MY VOICE
MY SCHOOL

Teacher booklet (age 13+)
Connect with classes internationally and campaign for quality education

A resource by [digital explorer]
About UNRWA

UNRWA is a United Nations agency established by the General Assembly in 1949 and is mandated to provide assistance and protection to the population of some 5 million registered Palestine refugees. Its mission is to help Palestine refugees in Jordan, Lebanon, Syria, West Bank and the Gaza Strip to achieve their full potential in human development, pending a just solution to their plight. UNRWA’s services encompass education, health care, relief and social services, camp infrastructure and improvement, microfinance and emergency assistance. UNRWA is funded almost entirely by voluntary contributions.

About Digital Explorer

Digital Explorer is an award-winning education social enterprise based in London. A pioneer in the development of innovative real-world learning programmes, Digital Explorer supports teachers and pupils in schools internationally to engage with and take action on critical global issues from cultural conflict to climate change.

About Skype in the classroom

Teachers everywhere are using Skype to help their students meet new people, discover new cultures and connect to classes from around the world, all without leaving the classroom. Skype in the classroom is a free global community that invites teachers to collaborate on classroom projects where they might use Skype, and share skills and inspiration.
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Welcome to My Voice-My School

My Voice-My School is an education project rooted in student voice. It puts children at the heart of the conversation of what education should look like and appeals to the international community to continue to prioritize education funding, particularly in the context of the Syria crisis.

The degradation of education in Syria brings into sharp relief how adult events can substantially harm a child’s future. The United Nations’ No Lost Generation initiative shows how this loss on an individual basis can become compounded to affect a country and a region.

My Voice-My School is based around online video conversations between Palestinian refugee children from Syria in UNRWA’s schools in Jordan, Lebanon and Syria and their peers internationally. Through the use of these video conversations, online digital media and specifically-designed curriculum materials, children will benefit from a sense of solidarity across borders and develop the skills needed to advocate for their own education and future.

Classes of Palestine refugee students from Syria connect with their peers internationally via Skype to consider their education and the challenges that they must overcome in reaching their aspirations. In their respective locations, student groups research, discuss and develop a school or community-based communications project to help highlight the importance of education and the harm associated with its loss.

Dr. Caroline Pontefract
Director of Education Department
UNRWA Headquarters, Amman

A project by

With

With thanks to our funding partners
About My Voice-My School

My Voice-My School focuses on the topic of quality education as enshrined in the United Nations Global Goals for Sustainable Development. Connecting schools in Syria, Lebanon and Jordan, with partner schools overseas, the project seeks to stimulate student conversation about quality education and what individuals and communities can do to help make it a reality for all.

Learning journey

The My Voice-My School project takes students on a learning journey to give them a voice in their education and future. Students begin by exploring the concept of a quality education and the Global Goals, before developing the interview skills they will need for the Skype video call with their partner school.

Students will then have the chance to broaden their idea of education through a Skype call with their partner school, learning about life and learning in a different part of the world. From this Skype conversation, students will work in groups to select a particular area of education of interest to them, researching this topic, before developing a communications plan to advocate for a quality education.

Meeting virtually for a second Skype call, students share their plans and ideas, receiving feedback from their peers overseas. The final lesson sees students write a press release to advocate for a quality education.

Education in the real world

This is a project very much rooted in the real world. Students will debate and advocate for a quality education, and contribute to the global debate. The outputs from their communications plan and their press releases will be shared with the media and the United Nations. This is not a project that creates resources for internal assessment, but on a real issue, with real impact.

Teacher booklet

This booklet acts as your guide to the My Voice My School project. It contains:

- A list of the My Voice-My School resources available online.
- A full scheme of work covering each lesson with links to the supporting resources available.
- Notes on working with sensitive issues in the classroom.
- Student reflections from previous classes and schools working on the My Voice-My School project.
- A series of Subject Updates to provide teachers with the necessary background knowledge to use My Voice-My School in the classroom.
SCHEME OF WORK

Lesson 1: What does a ‘quality education’ mean to you?

**Lesson Outline**

**Learning Objectives**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students know about the UN Global Goals</td>
<td>- Students can justify opinions</td>
<td>- Students can link their own experience to global issues</td>
</tr>
<tr>
<td>- Students know about the background to My Voice-My School</td>
<td>- Students can reflect on their own and others’ experience of education</td>
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</tbody>
</table>

**Resources**

- **Student Sheet**
  - Student Sheet 1a: Learning from a video
  - Student Sheet 1b: Quality education ranking
- **Slideshow**
  - Slideshow 1: What does a ‘quality education’ mean to you?
- **Video**
  - My Voice-My School Overview

**Skill: Linking global issues to personal experience**

The cognitive difficulty many students have in learning about global issues such as education is how these issues link to their own lives. Global issues can feel abstract, and this lesson allows links to be made.

The first opportunity is during the starter where the teacher can make the opening question more personal. The second is the My Voice My School video, which looks at the real experience of students involved in the project. The last is during the ranking exercise. Students should be asked to focus on their own experience of education rather than a more abstract idea.

Online Resources

The resources to teach the lessons outlined in this scheme of work are all to download from: http://myvoice.digitalexplorer.com/resources.

<table>
<thead>
<tr>
<th>Lesson Packs</th>
<th>Multimedia resources</th>
<th>Explore Live</th>
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</thead>
<tbody>
<tr>
<td>Each lesson pack contains: Lesson Overview - a one page overview of the lesson, outlining the key steps and resources. Teacher Guidance - detailed step-by-step guidance on teaching the lesson with additional hints and tips. Slideshow - a series of slides to support and guide the learning.</td>
<td>Photographs and video relating to the resources are all available from Digital Explorer’s Media Zone at: <a href="http://bit.ly/MVMS_media">http://bit.ly/MVMS_media</a></td>
<td>Social media updates about the My Voice-My School project can all be seen on the Explore Live page at <a href="http://myvoice.digitalexplorer.com/explore-live/">http://myvoice.digitalexplorer.com/explore-live/</a>. Students and classes can interact with these and contribute by emailing updates to: <a href="mailto:info@digitalexplorer.com">info@digitalexplorer.com</a>.</td>
</tr>
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</table>

Lesson packs also contain, as appropriate:

- **Student Sheets** - student work sheets to support learning and activities.
- **Activity Overviews** - further activity guidance, for instance on the use of Skype in the classroom.

Lesson Overview - a one page overview of the lesson, outlining the key steps and resources.

Teacher Guidance - detailed step-by-step guidance on teaching the lesson with additional hints and tips.

Slideshow - a series of slides to support and guide the learning.

Lesson packs also contain, as appropriate:

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- **Activity Overviews** - further activity guidance, for instance on the use of Skype in the classroom.
Lesson 2: How can we learn from others?

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<th>Resources</th>
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<tbody>
<tr>
<td></td>
<td>Knowledge</td>
<td><a href="#">Student Sheet</a></td>
</tr>
<tr>
<td></td>
<td>- Students know about open and closed questions</td>
<td><a href="#">Student Sheet 2a: Open and closed questions</a></td>
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<td></td>
<td>- Students know about follow-up questions</td>
<td><a href="#">Student Sheet 2b: Follow-up questions</a></td>
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<td></td>
<td>Skills</td>
<td><a href="#">Student Sheet 2c: Interview peer assessment</a></td>
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<td></td>
<td>- Students can prepare effectively for an interview</td>
<td><a href="#">Student Sheet 2d: Class guidelines</a></td>
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<td></td>
<td>- Students can ask a range of appropriate questions</td>
<td><a href="#">Slideshow 2: How can we learn from others?</a></td>
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<td></td>
<td>Understanding</td>
<td><a href="#">Video</a></td>
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<tr>
<td></td>
<td>- Students can apply interview skills to learn from others</td>
<td><a href="#">Student Voice film(s)</a></td>
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**Skill: Interviewing peers**

The basis of My Voice My School is the interaction between young people in two different schools. These online interactions can very easily become a series of questions and answers without any flow or continuity.

This lesson focuses on a number of skills that will help students during their Skype calls: use of open and closed questions and following up with questions based on active listening. It is important to remind students of these skills before the beginning of each Skype call to ensure that there is meaningful interaction between the two classes.

Lesson 3: What makes a ‘quality education’?

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<thead>
<tr>
<th>Lesson Outline</th>
<th>Learning Objectives</th>
<th>Resources</th>
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<tbody>
<tr>
<td></td>
<td>Knowledge</td>
<td><a href="#">Activity Overview</a></td>
</tr>
<tr>
<td></td>
<td>- Students know about the education experience of others</td>
<td><a href="#">Activity Overview 3a: Class debates with Skype</a></td>
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<td></td>
<td>Skills</td>
<td><a href="#">Activity Overview 3a: Skype technology guidance</a></td>
</tr>
<tr>
<td></td>
<td>- Students use interview skills to learn from others</td>
<td><a href="#">Slideshow 3: What makes a ‘quality education’?</a></td>
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<td></td>
<td>- Students use ICT to communicate across borders</td>
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<tr>
<td></td>
<td>Understanding</td>
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<tr>
<td></td>
<td>- Students reflect on how their education experience is similar or different to others</td>
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**Skill: Using ICT for learning**

Services such as Skype are used by many people for having conversations with friends, family and for business. The reality of modern communications, means that often the first thing that people say when using Skype is “Can you hear me?”.

The skill in using for learning is to make it seem as seamless as possible. This requires preparation in terms of: technology and connectivity, classroom set up and preparing students.

Activity Overview sheets are included with these lesson resources to support using Skype in the classroom.
### Lesson 4: How can education be improved?

#### Lesson Outline
Students select an area of focus for their education campaign, based on the outcomes of the first Skype call. Working in groups, the team plan how to survey their school and local community and research an idea for improving education. This will form the basis for their communications planning in the next lesson.

#### Learning Objectives

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Students know about different ideas for improving education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Students can conduct surveys</td>
</tr>
<tr>
<td></td>
<td>Students can use the Internet for research</td>
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</tbody>
</table>

#### Resources
- Student Sheet 4a: Conducting a survey
- Student Sheet 4b: Research skills
- Student Sheet 4c: Useful websites
- Slideshow 4: How can education be improved?

#### Skill: Research skills

This lesson focuses on the use of surveys for research. These surveys can be conducted in the students’ own school, community or shared with the partner school. Students will learn how to design a survey to make it effective in gathering ideas and strong evidence for their communications work.

The lesson also touches on online research skills, with an emphasis on assessing reliability and usefulness of sources. These topics can be introduced to the lesson and students can complete the survey and online research as independent learning activities.

### Lesson 5: How can we make our voices heard?

#### Lesson Outline
Students design their communications campaign for improving education for all. They will learn about a range of communications ideas and apply these to their idea for improving education. In the next lesson, they will have the opportunity to share their ideas with their partner school.

#### Learning Objectives

<table>
<thead>
<tr>
<th>Skills</th>
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</thead>
<tbody>
<tr>
<td>Students can create a communications plan</td>
</tr>
<tr>
<td>Students can project plan their group work</td>
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#### Resources
- Student Sheet 5a: Communications ideas
- Student Sheet 5b: Communications plan
- Student Sheet 5c: SMART targets
- Slideshow 5: How can we make our voices heard?

#### Skill: Project planning

With student-guided activities, project planning and management techniques are often implicit in the learning. This lesson provides students with some structures and concepts to enable them to conduct their communications campaign.

Students will learn about creating a communications plan and then using the concept of SMART targets to achieve this.
Lesson 6: How can we improve our ideas for a ‘quality education’?

**Lesson Outline**
The classes compare their communications ideas in the second Skype call, and share what they have learnt from their research and school surveys. Partner schools offer feedback on these ideas to take forward into the final lesson.

**Knowledge**
- Students know about ideas for education improvement from others

**Skills**
- Students use feedback from their partner school to improve their plans
- Students can use ICT to collaborate internationally

**Resources**
- Activity Overview
  - Activity Overview 3a: Class debates with Skype
  - Activity Overview 3b: Skype technology Guidance
- Slideshow
  - Slideshow 6: How can we improve our ideas for a ‘quality education’?

**Skill: Peer assessment**
Feedback is a gift. Teachers are familiar with a range of assessment techniques and strategies and students may be less familiar with these. Students should be encourage to consider to use strategies such as ‘two stars and a wish’ (outlined in the teacher guidance), to ensure that the feedback they give is appropriate, supportive and constructive.

Lesson 7: How can we make a difference?

**Lesson Outline**
Students create their press releases and activate their communications campaigns and take a chance to reflect on the learning from the past weeks. These outputs will be shared with the media and decision makers.

**Knowledge**
- Students know about how journalists work
- Students know about the conventions of a press release

**Skills**
- Students can write an effective press release

**Resources**
- Student Sheet
  - Student Sheet 7a: Press release example
  - Student Sheet 7b: Writing frame
  - Student Sheet 7c: Project feedback
- Slideshow
  - Slideshow 7: How can we make a difference?

**Skill: Writing for external audiences**
To share their work with a wider audience, students will need to develop their writing skills. Students may be used to writing assessments for their school assignments, but not necessarily for an external audience.

This lesson provides examples of a press release, and a writing frame, so that students can learn and apply the conventions of writing for the media.
In many UNRWA Fields of operation children are exposed to violence, conflict, loss and displacement. In these exceptionally difficult circumstances education is of great importance as it brings children a sense of normalcy, hope for the future and an opportunity for developmentally appropriate activities. It is crucial that educators understand this, and that schools provide a child-friendly environment that fosters psychosocial well-being, resilience and coping.

**How to discuss a crisis with children**

**Basic principles:**

- Children want and need as much factual information as possible. Give simple answers to their questions, however, without scary details.
- Tell your students it is ok to feel sad, afraid, confused, angry and guilty. These are normal responses to a very abnormal crisis or tragedy.
- Emphasize that they are not responsible for the bad things that happened.
- Initiate group discussions about distressing events that many may, or may not, have experienced. Even those who would not have experienced events are likely to have heard of them. This will help affected children feel less alone with their worries.
- Allow students to share their own ideas about what happened so that they can begin to master the events.
- Listen carefully to your students' thoughts and fears without being judgemental.
- Do not ask students to tell their own individual stories in front of the class. Instead you can let students know that you are there for them and ready to listen any time later if they have worries which they would like to share with you confidentially.
- Emphasise to students that they are safe at school and that everything possible is done to make sure school is a safe space.
- Emphasise that you care for your students' health and wellbeing.

**Content vs Context**

My Voice—My School purposefully focuses on the topic of quality education as the central idea for the project and Skype discussions. This topic was chosen not only because of its universal importance but also because it applies equally to young people universally. It allows for equitable discussion in a way that a focus on refugees or conflict would not.

That is not to say that the context of the classes should be ignored. The education experience of the two classes in the Skype calls will be different. They will be effected by a range of factors that include the political, social and economic realities in which the respective schools are situated.

**Potentially sensitive topics**

The context of the Skype calls cannot be ignored and have the potential to raise sensitive topics, including:

- Race
- Politics
- Torture
- Faith/religion/belief systems
- Death/bereavement

Education should encourage rather than avoid debate, but should be sensitive to the feelings and opinions of the students in the class.

It is the responsibility of the teacher to facilitate a balanced and reasoned discussion. Students may express an opinion that could be considered offensive or controversial to others in the discussion. If you let controversial statements go unchecked, this will close down the class discussion.
Active management

During the My Voice-My School lessons, there are a number of opportunities available to prevent and manage potentially sensitive issues arising.

**Lesson 1: Framing the debate**

- Lesson 1 provides the opportunity to frame the debate
- The focus of this project is quality education
- The focus of this project is not the political aspects of the conflict in Syria, but its impact on education
- The focus of this project is not on other political issues in the Middle East or globally
- Teachers may decide to create opportunities for students to discuss other topics in class, and should seek expert advice on how best to hand these

**Lesson 2: Creating class guidelines**

- Lesson 2 provides the opportunity for student generated class guidelines for the Skype calls.
- Students should consider the context of their partner classroom when creating classroom guidelines.

**Lesson 2: Reframing questions**

- At the end of Lesson 2 and during the Skype calls, there is the opportunity for the teacher to reframe questions to ensure that they do not evoke sensitive responses.
- Questions might need to be reframed from the personal to the general, e.g.:
  - How has the war in affecting you? or How does being a Muslim affect your education?
  - How has the war affected education? or How can religion affect education

**Lessons 3 & 6: Challenging controversial comments**

- However much preparation is done, some students may still make controversial comments or ask controversial questions
- Challenge the comments or questions as soon as they are made.
- This can most easily be done by steering the conversation back to the topics of education.
- Useful phrases include:
  - I don’t think that’s the focus for today’s discussion.
  - That’s an inappropriate comment. We’ll come back to this after the end of Skype call.
  - You don’t need to answer that question.
  - Can you think of a more general way of phrasing that question?

**Working within school policies**

- Often, students may be unthinking in their comments or questions rather than malicious. But if there is malice, use your school’s policies for support or sanctions.

**Further resources:**

- Teaching Controversial Issues, Oxfam
  http://www.oxfam.org.uk/~/media/Files/Education/Teacher%20Support/Free%20Guides/teaching_controversial_issues.ashx

- Tackling Controversial Issues in the Citizenship Classroom, CDVEC Curriculum Development Unit
  http://www.ubuntu.ie/media/controversial-issues.pdf

- Human Rights, Conflict Resolution And Tolerance Toolkit for Teachers, UNRWA
Students from Haifa School in Beirut pose for a photo after their final Skype session.

“One thing I have learnt is not to take school for granted, because we have a lot of resources, like heaters and air conditioning, so I’ve learnt to appreciate school” - Oman in London talks about what he has learnt from #myvoicemyschool.

Students at Mossbourne Academy in London, exchange ideas with their peers in Jordan.

Myrn, a student at Mossbourne Academy, wants to become a professional athlete. He believes that his opinion matters “because ideas can come from anyone and all it takes is one idea to help everything flourish”.
Students in Damascus take a UN bus to reach the field office to take part in My Voice My School.

“We exchanged ideas that helped us create new ideas to change society for the better. I think this increased the sense of cooperation and helped us realize how important we are to each other”, said Maha, a student at the UNRWA Haifa/al-Majdal School in Damascus.

Communicating across borders from Irbid Boy’s Prep School 1, Jordan.

“We exchanged experiences and we learned about their way of thinking and they learned about our ideas”, Abuday in Irbid reflects on the value of Skype discussions.
SUBJECT UPDATE 1: ABOUT UNRWA

What is UNRWA?

The United Nations Relief and Works Agency for Palestine Refugees (UNRWA) provides assistance and protection for some 5 million registered Palestine refugees to help them achieve their full potential.

UNRWA provides services such as education, health care, relief and social services, camp infrastructure and improvement, microfinance and emergency assistance, to Palestine refugees.

UNRWA is funded almost entirely by voluntary contributions from UN Member States.

Why was UNRWA established?

Following the 1948 Arab-Israeli conflict, UNRWA was established by United Nations General Assembly resolution 302 (IV) of 8 December 1949 to carry out direct relief and works programmes for Palestine refugees. The Agency began operations on 1 May 1950.

In the absence of a solution to the Palestine refugee problem, the General Assembly has repeatedly renewed UNRWA’s mandate, most recently extending it until 30 June 2017.

Who are Palestine refugees?

Palestine refugees are defined as “persons whose normal place of residence was Palestine during the period 1 June 1946 to 15 May 1948, and who lost both home and means of livelihood as a result of the 1948 conflict.”

UNRWA’s services are available to all those living in its area of operations who meet this definition, who are registered with the Agency and who need assistance. The descendants of Palestine refugee males, including adopted children, are also eligible for registration. When the Agency began operations in 1950, it was responding to the needs of about 750,000 Palestine refugees. Today, some 5 million Palestine refugees are eligible for UNRWA services.

Where do Palestine refugees live?

Nearly one-third of the registered Palestine refugees, more than 1.5 million individuals, live in 58 recognized Palestine refugee camps in Jordan, Lebanon, the Syrian Arab Republic, the Gaza Strip and the West Bank, including East Jerusalem.

The remaining two thirds of registered Palestine refugees live in and around the cities and towns of the host countries, and in the West Bank and the Gaza Strip, often in the environs of official camps. While most of UNRWA’s installations such as schools and health centres are located in the Palestine refugee camps, a number are outside; all of the Agency’s services are available to all registered Palestine refugees, including those who do not live in the camps.

For more information see http://unrwa.org
The right of children to an education is enshrined in the International Bill of Human Rights, including the Universal Declaration of Human Rights adopted by the United Nations General Assembly.

Recognizing that education is fundamental to helping each child achieve his or her full potential, UNRWA has worked for over 60 years to ensure that all Palestine refugee children have access to quality education.

One of the main aims is to help children and youth gain appropriate knowledge and skills by providing universal primary education. High-quality basic education provides young Palestine refugees with an understanding of their place in the world and a common set of key values, including dignity, tolerance, cultural identity, gender equality and human rights, and helps them develop the skills to thrive as adults in an evolving, challenging landscape.

With 703 schools, 9 vocational colleges, 2 educational science faculties and 2 teacher-training institutes, UNRWA operates one of the largest school systems in the Middle East, with some half a million children enrolled.

UNRWA students’ literacy and levels of educational attainment are among the highest in the Middle East. Their education programme has also been committed to maintaining gender parity, a benchmark first achieved in the 1960s.

UNRWA is continuing to reform its education provision for Palestine Refugees through:

- The provision of well-trained teachers.
- Equal access for all children regardless of gender, ability, health conditions and socioeconomic status.
- A relevant and accessible curriculum.
- A suitable school and classroom environment.
- Well-developed learning resources, including the use of new technology.

School children in UNRWA schools follow the host authorities’ curricula and textbooks. UNRWA supplements these with its own materials on human rights.

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<tr>
<th></th>
<th>West Bank</th>
<th>Gaza</th>
<th>Jordan</th>
<th>Lebanon</th>
<th>Syria</th>
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<tbody>
<tr>
<td><strong>Students</strong></td>
<td>50,000</td>
<td>225,00</td>
<td>115,000</td>
<td>31,753</td>
<td>67,300</td>
</tr>
<tr>
<td><strong>Schools</strong></td>
<td>99</td>
<td>245</td>
<td>172</td>
<td>69</td>
<td>118</td>
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</table>
The conflict in Syria is complex and deadly. All 12 UNRWA refugee camps and all 560,000 registered Palestine refugees in the country have been affected.

UNRWA estimates that 95 per cent of the 480,000 Palestine refugees remaining in Syria are in continuous need of humanitarian aid. One third of UNRWA facilities in Syria have been rendered inoperable due to damage or active conflict.

However, the escalating violence makes movement and access more difficult and causes severe hardship for Palestine refugees. The particular vulnerabilities of Palestine refugees and their sensitive status in the region compound the already stark and violent devastation they share with Syrians. Jordan effectively closed its borders to Palestinian refugees from Syria early in the conflict; Lebanon followed suit in May 2014. When they do find relief from the conflict, they suffer marginalization and acute vulnerability. In Lebanon, Jordan and Egypt, many Palestine refugees from Syria do not have legal status and are unable to access civil registration procedures and basic social services. Their movement is limited and they live in constant fear of arrest and forced return to Syria.

The overall needs of Palestine refugees are urgent. Supporting them with advocacy and financial means is an imperative of regional humanitarian, political and strategic importance.

UNRWA provides Palestine refugee students in Syria and those displaced to Lebanon and Jordan with education.

Students who can attend UNRWA schools have access to catch-up classes and psychosocial counselors. UNRWA has also created an ‘education in emergencies’ programme to help students unable to access schools keep up with their studies.

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Syria
There are 46,385 Palestine refugee students currently enrolled in UNRWA schools. The continued provision of adequate psychosocial support to children enrolled in UNRWA schools is a major priority. UNRWA runs its ‘education in emergencies’ programme through the provision of self-learning materials to areas that experience repeated school closures.

Lebanon
As of November, 6,600 Palestine refugee children from Syria have been integrated with approximately 40,000 Palestinian children in 67 schools across Lebanon. To absorb the additional students, new class sections have been created and eight schools will work double shifts during 2015.

Jordan
As of November 2014, 2,500 Palestine refugee children from Syria attend UNRWA schools in Jordan.

This Subject Update focuses on UNRWA’s response to the Crisis in Syria. For more information about the work of other agencies, see:

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<th>Agency</th>
<th>Website</th>
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<td>Save the Children</td>
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My Voice–My School gives students the opportunity to share their ideas about education and their future. It allows students to have a voice in the development of global quality education as part of the UN Global Goals.

Students work on an advocacy campaign on one of the aspects of quality education and share this with their school, community, and national and international decision-makers.


**Global Goals 4 - Quality Education**

The UN Global Goals for Sustainable Development were adopted by World Leaders on 25 September 2015. They build on the work of the Millennium Development Goals (MDGs) which ran from 2000 to 2015. The MDGs contained Goal 2 - Achieve Universal Primary Education.

The Global Goal 4 for quality education moves this forward by considering not only access to education for all, but also what makes a ‘quality’ or good education.

To summarise, the targets of Global Goal 4 are:

- **Access**
  - Ensure all girls and boys have access to quality pre-school care and education.
  - Ensure equal access for all men and women to affordable vocational and tertiary education.

**Employment**

- Increase the number of youth and adults who have the skills for decent employment and entrepreneurship.

**Inclusion**

- Eliminate gender disparity in education and ensure equal access to education irrespective of gender, disability, ethnicity or children in vulnerable situations.

**Literacy and numeracy**

- Ensure all youth and a most adults achieve literacy and numeracy.

**Values based education**

- Ensure all learners acquire the knowledge and skills needed to promote sustainable development, through education:
  - For sustainable development and sustainable lifestyles.
  - Human rights, gender equality, promotion of a culture of peace and non-violence.
  - Global citizenship and appreciation of cultural diversity.

**School environment**

- Build and upgrade education facilities that are child, disability and gender sensitive.
- Provide safe, nonviolent, inclusive and effective learning environments.

**Scholarships**

- Expand globally the number of scholarships available to developing countries.

**Teacher training**

- Increase the supply of qualified teachers.
- Increase international cooperation for teacher training.
According to the 1951 United Nations Convention Relating to the Status of Refugees, a refugee is someone who “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country.”

What are the rights of a refugee?
The number of refugees increased significantly as a result of World War II (1939-1945) and in July 1951, the United Nations Convention relating to the Status of Refugees was adopted.

- The right not to be expelled (except under certain, strictly defined conditions)
- The right not to be punished for illegal entry into the territory of a contracting State
- The right to work
- The right to housing
- The right to education
- The right to public relief and assistance
- The right to freedom of religion
- The right to access the courts
- The right to freedom of movement within the territory
- The right to be issued identity and travel documents

Is a refugee the same as a migrant?
There is a distinction between migrants, internally displaced persons and refugees.

Migrants choose to move in order to improve the future prospects of themselves and their families.

Refugees have to move if they are to save their lives or preserve their freedom.

Unlike refugees, Internally Displaced Persons (IDPs) have not crossed an international border to find sanctuary but have remained in their homeland often within conflict, violence and human rights violations. Internally Displaced Persons legally remain under the protection of their own government - even though that government might be the cause of their flight.

As citizens, they retain all of their rights and protection under both human rights and international humanitarian law.

An asylum-seeker is someone who says he or she is a refugee, but whose claim has not yet been definitively evaluated. On average, about 1 million people seek asylum on an individual basis every year.

How many refugees are there?
The latest figures show that there were an estimated 18.1 million refugees worldwide as of mid-2014. People who are refugees may have fled their homeland due to war and conflict or because they have been persecuted (or lived in fear of persecution) for their religion, nationality or political opinion. Essentially refugees have no protection from their own state and in some cases it is their own government that forces them to leave their homes. Many refugees must leave their homes in a hurry taking only what they can carry and therefore rely on other countries to let them in and to support them. Without that support they are in constant danger and without rights. During 2013, conflict and persecution forced an average of 32,200 persons per day to flee their homes and seek protection elsewhere.

**Worldwide refugees (figures from UNHCR)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refugees</td>
<td>18.1 million</td>
</tr>
<tr>
<td>Internally Displaced Persons (IDPs)</td>
<td>38 million</td>
</tr>
<tr>
<td>Asylum seekers</td>
<td>1.2 million</td>
</tr>
<tr>
<td>Total displaced</td>
<td>57.3 million</td>
</tr>
</tbody>
</table>

The Syria crisis and refugees

In August 2014, Syria’s intensifying refugee crisis today passed a disturbing landmark of a record 3 million refugees with the figures (as of October 2015) now estimated to be 3,883,585. A further 7.6 million have been displaced inside Syria. Palestine refugees from Syria have been severely affected by the ongoing armed conflict, with virtually all of their residential areas experiencing armed engagements or the use of heavy weapons. Of the total 540,000 Palestine refugees in Syria, almost all require assistance.
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My Voice—My School gives students the opportunity to share their ideas about education and their future. The project is grounded in the UN Global Goals for Sustainable Development, with a focus on Goal 4 Quality Education.

This teacher booklet acts as a guide for implementing the My Voice—My School project in your school. Further resources, including teacher guidance, student sheet and slideshows are available to download from myvoice.digitalexplorer.com.

**Lesson 1:** What does a ‘quality education’ mean to you?  
Skill development: Linking global issues to personal experience

**Lesson 2:** How can we learn from others?  
Skill development: Interviewing peers

**Lesson 3:** What makes a ‘quality education’?  
Skill development: Using ICT for learning

**Lesson 4:** How can education be improved?  
Skill development: Research skills

**Lesson 5:** How can we make our voices heard?  
Skill development: Project planning

**Lesson 6:** How can we improve our ideas for a ‘quality education’?  
Skill development: Peer assessment

**Lesson 7:** How can we make a difference?  
Skill development: Writing for external audiences