

GCE
GLOBAL
CAMPAIGN FOR
EDUCATION



 **WORLD'S
LARGEST
LESSON**

Migration is Part of our Shared History

Subject:

Citizenship, PHSE,
Geography, History, Ethics

Learning Outcomes:

- For students to understand that migration has and continues to affect everyone
- To empathise with the concerns and needs of others

Preparation:

- Read through lesson plan and background information in 'teacher's introduction'
- Set the research project on p6 as a homework task for students before the lesson
- Ask students to bring their findings to the lesson and be prepared to share and discuss their findings
- The lesson can be taught 30 minutes but each section can be extended to allow for further engagement and discussion

Total Time:

30+
mins

Age Range:

8-14
year olds

4 QUALITY
EDUCATION



10 REDUCED
INEQUALITIES



General Note for Teachers on Teaching Controversial Issues

The discussions you have with your students in this lesson need to be handled sensitively and with consideration given to students' backgrounds and experiences. You want to make the classroom a 'safe' place for your students to share their ideas and even experiences. Some students may want to be excused from certain discussions and this should be respected. You may find the following sources of advice, on how to approach controversial topics in the classrooms, useful.

Oxfam UK's guide to *Teaching Controversial Issues*

<http://www.oxfam.org.uk/education/teacher-support/tools-and-guides/controversial-issues>

The Historical Association's guide to *Teaching Emotive and Controversial History*

<http://globaldimension.org.uk/resources/item/1522>

Many teachers find the *Philosophy for Children* techniques useful when handling discussions of this nature, you can read more here:

<http://globaldimension.org.uk/news/item/13650>

Take Action for the Global Goals



As an educator you have the power to channel students' positive energies and help them believe that they are not powerless, that change is possible, and that they can drive it.

Taking Action - Right Now:

- Students can **write** to their local government representative, and **tell** them why the Global Goals are so important to their future and **ask** them what action they are taking toward a specific Goal.
- Ask students to **summarise** what they have learned about the **#GlobalGoals** and share it with World's Largest Lesson on Twitter @theworldslesson or Facebook

Taking Action - Deeper Engagement:

- For deeper learning and impact, students can also take part in **projects** to make change for the Goals in their local communities.

Visit the "**Take Action**" page on our website: www.globalgoals.org/worldslargestlesson and find organisations, resources and lesson packs to help you get started.



A Teacher's Introduction to The Current Issues Surrounding Migration

Article 28 of the Convention on the Rights of the Child, approved by almost all of the countries in the world, states that every child has the right to a good education and basic education should be free for all. Despite this, according to UNESCO, 124 million children and young people around the world cannot go to school¹ and 757 million adults are illiterate – (two thirds of them female¹).

There are many reasons for this: poverty, injustice and discrimination based on disability, gender, ethnic or social background are among the most common reasons. However, wars and prolonged crises and conflicts are also a huge factor. Worldwide, 34 million children and young people are affected by violent conflicts and according to UNICEF, in Syria, Iraq, Yemen, Libya, the Palestinian territories, Sudan, Jordan, Lebanon and Turkey, 13 million children are not able to go to school². Crises and conflicts force people to leave their homes, villages and towns to seek shelter in other areas - often outside their home country. In 2014 nearly 60 million people worldwide sought shelter and protection from violence, persecution and human rights violations. One in two of these are younger than 18 years old³.

To protect these young people Article 22 of the Geneva Convention obliges the participatory countries to provide full and equal access to education, regardless of their nationality or residence status. However, this right is often not extended to refugees.

The majority of refugees remain in their home region: according to UNHCR⁴ this is partly because they hope to return quickly and also because it is very difficult to leave their region and travel elsewhere. The largest group of displaced people is currently the four million from Syria who have left their country, 95% of them have remained in neighbouring countries to Syria (2.2 million in Turkey, 1.1 million in Lebanon, 633,000 in Jordan). In addition there are 7.9 million Syrian people who remain in Syria but who have left their hometown⁵. These are known as Internally Displaced People (IDPs).

Within the EU, Germany receives the most refugees, receiving one million refugees in 2015. Although the war in Syria and the Syrian people fleeing conflict into Europe has dominated current news coverage, there have also been large increases in the number of displaced people in Africa - especially as a result of the conflict in South Sudan. Since the outbreak of this conflict in 2013, 2.3 million people have left their homes⁶. 650,000 of these now live outside the South Sudan⁷. In addition, chronic conflict in the East of the DRC has led to a large number of internally displaced persons and refugees moving out to neighbouring countries.

Excluded From Education – And From Life.

The lives of refugees are very challenging, in searching for safety they must leave their belongings behind. Also, their difficult lives often prevent them from fighting for their human rights - including the right to education. In the five countries that receive the largest number of Syrian refugees (Turkey, Lebanon, Jordan, Iraq, Egypt), approximately 53 percent⁸, or 700,000 of the Syrian children are not able to go to school⁹ for one of the following reasons:

Poverty

Refugees are at high risk of poverty. In many countries it is very difficult for them to find work because they are often not allowed to take on formal work and so rely on informal jobs for basic survival. This type of work often does not pay enough to provide for basic needs such as the income to pay the rent for adequate housing or basic foodstuffs to support a family.

A report of the United Nations High Commissioner for Refugees (UNHCR) indicates that in 2014 two-thirds of Syrian refugees in Jordan outside refugee camps were living below the poverty line, which in Jordan is defined as 96 US dollars (USD) per month¹⁰. The educational opportunities of children living under such circumstances will frequently suffer. This is because there is often a lack of free educational places available, of adequate equipment and of well-trained teachers. Often parents will be forced to take their children out of school because they cannot afford to pay the school fees or the cost of travel or, moreover, because children are needed to work and contribute to the family income. Children affected by disability and who struggle under normal circumstances, can be particularly at risk of being excluded from education.

Child Labour

Because it is so hard for refugees to find work, it is common for all members of the family to contribute to the family income, even the youngest children. Often instead of going to school these children will be employed in households or agriculture. In a survey of UN Women conducted in 2013 almost half of the surveyed refugee families in the neighbouring countries of Syria claim that they are either partially or fully dependent on an income earned by a child¹². In refugee camps the situation is the same. For example: thirteen-year old Ahmed has not attended school for three years. At home in Syria Da'ra he had to drop out of school because it was too dangerous to leave the house. After his arrival in the Jordanian refugee camp of Za'atari Ahmed hoped to be able to return to school but instead he, and his brothers, must take jobs as cigarette sellers for twelve hours a day in order to support their family¹³. Of the Syrian children who work in agriculture in Jordan, only 2.4 per cent go to School¹⁴.

Early Marriage

Poverty also increases the number of marriages of underage girls among refugees. In order to relieve the financial pressure on families some daughters are married at a very young age. This often has the direct effect of ending the girl's education. One of the reasons for early marriage can also be to protect a daughter from the threat of sexual violence in school and whilst travelling to school.

Lack of Support from the International Community

The living and educational situation of refugees could be greatly improved if the international community were to invest more in this emergency. The cost of ensuring that the rights and access to basic services of all refugees are granted in the states surrounding Syria is huge. In 2015 the funds required to achieve 100% financing was 566 million USD or 42%.¹⁵ An even more dramatic picture is shown when looking at the resources required by UNHCR in South Sudan. Only 30 percent (544 million USD) of funding required has been provided by the international community¹⁶. In Central African Republic this financing gap was even worse at 76 percent¹⁷.

References:

1. UNESCO Institute for Statistics, 2015, A growing number of children and adolescents are out of school as aid fails to meet the mark, S. 1
2. UNESCO Institute for Statistics, 2015, Fact Sheet No. 32, Adult and Youth Literacy, S. 1
3. UNICEF, 2015, Education under Fire, S. 3
4. UNHCR, 2015, Global Trends 2014, S. 3
5. UNHCR, 2015, Global Trends 2014, S. 2
6. UNHCR Statistical Online Population Database, United Nations High Commissioner for Refugees (UNHCR), www.unhcr.org/statistics/population-database, Zugriff: 14.12.2015
7. ebd.
8. <http://www.unhcr.org/5661ae0c6.html>, Zugriff: 5.1.2015
10. UNICEF, 2015, Education Under Fire, p.13
11. UNHCR, 2014 Living in the Shadows, p.7
12. UN Women Inter-Agency Assessment 'Gender-based Violence and Child Protection Among Syrian Refugees in Jordan, With a Focus on Early Marriage ', 2013, p 35
13. UNICEF, 2015 http://www.unicef.org/infobycountry/jordan_82551.html, access 10.12.2015
14. ILO Rapid Assessment on Child Labour, Agricultural Sector in Jordan / Mafraq & Jordan Valley (Ghor)
15. UNHCR, 2015 UNHCR funding - Syria Situation Response 2015-8 December, for downloading on <http://data.unhcr.org/syrianrefugees/regional.php>
16. UNHCR, South Sudan situation - Funding Update, 12/08/2015
17. UNHCR, Central African Republic Situation Update, 22.12.2015

Migration as part of our shared history

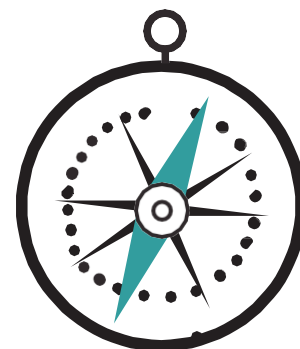
(30 MIN + Homework time)

Learning objective : To understand that migration affects everyone and to empathise with the concerns and needs of others.

This exercise requires a **pre-assigned homework task:**

“We are going to explore our own family histories to see if there are examples of migration or flight in the past. You need to look as far back in history as you can and be aware that any permanent movement from one place to another is migration and that it might not have been caused by a crisis. Speak to as many family members as possible, including grandparents and even great grandparents if you have them. Find out where they came from and how they travelled to where they are now.

Ask how and who supported them when they first arrived? Were they welcome everywhere or were they rejected?”



- ▶ At the start of the lesson ask the students who have discovered stories of migration in their own families to **describe** the journeys briefly to the class.
- ▶ Ask them to track the journeys on a larger **map** on the wall or a white board so you can see the movement of people all together. (10 minutes)
- ▶ **Ask students to get together in small groups and discuss the following questions:** *“What was the experience of flight or migration of the families in the class? Is there more than you expected? Did you or you classmates know about this migration before? What was the experience of those family members? How did it affect their lives? How old were they? Did they go to school or did they work? What did they do? What, if anything, is the difference between this migration and the migration that is happening now? **Does this change the way you think about people who are migrating now?”** (10 minutes)*
- ▶ **Bring the class together again, ask students to share their answers to this last question. Ask students what they know about forced migration happening now, and share some of the information in teacher's introduction to build on their knowledge.** (10 minutes)

The aim of this exercise is to understand that migration is not a new phenomenon and that people have been migrating throughout history. Many families have experienced migration in the past or recently and it is important that students see this as part of everyone's history. For example, migration across Europe was extensive before, during and after the second world war and in the 1950's and 1960's migration from the Caribbean islands to Europe became significant.

- ▶ **Alternative:** Students could invite family members to come and speak to the class and explain their family or personal experience of migration.



World's Largest Lesson is a collaborative education project to encourage teaching of the United Nations Global Goals for Sustainable Development. This lesson plan was created by the members of The Global Campaign for Education in Germany and we thank them for their support.

