poverty:** According to a preliminary estimate by the World Bank, it is calculated that in 2020 there will be between 703 million and 729 million poor people on the planet. No country is free from the scourge of poverty (in Navarre 36,911 people live in a situation of extreme need) and in all cities and towns there are families with economic problems. For these families, buying the school materials their children need is an impossible task and, as a result, the school performance of these children is often negatively affected.



# Countries:



**Democratic  
Republic  
of Congo**



**Morocco**



**Navarre**



**El Salvador**

# Types of cards:



**School**



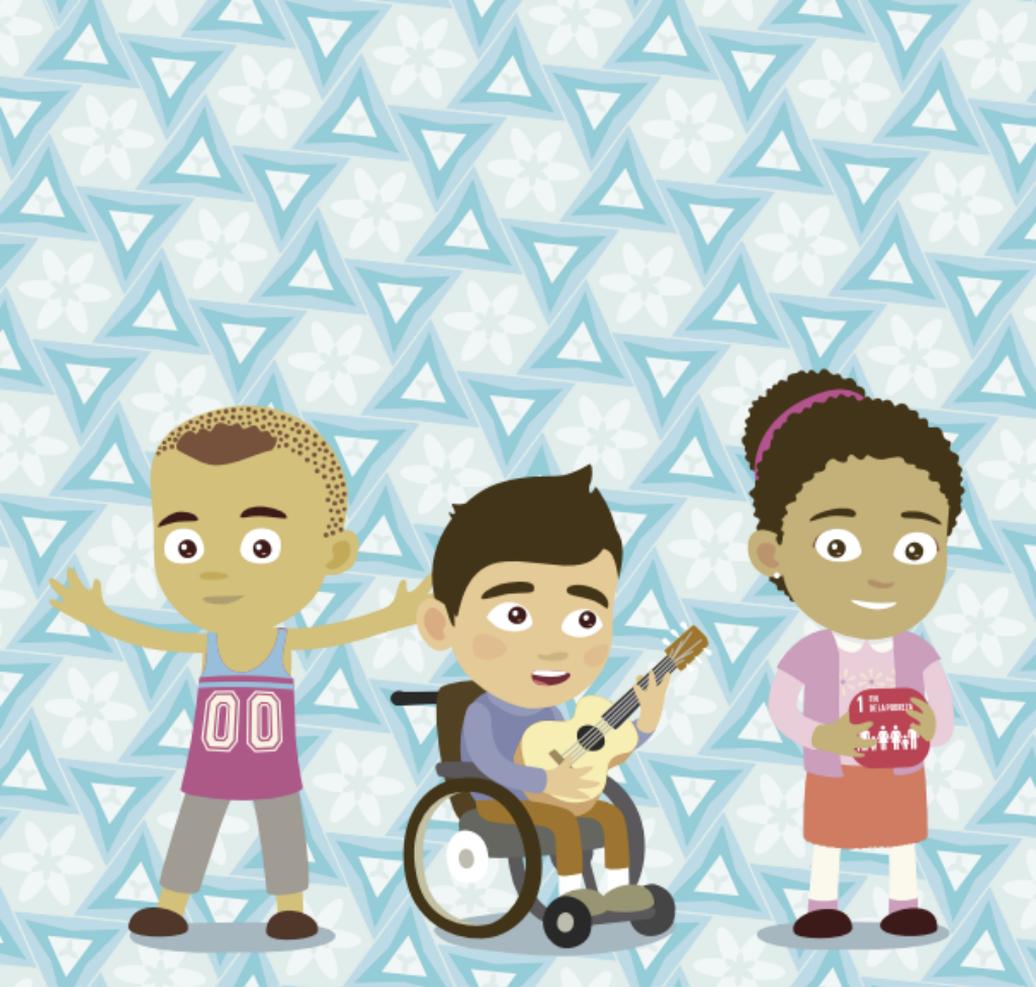
**Family**



**Character**



**What if...?**



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