

Educational resources for students aged 11-16 across the UK for English, Citizenship, PSE/PSHE, Music, and for cross-curricular projects



THE POWER OF OUR VOICES

PROTEST SONGS, HUMAN RIGHTS AND THE LYRICS OF SOCIAL CHANGE



Amnesty International

THE POWER OF OUR VOICES

INTRODUCTION

'We are not afraid to state the truth.' So sing the members of Women of Zimbabwe Arise (WOZA) demanding improvements to the terrible social, economic and human rights situation in Zimbabwe. As the women of WOZA march through the streets they draw strength from the power of their voices, the lyrics bolstering their determination as they peacefully sing their demands in the face of police truncheons, beating and brutality.

Through this pack students will learn how artists have used their words and music to make a stand for human rights and fight for change. Using their skills in language and literacy, group presentation and critical thought, students will strengthen their knowledge and understanding of the struggle for human rights, and then take creative action by developing their own protest song. They will hear Billie Holiday sing about lynching and racial hatred. They will march with the Suffragettes. They will learn how former child soldier Emmanuel Jal has used rap music to bring global awareness to the suffering of children forced into combat. They will stand with the Egyptians in Tahrir Square in the recent movement for democratic change.

And they will work with London poet and rapper Kate Tempest as she guides them through the process of writing their own protest song.

The artists in this pack speak with unforgettable urgency. We hope that these songs and the history that surrounds them make the pursuit of human rights real and alive for your students. And we hope they are inspired by people's extraordinary capacities for courage and compassion even in the most challenging situations.

Finally we hope that this pack helps your students discover the power of their own voices. We encourage every one of your students to write their own lyrics about the human rights issues that resonate with them. In the words of the wonderful Kate Tempest: 'I think what is beautiful about protest songs... is that you can find a way to speak the things that everybody feels, but just don't have the space to talk about. Everybody has a voice, everybody has the ability to express themselves and everybody has something really powerful to say.'



Kate Allen
Director, Amnesty International UK



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'I think what is beautiful about protest songs, what is beautiful about songwriting in general, is that you can find a way to speak the things that everybody feels, but just don't have the space to talk about.'

Kate Tempest, rapper and writer

'When we sing... our message... it unifies us. It gives us strength. You are sending a message... I am not alone and whether you like it or not you can hear us.'

Magodonga Mahlangu, Women of Zimbabwe Arise



© Tom Bell



'Civil rights activists sing the freedom songs today for the same reason the slaves sang them, because we too are in bondage and the songs add hope to our determination that "...We shall overcome some day".'

Martin Luther King, Why We Can't Wait

ABOUT THIS PACK

WHO IS THIS PACK FOR?

For teachers of students aged 11-16 in the following subjects or thematic areas:

England: Citizenship, English, Music, PSHE, Global Learning

Northern Ireland: English, Music, Local and Global Citizenship, Personal Development

Scotland: for cross-curricular Global Citizenship work, with a focus on music and literature

Wales: English, Music, PSE

Also useful for:

- teachers organising interdisciplinary cross-curricular projects
- teachers organising assemblies on human rights, or spiritual, moral, social and cultural education
- students working for the Arts Award
- form-time activities
- Amnesty International youth groups or other young people who want to raise awareness of human rights
- Amnesty International school speakers

We invite you to adapt these materials to suit the needs and abilities of your students.

Suffragette Emmeline Pankhurst being arrested, 1914



© Museum of London

WAYS TO USE THIS PACK

HOLD AN ASSEMBLY

The play script *The Singer and the Song* introduces students to a range of artists, from Beethoven to Bob Marley, who have written or performed songs with a human rights theme.

- Students take on the role of different artists and are interviewed by a DJ narrator.
- There is a slide show and sound bites from a variety of songs to go with it.
- Students could perform this short play during lessons or at an assembly.
- Amnesty youth groups could use it to attract more members.

TEACH THE LESSONS

Three lessons on the theme of protest songs and human rights can be taught in specific subjects or as part of a cross-curricular project or drop-down day.

Lesson 1 – Introduce students to a variety of human rights issues by exploring protest songs from across the ages and around the world.

Lesson 2 – Help students find out more about human rights issues through the story of Emmanuel Jal, a former child soldier who was rescued from Sudan. Now an internationally successful recording artist, he uses hip hop to raise awareness of the issue of child soldiers. Students get involved in a range of activities to find a topic for their own protest song.

Lesson 3 – Get students writing their own protest songs with the help of rapper and songwriter Kate Tempest. Kate performs a protest poem she wrote for Amnesty International, and talks about why she writes protest music. She then leads students step by step through the process of developing their own protest lyrics. Clips of Kate are embedded in a PowerPoint resource.

Use the content flexibly

You don't have to teach all the lessons if you're short of time.

- Only got enough time for two lessons, or feel the case studies in Lesson 1 are too challenging? Take the *We Shall Overcome* introduction from Lesson 1 and use it as a starter for Lesson 2, focusing on the song *War Child* as an example of contemporary protest music.
- Only time for one lesson? Use Lesson 3 as a stand-alone songwriting lesson for a group already familiar with human rights issues.

Amnesty Youth Groups

Members can also use the lessons as part of a peer education project.

PUT ON A SHOW... FUNDRAISE FOR AMNESTY

Get the students to showcase their talents by performing their protest songs in a school concert or talent show and support Amnesty's work defending human rights around the world at the same time.

- Get other students involved and include other performances such as comedy, dance, drama.
- Encourage a 'compere' to share facts about human rights around the world.
- Charge a small donation to attend.
- Sell refreshments to raise additional funds.
- Compete with other classes or year groups for a prize (or to raise the most money).

■ For inspiration, ideas, advice and materials for a fundraising event, get in touch with our **Community Fundraising team** by visiting www.amnesty.org.uk/youthfundraise emailing fundraise@amnesty.org.uk or calling **020 7033 1650**.

STRANRAER ACADEMY 'ROCK FOR RIGHTS'

'Our gig saw a range of people and age groups attend from across the community. People are still talking about it and asking us when the next one will be! I really enjoyed telling people about the time we have spent taking action for the human rights abuses that Amnesty has to deal with every day. I felt so proud to be part of this work.'

Student Amy McCulloch



GET MORE INVOLVED

We have lots of resources to help you and your students get more involved in taking action for human rights. See page 10.

BEING HEARD

In 2012 and 2013 Amnesty International held a protest songwriting competition for students inspired by this pack.

Students from across the UK entered written lyrics as well as musical performances, expressing themselves on human rights issues ranging from bullying, homelessness and the death penalty to child soldiers and human trafficking.

The finalists and their songs were featured in the Radio 1 documentary *Make Some Noise*, an excerpt of which is included on the pack DVD.

Also on the DVD is a studio recording of *Full Score* by Gypsy's Anchor (below) – the winning song in the 2012 competition. The band from Truro and Penwith College said: 'Our song is about the contrast in the lives of a child soldier in the Congo and a Western child with all kinds of disposable things. There is so much going on in the world and we are so sheltered here. It's easy to forget other people out there with big problems.'



'My students absolutely loved the lessons and the lyric writing.'
Mary McCrystal, Religious Studies teacher, The Wye Valley School

LESSON ONE

PROTEST MUSIC THROUGH THE AGES

ABOUT THIS LESSON

This one-hour lesson introduces students to protest music through the ages, giving them the opportunity to explore a range of songs and human rights issues through group work.

BACKGROUND KNOWLEDGE

- The unit is designed to be self-contained but students may benefit from previous work on issues linked to human rights, or an understanding of the work of Amnesty International. A range of introductory lessons are available on the Amnesty website. A good place to start is the Speak Free lesson pack at www.amnesty.org.uk/speakfree

LEARNING OBJECTIVES

- To understand how songs from different times have promoted human rights.
- To analyse and interpret information about protest songs and the situations in which they were written.
- To develop a group presentation about a protest song and persuade the class of its importance.

RESOURCES

- PowerPoint presentation: *Protest music through the ages*
- Case studies and worksheets 1-5
- Worksheet answers
- Universal Declaration of Human Rights (UDHR) handout
- Computer with sound system

Below: Women of Zimbabwe Arise



STARTER 15 MINUTES

1 THE SOUND OF PROTEST MUSIC (5 minutes)

- As students are entering the classroom, play an excerpt from *We Shall Overcome* provided on the PowerPoint or another protest song of your choice from the school library or other school collection. Ask students to guess the theme of the lesson. Review lesson objectives.

Resources

- PowerPoint slides 1-2
- Optional: CD from school library or other collection to play for starter.

2 INTRODUCTORY SLIDE SHOW (5 minutes)

- Slide 3 automatically starts a presentation with the song *We Shall Overcome* playing over images from the American civil rights movement.

Resources

- PowerPoint slides 3-18

3 HUMAN RIGHTS BRAINSTORM (5 minutes)

- Show slide 19. In pairs ask students to brainstorm as many human rights as they can think of. Discuss as a whole class.
- Click on slide 20 to reveal some key rights that are relevant to the songs they are about to study. Did they think of all of these?
- Explain that there are international documents and laws aimed at protecting human rights. The first of these is the Universal Declaration of Human Rights. It contains 30 articles that set out human rights for all people in all times and in all places. Hand out a copy of the UDHR to each student.

Resources

- PowerPoint slides 19 and 20
- UDHR handout

MAIN 40 MINUTES

CASE STUDY

- Arrange students into five groups. Show PowerPoint slide 21 and read through the instructions. Discuss with the class what makes a strong presentation eg: everyone saying something, making the topic engaging, eye contact with the audience.
- Distribute copies of a case study and accompanying worksheet to each group.

• STEP 1

(10 minutes)

- Give each group a case study and ask them to complete the questions on the accompanying worksheet.
- **Note:** cases 4 and 5 are more challenging.
- Students should take turns reading the information on the case studies out loud to the group before trying to answer the questions.
- See *Worksheet answers* for suggested answers to questions posed on each worksheet.

• STEP 2

(10 minutes)

- Students prepare a presentation to the class about their protest song based on the answers to the questions. They should try to make their presentation engaging and inspiring, and convince the class of the importance of the song they have studied.

• STEP 3

(20 minutes)

- Each group makes their presentation to the rest of the class. Slides 21-26 each show an image related to one of the case studies and contain a link to a 30 second clip from the song. This slide can be shown during the presentation of the appropriate case study. Each student in the group should feed back on a different question from their worksheet and the group should finish their presentation by playing the song clip.

■ Resources

- PowerPoint slides 21-26
- Case studies and worksheets 1-5
- Worksheet answers (for teacher's use)

PLENARY 5 MINUTES

- Show slide 27. Students vote on which is the best presentation.

For discussion:

- What made the presentation effective?
- Which of the songs did students find the most memorable and compelling?
- What made it so?

■ Resources

- PowerPoint slide 27

EXTENSION/HOMEWORK

Students could choose an artist or an issue they have been introduced to during the lesson to research further.

Below: Martin Luther King addresses a rally for jobs and freedom



LESSON TWO

PERSONAL STORIES AND PROTEST SONGS

ABOUT THIS LESSON

Students will look at Emmanuel Jal's *War Child* as an example of a contemporary protest song, and will explore the denial of human rights to child soldiers. They will use drama activities to identify a topic for their own protest song.

LEARNING OBJECTIVES

- To understand how protest songs use personal narrative to inform and persuade.
- To learn about the experiences of child soldiers and understand how their human rights are violated.
- To use drama and role play to explore different human rights issues.
- To identify a human rights topic which will serve as the inspiration for songwriting.

RESOURCES

- PowerPoint presentation: *Personal stories and protest songs*
- Worksheet 1: *Emmanuel Jal and lyrics of War Child*
- Resource sheet 1: *UN Convention on the Rights of the Child* (one per pair)
- Resource sheet 2: *Universal Declaration of Human Rights – mime cards*
- Worksheet 2: *Our human rights protest song – topic research sheet*
- A3 or flipchart paper and marker for brainstorming (one per group)

'I'm a war child
I believe I've survived for a reason
to tell my story to touch lives.'
Emmanuel Jal



Emmanuel Jal 'War Child'

STARTER 5 MINUTES

- Divide students into groups of 4-6.
- Show students the images on slide 2 and ask them to discuss the questions in pairs.
- Share the learning objectives for the lesson on slide 3.

Resources

- PowerPoint slides 1-3

MAIN 53 MINUTES

1 CHILD SOLDIERS

(20 minutes)

- Explain that you are going to look at an example of how personal stories can be used to write a protest song. Hand out Worksheet 1 and Resource sheet 1.
- Read the background information on slide 4 as a class and watch the video on slide 5 of Emmanuel Jal in which he talks about his experiences (1 min).
- Listen to the clip from the song *War Child* on slide 6 (1 min 30 secs) as students follow the lyrics on side one of Worksheet 1. (To hear the full song, access the official song video online).
- Click on slide 7. In pairs ask students to answer the questions on the front of Worksheet 1 and feed back to the class.
- Students read side two of Worksheet 1 and complete the task using the resource sheet. They then feed back to the class.

Resources

- PowerPoint slides 4-7
- Worksheet 1: *Emmanuel Jal and lyrics of War Child*
- Resource sheet 1: *UN Convention on the Rights of the Child*

2 EXPLORING HUMAN RIGHTS

(20 minutes)

- Show slide 8. Explain that students are going to explore a range of human rights and then will choose a human right about which to write their own personal protest song.
- Split students into groups of five. Give each group a card with a human right on it. Ask students to create a short (30 secs to 1 min) mime of that human right being enjoyed or denied. After five minutes ask them to share their mimes with the rest of the class as the class tries to guess which right each mime is about.

■ **Resources**

- PowerPoint slide 8
- Resource sheet 2: *Universal Declaration of Human Rights – mime cards*

3 CHOOSING A HUMAN RIGHT
(13 minutes)

- Show slide 9. Tell students that in the next lesson they will be writing their own human rights protest songs. They will need to choose a human rights issue to write about. To begin with in groups of four to six they should brainstorm as many human rights-related topics as they can come up with on a sheet of A3, thinking about issues in their school or community (for example, bullying, homophobia, racism), in this lesson, or in the news.
- Show slide 10. Groups share their ideas to generate a class list of issues. In pairs (or threes if necessary) students then choose the issue they want to write their song about based on the list the class has generated.
- Explain to students that the topic they choose must be respectful of all people, and not denigrate or deny anyone's human rights.
- When topics have been chosen, hand out one copy of *Worksheet 2: Our human rights protest song – topic research sheet* to each pair (or group of three). Ask students to complete the sheet.

EXTENSION

The diary activity can be set as an extension for individual students to reflect on the issue they have chosen.

■ **Resources**

- PowerPoint slides 9-10
- A3 paper and marker pens for brainstorm
- *Worksheet 2: Our human rights protest song – topic research sheet*



PLENARY
2 MINUTES

- Students discuss their ideas for their song and further research in pairs or small groups. Encourage students to give feedback on the ideas and suggestions for where they might be able to find further information. Set the homework tasks on slide 11.

HOMEWORK

Show slide 11. Ask the students to find:

- at least three interesting facts about the issue they have identified for their song
- a story about at least one person affected by the topic.

■ **Resources**

- PowerPoint slide 11

Joan Baez 'We Shall Overcome'



LESSON THREE

WRITING YOUR OWN PROTEST SONG

ABOUT THIS LESSON

In this lesson students will write their own protest lyrics guided by video clips of rapper and poet Kate Tempest.

LEARNING OBJECTIVES

- To find out how rapper Kate Tempest writes protest songs.
- To understand what it is like to be affected by the issue you have chosen.
- To develop lyrics for a new protest song using inventive language.

RESOURCES

- PowerPoint presentation:
Writing your own protest song
- Video clips of Kate Tempest (linked to from PowerPoint)
- Worksheet 1 – *Character cut-out* (one for each writer or group of writers)
- Worksheet 2 – *Songwriting template* (for each writer or group of writers)
- Lined A4 paper or exercise books

OPTIONAL RESOURCES

- *Full Score* (winning song, Amnesty 2012 competition)
- *Make Some Noise* – Radio 1 documentary (3 minutes)

SET-UP

If in Lesson two students decided to write their songs with a partner or in a small group, they should be seated with these students at the start of the lesson. As students will be asked to share their work with other students, they should sit at tables of four to six.

‘Everybody has a voice,
everybody has the ability
to express themselves and
everybody has something
really powerful to say.’
Kate Tempest



STARTER 10 MINUTES

MEET KATE TEMPEST

- Share lesson objectives (slide 2).
- Remind the class that in the last lesson they chose a topic to write a song about. If they are going to write with partners, they should be sitting together.
- Explain that the lesson will be guided via video clips from Kate Tempest.

Kate is a 25 year old poet and rapper from South London. She plays at festivals across the UK including Glastonbury and Latitude. She performs at spoken word events, as well as putting her songs to music with her group Sounds of Rum; she has appeared on Radio 1 and put on live performances on Radio 6. In 2013 she was awarded the Ted Hughes poetry prize.

- Show slide 3. Watch Kate Tempest’s introduction to the lesson and see her performing a song on women’s rights she wrote for Amnesty International’s 50th anniversary (4 mins). When the video stops go to the next slide.
- Listen to Kate talk about the techniques she uses to write a protest song (1 min). When the video stops go to the next slide.

Resources

- PowerPoint slides 1-6





MAIN 45 MINUTES

1 CHARACTER CUT-OUT

(10 minutes)

- Give each pair a copy of worksheets 1 and 2. For less able or younger students give them the copy of worksheet 2 with prompts.
- Show slide 7 and listen to Kate's instructions. After the video the PowerPoint will automatically advance to slide 9 where the instructions are recapped.

Resources

- PowerPoint slides 7-9
- Worksheet 1: *Character cut-out*
- Worksheet 2: *Songwriting template*

2 CREATING THE SONG

(10 minutes)

- Show slide 10. Listen to Kate's instructions on how to use the cut-out to fill out Box 1 of the songwriting template: *Describe where you are*. On slide 12 the instructions are recapped.
- From slide 12, listen to Kate's instructions, on how to use the cut-out to fill out Box 2 of the songwriting template: *How do you feel?* On slide 14 the instructions are recapped.
- From slide 14, listen to Kate's instructions on how to use the cut-out to fill out Box 3 of the songwriting template: *Describe what you want*. On slide 16 the instructions are recapped.

Resources

- PowerPoint slides 10-16

3 WRITING IT OUT

(25 minutes)

- Show slide 17. Students watch Kate's final instructions on how to turn their worksheet into a song. These are summarised on slide 18. Students should then draft their song on A4 paper or in their exercise books.

Resources

- PowerPoint slides 17-18
- Lined A4 paper or exercise books



PLENARY 5 MINUTES

- Select two students to read out their lyrics to class.
- Ask the class to identify the human rights issues represented in the lyrics, and any favourite lines.

Resources

- PowerPoint slide 19

EXTENSION/HOMEWORK

- Ask students to perfect their lyrics.
- Work with your students to set the lyrics to music or develop a spoken word performance to record.
- Plan an event and perform the songs. Why not make it an Amnesty fundraiser?

Below: Kate Tempest at Paddington Academy



© Tony Hussey

HOW TO GET MORE INVOLVED



Eastlea School Amnesty group members demonstrate outside the Iranian Embassy, as featured in the *I Talk Out Loud* film



Amnesty International is a movement of ordinary people from across the world standing up for humanity and human rights.

Our purpose is to protect individuals wherever justice, fairness, freedom and truth are denied.

You can get more involved with Amnesty's work in a number of different ways.

YOUTH GROUPS

Set up your own Amnesty youth group to take action collectively on a regular basis. Over 650 groups in schools, colleges and youth clubs across the UK are promoting and protecting human rights.

Watch the film *I Talk Out Loud* (on the DVD) to see an Amnesty youth group in action and to find out how you can start one in your school.

TEACHRIGHTS

Amnesty's network for teachers interested in bringing human rights into the classroom provides a regular electronic newsletter and excellent materials on human rights teaching, events and courses. Join for free at www.amnesty.org.uk/teachrights



AMNESTY SPEAKERS

Over 100 trained Amnesty speakers give assemblies, lessons, workshops and after-school sessions for all ages on topical human rights issues and Amnesty's campaigning work. To find out more email speakers@amnesty.org.uk or call 020 7033 1596.

CONTINUING PROFESSIONAL DEVELOPMENT

Through our Amnesty Teacher programme we prepare teachers to serve as advocates for human rights education and activism in their schools and beyond.

Teachers gain skills and knowledge of exciting methods to engage students with global issues and human rights. They also develop their own human rights education project with the support of the Amnesty Teacher Network.

Find out more about this and workshops at www.amnesty.org.uk/teachertraining

MEMBERSHIP

Anyone aged 14 upwards can become an individual member of Amnesty International. People under 18 can join at www.amnesty.org.uk/education and adults can join at www.amnesty.org.uk/join

Members receive a magazine every three months, a monthly e-newsletter and a welcome pack, and the satisfaction of joining a global movement of people who campaign against human rights abuse.

Membership rates are:

- youth (14-18) £5 includes a free Amnesty t-shirt
- student, unwaged and senior citizens £7.50
- adults £36.

HUMAN RIGHTS EDUCATION

To see our human rights education resources visit: www.amnesty.org.uk/education



'Thank you for a fantastic resource. Great to have up-to-date information... Activities were good and engaged pupils.'



CREDITS

Full Score

Recording licensed by Gypsy's Anchor and Amnesty International UK. Lyrics reproduced by permission of Gypsy's Anchor.

Irhal!

Recording licensed by Ramy Essam. Lyrics reproduced by permission of Ramy Essam.

Make Some Noise (Radio 1 documentary)

Excerpts included by kind permission of Sue Clark Productions.

March of the Women

Performed by London Symphony Orchestra's St Luke's Community Choir. Recorded by Amnesty International, UK 2012. Composer: Ethel Smyth; music published by J Curwen and Sons Ltd. Lyrics reproduced by permission of the publisher.

Protest Song and video footage of WOZA licensed by Women of Zimbabwe Arise. Lyrics reproduced by permission of Women of Zimbabwe Arise.

Strange Fruit

Recording licensed by Sony Records. Music published by Carlin Music Corporation. Lyrics reproduced by permission of the publisher.

War Child

Lyrics and music used by permissions of Emmanuel Jal and Clinton Outten. Recording used by permission of Sonic 360.

We Persevere

Recorded and performed by Kate Tempest. Recording provided by Amnesty Ireland.

We Shall Overcome

Recording licensed by Vanguard Records Inc., new words and music adaptation by Zilphia Horton, Frank Hamilton, Guy Carawan and Pete Seeger © 1960 and 1963 Ludlow Music Inc., New York. Assigned to TRO Essex Music Ltd., London SW10 0SZ. International copyright secured. All rights reserved. Used by permission.

World Turned Upside Down

Recording licensed by Leon Rosselson. Lyrics reproduced by permission of Leon Rosselson.

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CONTACT US

If you have any further feedback, or just have a general query, please contact us at:

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www.amnesty.org.uk/education

‘Everybody has a voice,
everybody has the ability
to express themselves and
everybody has something
really powerful to say.’

Kate Tempest



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