

Girls Education in Za'atari Refugee Camp



EDFD459
ONLINE LEARNING SPACE

ASSIGNMENT THREE

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Mission Statement



My aim is to advocate and create awareness of the unequal rights of education for girls in the Za'atari Refugee camp. Education is a fundamental human right for all children. It is a vital resource for overcoming poverty, war and discrimination all over the world. As Malala Yousafzai said "One child, one teacher, one book and one pen can change the world" (The Guardian, 2013). I believe that if we all work together, we can fight for equal rights in education across the whole world. Za'atari Refugee camp is just one example but it is a beginning. So for me, my aim is to create awareness and advocate for girls with unequal rights to education in the Za'atari Refugee camp.

It all comes down to us.

Vision Statement



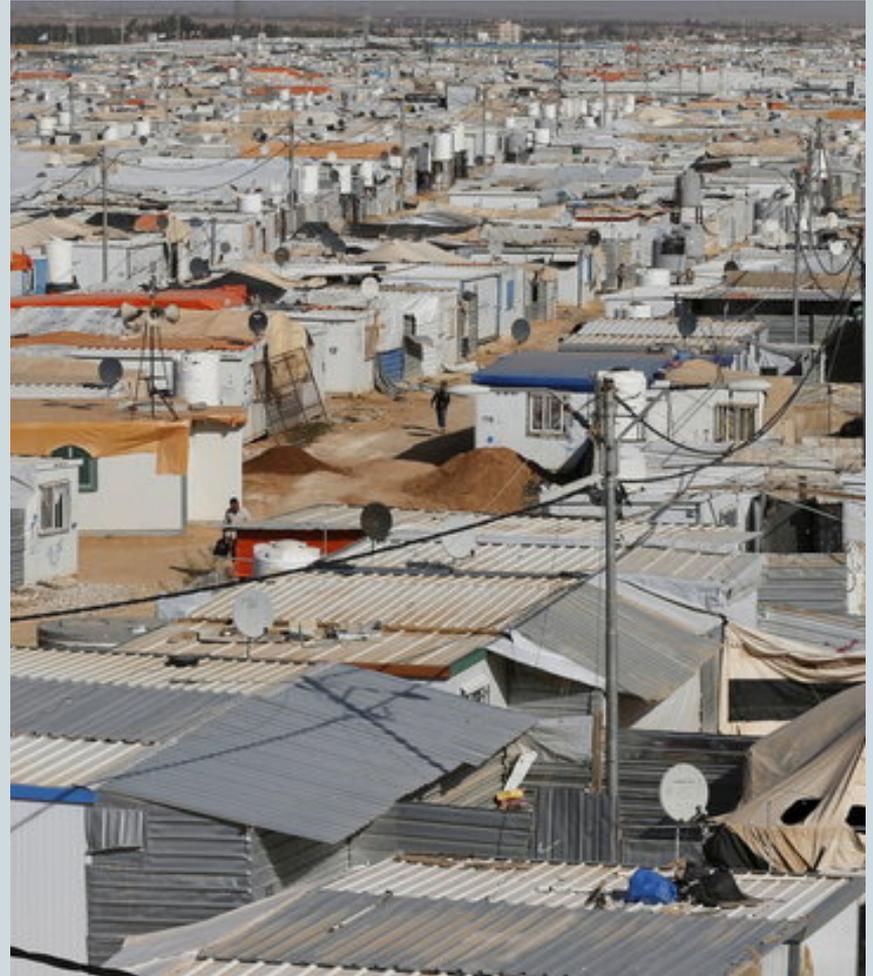
Unequal rights to education stops now! My vision is to advocate and fight for equal rights within education across the whole world. Girls have the right to education and the right to achieve their goals in life. One voice can make a huge difference for those girls who have unequal rights to education but could you imagine the impact we would have if there were millions of voices advocating for these girls!

So lets start today and spread the word.

Za'atari Refugee Camp

The Za'atari refugee camp is the fourth biggest city in Jordan. In 2011, the basic structure of the camp was constructed in just nine days (Weston, 2015). It was set up for Syrian families who fled their homeland due to the war. At first the camp was initially home to 100 families but not it is home for 80,000 refugees (Weston, 2015). In April 2013 Za'atari refugee camp housed over 200,000 refugees (UNHCR, 2016). Weston stated in his article that since the civil war began, approximately half of the country's 22 million population has been displaced (2015).

Today there is currently 79,900 refugees within Za'atari Refugee camp and 56% are aged 17 or younger (UNHCR, 2016). For this reason there is a significant need for quality educational in order to encourage the students learning and development so they are able to reach their goals in life.



Women in Za'atari Refugee Camp



Many Syrian Women and girls have fled their homes for many injustice events.

Women and girls are very vulnerable and can experience things such as rape and sexual torture. Young girls are being forced into marriage and have children at such a young age. This is why education for girls is so significant. Girls can learn about their individual rights and they can develop their own identities. Giving women the right to education can expand and improve the whole world but more importantly, it can be the matter of life and death for that one girl.

As Malala Yousafzai advocated “Our books and our pens are the most powerful weapons” (The Guardian, 2013).

Women can have dreams and better yet, they can achieve them.

Children



The camp currently hosts 79,900 refugees and 56% are aged 17 or younger (UNHCR, 2016). About 50% of the 44,744 children in Za'atari camp do not currently attend school or receive an education (UNHCR, 2016). This for a number of reasons such as family reasons, violence at school, the need to earn money, potential return to Syria, forced marriage and pregnancy (UNICEF, 2014).

There are nine schools in Za'atari Refugee Camp and on average there are 120 students per teacher. This impacts on the students learning and the learning environment that are set up for these students.

Weston states that a lot of the children want to become engineers, lawyers, carpenters among other industrious careers in order to 'rebuild Syria (2015). This indicates that even after all the torment and suffering that these children went through in Syria, they still want to go back home and rebuild their lives they once left.



Education is a fundamental human right

Education in Za'atari Refugee Camp



Syrian children have been affected by war; they have seen death with their own eyes. They have lost people they loved and cared about. It is these things that affect these children, more ways than one! Receiving school should be a positive experience. A place where the children know they are safe. Fricker from UNICEF states, “in times of crisis, attending school provides safety and respite. Places of learning provide some degree of normality in children’s lives, along with some hope for the future” (2013).

Education is a fundamental human right and is a vital resource in overcoming poverty and inequality all over the world (Dr. Prema Clarke, n.d.). Every child has the right to attend a quality and safe school.

Abu Amar is a father from the Zaatari refugee camp and he stated, “I don’t care about my future, I only care about the future of my children. I don’t care about anything other than their education. I had no education so it is too late for me, but it is not too late for them. I want to encourage them to study. I want my children to have a better life than the one I had” (Amar, 2014).

This statement just highlights the importance the need for better education within the camp so the children can have an education.

Please watch: <https://www.youtube.com/watch?v=S4JkjUzxAPo>



“Children are the ones who will build the community in Syria,” says Abu Omar. “They are the core of civilization. That’s why we care about their education” (Fricker, 2013).

Government Documents that Advocate for Gender Equity in Education.



- The United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) was adopted in 1979. Article 10 addresses gender equity in education.
- The Convention of the Rights of the Child (CRC) was adopted in 1990. UNICEF states that the “Convention on the Rights of the Child is the most widely and rapidly ratified human rights treaty in history.” Articles 28 and 29 address gender equity in education.



Girls Education in Za'atari Refugee Camp

Education is a fundamental human right for all children, male and female. Girls have an equal right to attend a quality and safe education. They should not be prevented from going to school due to violence, sexism, torture, forced marriage and pregnancy (Plan international, 2013).

Girls have the right to attend school and achieve their goals in life.

By improving gender equity in education, girls will be given the chance to improve their health, employment opportunities, knowledge but move importantly it will allow the girls to develop their own identities.

Education provides the girls with a safe environment where they can develop their personalities and identities but also their social, physical and intellectual abilities.

Its ultimate goal is to give all children the opportunity to develop and improve the quality of one's life.





A generation without education is doomed. We need assurance, we need to be heard and to participate, we need a future. We have a right to education and we want to go to school.

Betty, 17, a displaced girl, northern Uganda¹²

Learning Environments within Za'atari Refugee Camp



By including a range of different learning environments within the education, the girls can develop specific knowledge that relates to them. They will extend and develop lifelong skills. It is an essential to provide the girls with support to develop skills and knowledge to keep them from poverty, force marriage and pregnancy but instead will keep them safe, healthy and happy.

The girls should focus on skills such as growing and cooking food, creating things to sell (clothing, mats, ect...) and retail skills. The girls should learn about health, safety and their rights as women, which improve their quality of life.

Education should obviously include language skills (reading, writing and oracy skills) and mathematics. However there should be an increase in using technology within the classroom in order for them to understand how to use technology within the modern world.

The students should work in groups to develop their social skills. This will support them in the future when they have to work with others to achieve an outcome.

The three learning spaces that will incorporate all of these significant skills and information is the personal learning space, the e-space and the group, collaborative, cooperative learning space.

Personal Learning Space



- The students create their own personal learning space
- Students are more engaged
- Students feel more comfortable
- Creates a support group
- Children are able to express themselves
- Students are motivated
- Students are self-directed
- Students are more self-reflective
- Responsible for their own learning
- Understand their own learning abilities
- Set their own goals
- Self-management





Personal Learning Environment (PLE) is a system that allows the students to take control of the own learning (self-directed learning). Students will start setting their own goals and challenges, managing their content and process and communicate with others throughout their learning (kommun, n.d.).

Personal Learning Spaces are dynamic, they adapt and change to suit the students learning needs, styles and goals (Debbie Morrison, 2013).

Group, collaborative, cooperative Learning Space

- Students develop the communication and social skills
- Students work together
- Students share their ideas and thoughts
- Students can help and support each other
- Students can reflect on their groups work
- Empowers the students
- Students are a lot more comfortable with presenting as a group
- Minimal embarrassment
- Supports a range of learning needs





Group, Collaborative and Cooperative learning spaces are all compliant to make supportive, productive, cooperative, inclusive and engaging group learning environment for the students. These learning spaces allow the students to work together on a task to broaden their experiences, facilitate the students learning, social and personal development (Primary Professional Development service, n.d.). Each students in the group will bring particular knowledge, abilities and skills to the group, which benefits all students learning development and understanding (Primary Professional Development service, n.d.).

E-Space



- Students develop their own skills with technology
- Students can collaborate with others
- Students develops a support network
- Students can share their ideas and thoughts
- Gives the students a different learning space
- Facilitates the students learning
- Can be anonymous and safe
- Students become reflective



E-space is a positive learning environment that allows the students to connect to the internet and social media for learning purposes. We can incorporate e-learning by setting up a activity/ task that utilizes electronic technologies (eLearningNC, 2016). This learning space is highly important for students because it may be the only time that they can use the internet to learn with.

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