

# FORCED TO FLEE

2017 UPDATE



Leaving home is the last resort for refugee families. When political unrest, persecution or armed conflict make normal life impossible, people flee because they fear for their lives.

Children living as refugees don't leave their child rights behind. They carry their rights with them wherever they go.

This resource helps students understand what it's like to live as a refugee, how this affects child rights, and how they can respond.

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The *Forced to Flee* information pages pdf and the *Forced to Flee* photos are free to download.

**Free download:** [www.worldvision.org.nz/connect/resources](http://www.worldvision.org.nz/connect/resources) (under Conflict and Refugees)

Please contact the schools team if you need any help: [nz.schools@worldvision.org.nz](mailto:nz.schools@worldvision.org.nz)

World Vision, Private Bag 92078, Auckland | phone 0800 800 776 | [www.worldvision.org.nz](http://www.worldvision.org.nz)

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Written by: Alison Squires Editorial support: Karen Finn Design: Anisha Panchia

*Forced to Flee* includes photos, captions, information, quotes, videos, and learning activities for Years 6-13. These activities can be adapted to suit different levels and individual, group or class learning. The activities are grouped to help teachers **Engage** students, deepen their global understanding (**Learn**), encourage critical thinking (**Think**) and lead to authentic action (**Act**). Be aware that many refugees flee from violent situations and have experienced trauma. Remind students that if there are any issues that concern them, they can talk to a teacher, school counsellor or an adult they trust.

Download the *Forced to Flee* photos (ZIP file 13 jpgs 11MB) to use with the pdf of these information and activity pages.  
Free download: [www.worldvision.org.nz/connect/resources](http://www.worldvision.org.nz/connect/resources) (select Conflict and Refugees)

## ENGAGE

- E1. What would you pack?** Give students this task for homework. What things are important to you – to your survival, health and well-being? If you were away from home for 12 months, what would you miss the most from your personal belongings? At home, empty out and repack your school bag with things that you would take with you if you had to leave home suddenly. What clothes, hygiene and personal belongings would you pack? If you could fit in one item of personal or sentimental value, what would that be? Spread the contents neatly on the floor then make a list of everything. Take a photo to go with your list. Next, look around your home and make a second list of things you would try to take with you if you could. Group these showing which items are useful, of sentimental value, or luxuries.
- E2. What's in my bag?** International Rescue Committee interviewed refugees and migrants arriving in Greece. Most are from Syria and they show photos of what they packed in their bag. Use activity E1 and make comparisons with the bag students packed at home. <https://medium.com/uprooted/what-s-in-my-bag-758d435f6e62#.tfv9qoug8>
- E3. Quiz:** Run an open-ended quiz to find out what students know about refugees. What countries have refugees living there? What countries do refugees come from? How many refugees are there globally? What accommodation do refugees live in? How many refugees come to NZ?
- E4. In the news:** For homework, ask students to record headlines and news items from newspapers, websites, radio and TV about refugee situations around the world today. Mark each country on a world map. Add news items to a scrap book or wall display.
- E5. What is a refugee?** Ask students to write their own definitions for: internally-displaced person, refugee, asylum seeker. Share definitions in pairs, then with another pair. Compare definitions with those in the pie graph on Resource 1. Students record the pie graph definitions and display them on the wall. Brainstorm a list of other words related to this topic.
- E6. Questions:** Display each photo (minus the short caption) on an A3 sheet of paper around the classroom. Ask students to choose one photo that most interests them. What questions does the photo prompt? Without writing on the photo, students write their questions around the photo with arrows pointing to the subject of each question. Which country could this photo be from? What questions do they have about what is happening? Students move to two or three other photos and repeat, adding to what others have written on the A3 sheet.
- E7. Sorting:** In groups, give out a set of photos minus the short captions. Students sort the photos into groups using their own themes or criteria. Record the outcome. Do this several times using different themes or criteria, recording each time. Share any common themes.
- Child rights:** Use Resource 9 to introduce child rights in an interactive lesson. List or describe the child rights they're aware of in their lives for their survival, health and well-being. What do all children need to reach their full potential? Ask students to choose small objects from around the classroom, at home, or use photos to represent the summary list of rights on Resource 10. Some suggestions: water bottle, lunch box, tennis ball, school book, first aid kit, cultural icon, pen, cell phone. Use these objects or photos to start a classroom display featuring the summary list of 10 child rights.
- Refer to the full Convention on the Rights of the Child for senior students:
- The Convention on the Rights of the Child:*  
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>
- <http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>
- World Vision topic sheet on child rights *Getting it Right:*  
[www.worldvision.org.nz/connect/resources](http://www.worldvision.org.nz/connect/resources) (select Topic sheets)

## LEARN

- L1. Caption match:** Prepare and hand out sets of short captions for students to match up with the photos. Look back at the A3 sheets from activity E6 and students note in another colour any answers they now have.
- L2. Fact or opinion:** Students use one photo and long caption to write three facts and three opinions about the people or situation represented in the photo (the people may not be visible) and what is happening. Students share their statements with another student/pair to work out which statements are fact or opinion. Improve statements then swap and repeat with another student/pair.
- L3. Shelter:** Set up these five photo stations with the long captions: refugee camp (photo 2, 5), journey to Europe (photo 12), rented house (photo 4, 7), unfinished building (photo 8, 13), informal settlement (photo 10, 11). Form groups at each stations and make a list of  
(i) the negative issues you could face living here  
(ii) the positive aspects of living here.  
Rotate around the stations then rank the five forms of shelter from best to worst. Collate all the rankings in a class chart and revisit the chart later in this study.
- L4. Represent:** Students recreate Resource 3 representing each type of accommodation refugees live in with  
(i) infographics of relative sizes  
(ii) an appropriate graph format  
(iii) another way to represent the information.  
Of the world's 21.3 million refugees at December 2015, use the percentages to calculate how many refugees might live in each kind of accommodation.
- L5. On road:** Students plan a refugee journey from Syria (Damascus, Homs or Aleppo) to Belgrade in Serbia (photo 12). Serbia has been a stopping point to get to Europe. Predetermine the transport and budget options they have. Use Google maps to locate travel routes, border crossings, and view the terrain. Work out travel/walking distances and duration. Plan overnight stops and find suitable public spaces for sleeping. Calculate how long it would take to complete the journey. Present the journey as a detailed itinerary or map, including locations, landmarks, or map/GPS coordinates. (Note: Border crossings will delay the journey and add risk if borders close. The journey length excludes these.)
- L6. Za'atari:** (Za-tree) Ask students to imagine setting up a city for over 80,000 war-affected people in the desert with no permanent buildings, no services (electricity, water, sewerage), no medical facilities, no shops and no roads. Use photos 2 and 5 plus captions to make a list of before/after changes in the UNHCR's Za'atari refugee camp in Jordan since it opened in 2012. From Resource 5, show a selection of videos from *UNHCR videos - A day in the life: Za'atari*. Locate a Za'atari fact sheet:  
<http://data.unhcr.org/syrianrefugees/regional.php> (select Jordan, Mafraq Governorate, Za'atari refugee camp), or use this Interactive map (2013):  
[http://www.nytimes.com/interactive/2013/05/09/world/middleeast/zaatari.html?\\_r=0](http://www.nytimes.com/interactive/2013/05/09/world/middleeast/zaatari.html?_r=0)
- L7. Videos:** Preview the videos on Resource 5 to select appropriate ones (mostly filmed in Lebanon). Show the videos asking students to note things they didn't know or anything that surprised them. Watch again and record the difficulties these children describe.
- L8. Tell my story:** Journalist Rachel Smalley visited Lebanon and fronted the Forgotten Millions campaign. Rachel interviewed and wrote Adel's story. On Resource 4, use the shorter version or the original published online in the NZ Herald. Show the video on YouTube. What different things do students learn from each format? Identify the elements in each format that bring Adel's story to life. (Highlight parts of the written story, note video time codes with techniques used.)
- L9. Stories:** Every refugee story is different. Use a variety of media to connect students with the experiences of children living as refugees. Ask what stands out in each story. Students step into the children's shoes and imagine how it feels to be a refugee. Write a poem or a letter to a friend that describes what has happened to them and how they feel. Share or publish students' writing.  
Adel (M) – Photo 10, caption, quote, Resource 4 story and video  
Almuseneh (M) – Photo 12, caption, quote, blog (see activity 19)  
Mais (F) – quote, Resource 5 video *Children of Syria*  
Kameron & Amir (M) – quotes, Resource 5 video *Children of Syria*  
Oujelan (M) – Photo 1, caption, quote
- L10. False or true:** Ask students to create some false and true statements based on the pie graph in Resource 1. Students take turns to read a statement to the group/class for the others to answer 'false' or 'true'.
- L11. Global refugees:** The world is facing the biggest refugee crisis since World War II. Explore the Washington Post's interactive timeline *A visual guide to 75 years of major refugee crises around the world (1940-1960, 1960-2000, 2000-present)*. Recall the terms internally-displaced person and refugee. These graphics show the total displaced. Students list the top 10 situations that have displaced people since World War II. A generation is generally 25 years. Read the Huffington Post quote on Resource 1 and ask students to agree/disagree with it, giving reasons.  
<https://www.washingtonpost.com/graphics/world/historical-migrant-crisis/>
- L12. No one wants to be a refugee:** Read Aida Sunje's quote on Resource 1. Aida was a refugee from 1992 to 1994 during the war in Bosnia and Herzegovina. Aida is World Vision's Emergency Communications Officer in Bosnia and Herzegovina. Make available or read aloud her blog about helping Syrian refugees arriving in Belgrade, Serbia (Sept 2015). Ask students to rewrite her quote in their own words. At the end of this study, return to Aida's quote for students to write a personal response (email, letter) to her.  
<http://ireport.cnn.com/docs/DOC-1269564>

- L13. Percentages:** Students use the map on Resource 2 to investigate which countries have received Syrian refugees. The total number in each country tells half the story. The percentage of registered refugees compared with the country's total population tells the rest of the story. (At 31 Dec 2016: Lebanon 24.2%, Jordan 6.9%, Turkey 3.6%, Iraq 0.6%, Egypt 0.1%) Take the population of NZ and use these percentages to find out how many new refugees this would mean. Use the list of NZ cities on Wikipedia to find one with a similar population. Refer to the UN OCHA *Humanitarian Response* website to find the most recent infographic called *Syrian Arab Republic: Humanitarian Snapshot*. This includes updated refugee numbers and the percentage of registered refugees compared to the total population.  
<https://www.humanitarianresponse.info/en/operations/whole-of-syria/infographics>
- L14. Research:** Track different countries and refugee locations on the UN Refugee Agency website. Select 'All documents' to find helpful fact sheets about specific refugee locations. Direct students to a specific resource for them to present a short review of it. Discuss the reasons why accurate information is important.  
[http://data.unhcr.org/syrianrefugees/regional.php#\\_ga=1.183793702.1410575191.1447982445](http://data.unhcr.org/syrianrefugees/regional.php#_ga=1.183793702.1410575191.1447982445)
- L15. Listen:** Select appropriate quotes from Resource 7 and print them for individuals/groups. Read them aloud then group the quotes with similar themes and record the themes. Students list the feelings being expressed and label each feeling using an emoji (a small digital image or icon used to express an idea or emotion). Write the relevant children's names beside each feeling/emoji. Each student chooses a quote that is most memorable. In students' own words, what does this person say about their refugee experience?
- L16. Dig deeper:** Select appropriate quotes from Resource 7. Discuss good interview questions (open/closed, 5xW, H). Enlarge and cut out each speech bubble (with photo). Each pair takes one quote. What questions did the reporter ask that might have prompted this person's reply? Think of three other questions that build on what this person said to find out more about their experiences. Share the best probing questions. Repeat for several more quotes.
- L17. Courage:** Read Antonio Guterres' quote on Resource 1. Students write a definition of courage and choose a courageous person or character they know. List the characteristics of courage. Write a sentence for each one describing how refugee families have, or don't have, that characteristic.
- L18. Missing school:** Arrange for a language teacher to take a lesson in a language not familiar to some of your students. Afterwards, discuss what happened for those who understood the teacher and those who didn't. Identify some education issues that children living as refugees might face. Almost half of school-aged refugees from Syria are not receiving any form of education and have not been able to go to school for more than three years. In Lebanon, at least 250,000 Syrian children are out of school - half of those registered as refugees. For those children who are getting some education, it's often patchy and insufficient. The majority of refugee children are living outside of formal refugee camps and due to overcrowding, language barriers and unfamiliar curricula, they're missing out on an education in local schools. Read Oujelan's story with photo 1. List the benefits of schooling that refugees miss out on.
- L19. Nothing:** Refer to Adel's story on Resource 4. When asked if he needs anything, Adel says "No, nothing. I don't want anything other than my sisters' safety." Discuss the difference between needs and wants. What important things are Adel and his sisters are missing out on? As an aid worker, identify the top 10 priorities for helping Adel and his family.
- L20. Friendly spaces:** For younger students, focus on child-friendly spaces. Older students can look at both child and adolescent-friendly spaces. Introduce the relevant Photos 3, 6, 9 with captions, Resource 5 *Child-friendly spaces* video, Resource 6 *Child and adolescent-friendly spaces*.
- Divide the quotes on Resource 7 into children and teens. Read the quotes and discuss how parents and aid workers could help the children. Brainstorm what things help students adjust to changes in their own lives i.e. moving house or city, changing schools, family changes (break up, illness, death). Use these ideas to help design a child-friendly (or adolescent-friendly) space for 50 participants using an empty classroom. Draw a floor plan showing what furniture or equipment you have. Design a four-hour **STOP** programme that covers:
- Structure – regular routines in a safe, orderly environment;
  - Talking and time – telling their story and expressing their feelings;
  - Organised play – time to relax and feel normal again;
  - Parental support – at least one caring adult to support each child.
- Plan a programme for five days that includes routines and also meets the different ages and interests of children and/or teens.
- Investigate your local community and identify three possible venues for a child or adolescent-friendly space. Make a list of criteria for assessing these venues. Identify features that make each one a good choice and anything that's missing or needs to be improved in the venue. Visit the best one and draw a floor plan showing how you would use and adapt this space for your **STOP** programme.
- L21. Guest:** Find out if anyone in your school or community has left their home country as a refugee. Invite them to share their experiences with you. Research the country they came from and be sensitive about the kinds of questions you ask them. They may want to forget about their past experiences and concentrate on the future. Send them your proposed interview questions so they can prepare. Take notes or film their talk to help you remember their answers. Write and thank them afterwards.

- L22. Off limits:** In the middle of a lesson, receive a message or call then instruct students to leave the classroom immediately. All they can take with them are the books for that lesson or their schoolbag if it's there. Walk together to another area of the school that's already marked out with boundary tape, sheltered from sun/weather. It could be part of the school hall. Set up class again with chairs and a small blackboard. Explain that this is your temporary classroom for an undisclosed time. Continue the lesson. During morning break, block students' access to the playground, sports fields, library etc. Restrict their movement to this area, two toilets and one drinking tap. The simulation should restrict some of their usual rights but could extend to include refugee registration, ID cards, monitored rations of water/food at lunchtime and having to wait/queue up. Discuss their experience afterwards.
- L23. Where would you go?** Use this simulation with older students.
- If your city/location was suddenly involved in a refugee crisis, plan which locations you could potentially reach within NZ and outside NZ borders. Within NZ, the safe location needs to be further than 2 hours' drive or 200km away. For at least two options, prepare a one-page plan of what you would need to take and do, and how you would travel in order to reach that safe location. Include details of where you plan to stay and what the costs would be for this escape.
- L24. Define:** Discuss what these terms mean "a child" and "child rights". Students write definitions for these terms, share in pairs then with another pair. Introduce suitable information from Resource 9 then refine their definitions or create class ones.
- L25. Categories:** Discuss what the categories on Resource 9 mean – to survive, be protected, to develop, to participate. Sort the summary list on Resource 10 into these categories. For each category, describe situations or examples from students' lives (if appropriate) or from the media.
- L26. Invisible:** Use the summary list of 10 child rights on Resource 10 to create luggage labels. On the outside of a back pack, attach labels of the "more visible" child rights. When denied, these are more easily noticed e.g. food or water. On the inside, attach labels of "less visible" child rights. When denied, these may not be noticed e.g. community participation.
- L27. Freeze frame:** Groups prepare a tableau for different boxes on the Refugee journey on Resource 8. (A tableau is a static 3D photo or frozen moment in time created by placing people in positions to show a scene, action or concept.) Form each tableau then have a narrator read the text. Ask several students in each tableau: How do you feel as a refugee at this point?
- L28. Calculate:** Use the statistics and statements on Resource 11 in maths activities. Students could create infographics or recreate the information in another format (chart, graph, calculate equivalent percentages or fractions etc). Publish these in class and discuss which formats work best to convey the information.
- L29. Demonstrate:** Have students form groups to represent the numbers on Resource 11. For example, with a class of 20 students, represent 7 of 10 children in Syria not having access to safe water by forming two groups of 10 students, with 7 students in each group sitting down.

## THINK

- T1. Be the photographer:** Students choose one photo and imagine they are the photographer. What are they trying to communicate through this photo? Write a photographer's statement to express this and display these with the photos.
- T2. News search:** Use newspapers, magazines and online media for students to find photos, news and stories about refugees (local, NZ, global). Stick each example in the centre of a sheet of paper for students to annotate around it with: date, source, location, summary of content. In a different colour, students describe the perspective of the author/publisher.
- T3. Decision time:** In groups create a short drama about a refugee family deciding:
- to leave their country
  - where to go
  - where to live once there.
- Each person takes a family role and speaks about what is important to them in making these decisions.
- T4. Debate:** Brainstorm debate topics based on what you have studied about refugees. Give individual students or groups different sides of the best topics. Some starters:
- New Zealand should double the annual refugee quota.
  - Dealing with conflict and war is the best way to help refugees.
  - Refugee camps encourage dependence on aid.
  - Children living as refugees have the same child rights as we do.
- T5. Vox pops:** Students prepare a 1-minute vox pop (spoken quote – voice of the people) expressing their opinion about any topic from activity T4. Include at least two reasons for their opinion with examples from your study. Film/record the vox pops or display them as speech bubbles.
- T6. Refugee camps:** The UN Refugee Agency believes that refugee camps should be the exception and only a temporary measure in response to forced displacement. Lebanon does not allow refugee camps because they become permanent settlements. Instead, refugees living in Lebanon have to rent land and set up informal settlements or find private accommodation. Students make a PMI chart to list the Pluses, Minuses and Interesting factors about refugee camps. Create recommendations or guidelines for setting up a refugee camp that will help prevent dependency on aid. Use the photos, captions and other resources for information.
- T7. Setting up camp:** Set this scenario for students to develop a response plan.
- Your school field suddenly becomes crowded with 300 families from a distant town. They have travelled many days through bush with almost no belongings or food. Your school buildings have been destroyed and there is no water or electricity supply. You are the camp managers. Work out the supplies you need to look after them for one week. What top ten priorities are on your list? What specialist staff do you need working on the ground. Older students could research costs of tarpaulins, large army-style tents, large plastic water tanks, water containers, blankets, sacks of flour and rice, packaged food, basic cooking and eating utensils (allocated per family).
- T8. School roll:** Find out your school roll. Use Resource 2 to roughly work out how many extra children would arrive at your school using the ratio of registered refugees to the total population for Jordan, Lebanon and Turkey. How many extra classrooms and teachers would you need? What other resources might be needed? How many extra students could be added to each class if there were no extra classes or teachers? How might this affect your current students and teachers? The refugee children have nowhere else to go. How many would you accept at your school and in your class?
- T9. Artefacts:** In pairs or groups, choose one artefact to symbolise each of the 10 rights on Resource 10. Write a label for each artefact describing why you chose it and what it represents. Spread the artefacts neatly on the floor and prioritise the rights they represent by placing a number (1 = first priority, 2 = second) beside each one. Take photos for each pair or group as a record of their selection and priorities. Swap or share the photos and compare how other pairs or groups prioritised these rights. Make a class tally of the priority lists and identify patterns such as the top three rights, the right with the greatest variation in priority, the right that got the most consistent priority.
- T10. News item:** Use Resources 5 and 7 to find out more about children living as refugees. Choose some of these children and use information from Resource 11 to help write a one-minute news item about how their experiences have affected them and how this might affect their future.
- T11. Left behind:** Design a simple A4 flyer to help refugee children (or teenagers) understand that they haven't left their rights behind. The flyer describes child rights and explains what they are. Imagine the flyer will be handed out at a child and adolescent-friendly space in Jordan or Lebanon. Use Resources 1–11 to identify several issues the flyer will address. Make sure it's attractive to read and that the language is suitable for the age group it's for.
- T12. Living conditions:** Cut up the statistics and statements on Resource 11 and mix them up. Match each one with one or more of the 10 child rights statements on Resource 10. Write a summary statement about the conditions that Syrian children live in at this time and rate their child rights out of 10. For extension, make a similar rating for children living in New Zealand using UNICEF's most recent State of the World's Children report. Remember that the situation for children in Syria has deteriorated since the war started in 2011 and their living conditions used to be much better.

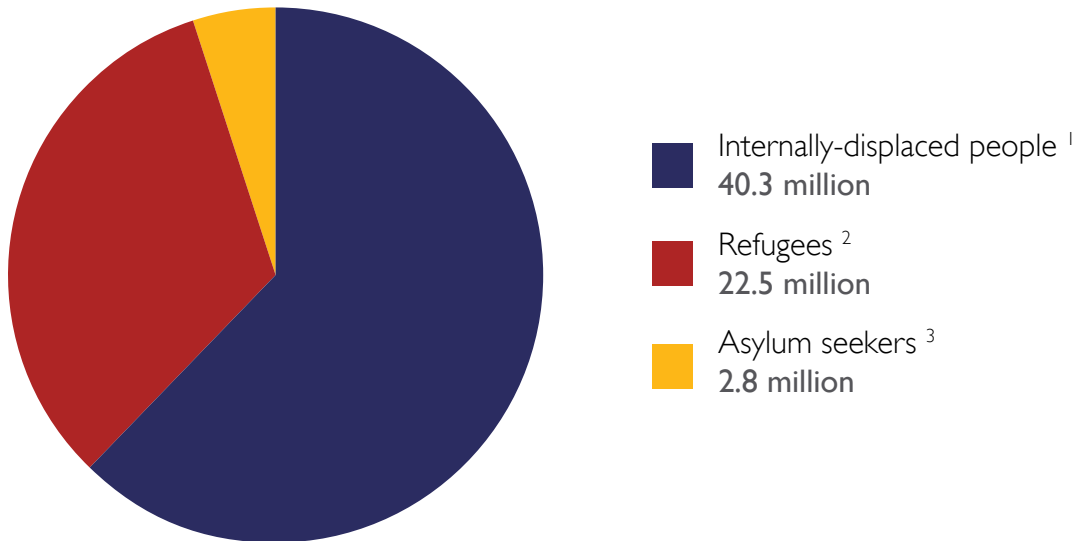
## ACT

- A1. Photo exhibition:** Use the Photos and others accessed during the study to design a photo exhibition conveying students' responses to this topic. Each student/group selects 10 photos and writes photo labels based on what they've learnt. Choose an exhibition title and write a brief curator statement introducing what their exhibition is about. Display the exhibitions in the classroom, school or on the school website with other student work and invite families to view.
- A2. Community groups:** Students investigate groups that help or support refugees in some way in their local community, around New Zealand, or other parts of the world. Find out who they are, what they do, where to contact them. Learn more about group or organisation that interests them most. Find out about their work, how to be involved and the role of members, supporters and volunteers. Create A4 posters promoting how to get involved.
- A3. Take action:** World Vision's 40 Hour Famine helps students take action to help children living as refugees, particularly to access their rights. Go to the Famine website [www.famine.org.nz](http://www.famine.org.nz) to find out more about this year's 40 Hour Famine. Brainstorm ways to participate as an individual, group, class or school. Investigate what is required and let students decide on their level of involvement. Students could be assessed for NCEA credits using two free units and assessments available for teachers to download:
- Crossing Borders  
NCEA AS91042 Participating in the 40 Hour Famine:  
[www.worldvision.org.nz/crossing-borders](http://www.worldvision.org.nz/crossing-borders)
- Rights 4 Refugees  
NCEA AS91282 Organising the 40 Hour Famine:  
[www.worldvision.org.nz/rights-4-refugees](http://www.worldvision.org.nz/rights-4-refugees)
- A4. Keep it simple:** Show the video Syrian Kid Stuck in Hungary. (A 13-year-old refugee puts in plain terms what needs to happen to end the refugee crisis.)  
<https://www.facebook.com/TheSyriaCampaign/videos/902347669857247/>
- If students had 30 seconds to say just one thing about rights of children living as refugees, what would they say? What message do they want the world to hear? Choose a quote, a line from a song, or write a call to action. Publish this creatively.
- A5. Power of song:** Students choose and present a song that encourages people to speak up, help others, build peace, share resources, etc. Rewrite the words to include the rights of Syrian children living as refugees. Practise and perform the song and publish the lyrics.
- A6. Head, heart, hands:** Students write or draw a personal response to this issue from their:  
Head (something significant I learnt),  
Heart (how this affected me personally)  
Hands (something I will do as a result).
- A7. Stay informed:** Keep following news items about refugee situations. Discuss these in class to follow up students' learning. Share which forms of media are the most informative, interesting and up-to-date. Discuss the effect of using social media to inform people then create some guidelines or tips for how to do this. Test these to get feedback and keep interacting about this issue.
- A8. Spread the word:** Students create memes about the rights of children living as refugees to inform, inspire or challenge others. Share these as a class and vote for the best ones. Together, create a campaign and share these on social media over a week.
- A9. Back pack:** Refugee children don't leave their rights behind. Use Resource 10 to help write a song, poem or short skit about protecting the rights of refugee children. Use a refugee backpack as a key creative idea for your words, lyrics or script, or as a prop during your performance.
- A10. Malala Yousafzai:** Malala has advocated for children's right to education since she was a child. Remarkable aspects of this young woman's life include surviving being shot by the Taliban for promoting education, receiving the Nobel Peace Prize and celebrating her 18th birthday by opening a school for refugee girls in Bekaa Valley, Lebanon.
- "Wherever I go, I encourage children and people that they should not wait for someone else to speak up for them. Their voices are really powerful and they should speak up for their rights."* Malala Yousafzai.
- Research Malala's life to answer questions like:  
What issue was she passionate about? How did she start speaking up? What challenges did she face? How did she respond? What opportunities arose as a result of what happened to her?  
Malala's blog:  
[http://news.bbc.co.uk/2/hi/south\\_asia/7834402.stm](http://news.bbc.co.uk/2/hi/south_asia/7834402.stm)
- Do not underestimate the power of your voice, especially when combined with others. Follow Malala's lead by acting for child rights. Make a speech, write a blog, take action to uphold child rights in your school or community.

During 2016, an estimated **10.3 million** more people around the world were newly displaced due to conflict or persecution. By December 2016, a **total of 65.6 million** people worldwide were forced to live as refugees, asylum seekers or internally-displaced people.

Source: United Nations Refugee Agency, *Global Trends Report (December 2015)*  
[www.unhcr.org/globaltrends2016](http://www.unhcr.org/globaltrends2016)

### SEEKING REFUGE



<sup>1</sup> Someone who has fled to another part of their country but has not crossed an international border.

<sup>2</sup> Someone living outside their country of nationality who is unable to return due to fear of persecution or danger.

<sup>3</sup> Someone who has applied for but not yet been granted refugee status.

Source: United Nations Refugee Agency (Dec 2016)

*“ I hated being called a refugee. I felt like my whole identity was put into that one sad word. No one wants to be a refugee.”*  
Aida Sunje,  
World Vision aid worker, Serbia

*“ While every refugee’s story is different and their anguish personal, they all share a common thread of uncommon courage: the courage not only to survive, but to persevere and rebuild their shattered lives.”*  
Antonio Guterres,  
United Nations High Commissioner  
for Refugees

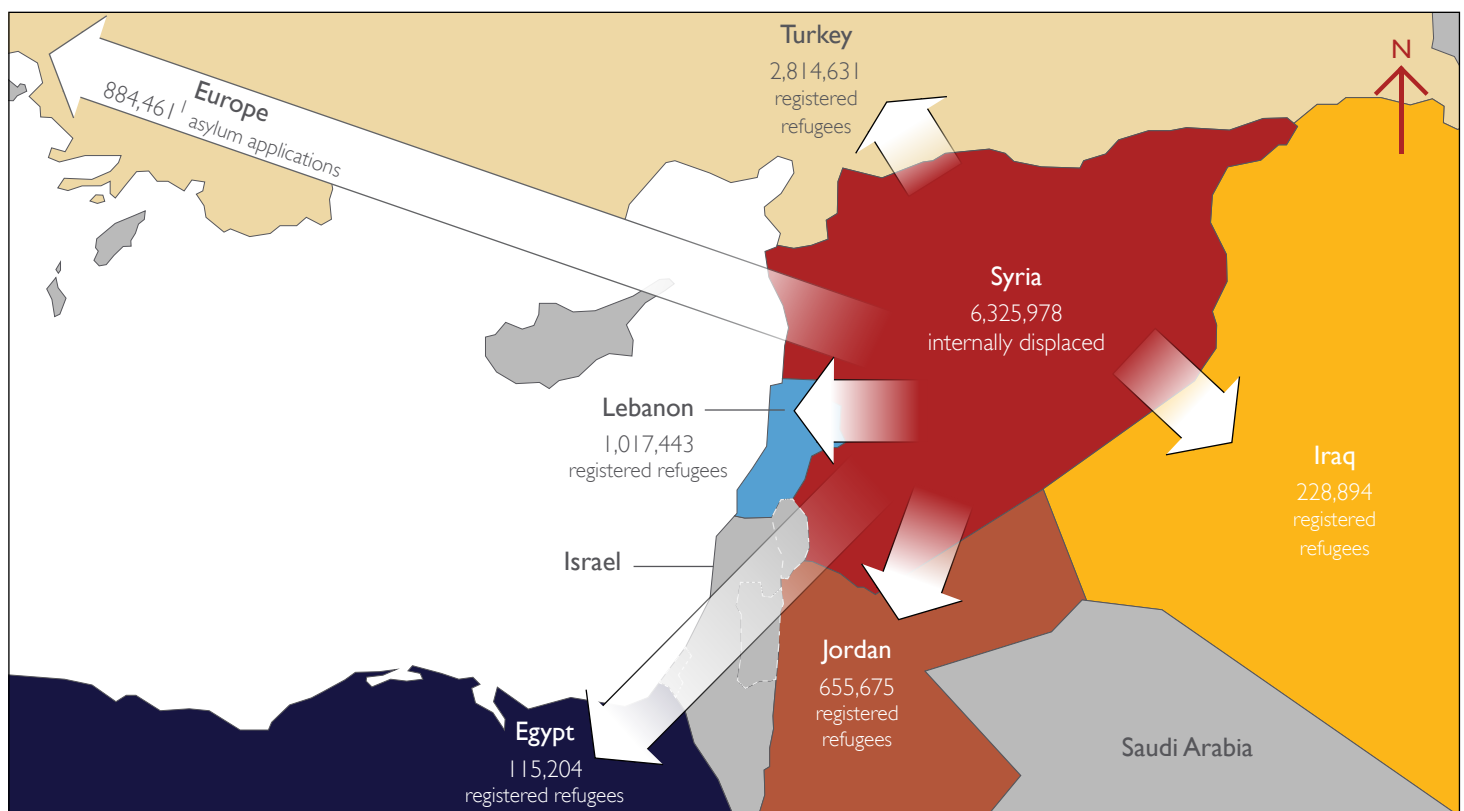
*“ There are more people displaced around the world than at any time since the Second World War, and Syria alone is the largest refugee crisis in a generation.”*  
Source: Huffington Post



Syria's civil war started in March 2011. Over time, the conflict has become complex with different groups taking control of different parts of Syria amid ongoing fighting. Governments of other countries have become involved while the United Nations Special Envoy tries to promote a political solution. More than 400,000 people have been killed, including an estimated 15,000 children, and 1.9 million people have been wounded. Many people have witnessed or experienced extreme violence and their homes, jobs and schools have been destroyed. Fearing for their lives and left with no other choice, nearly 13 million people (about two-thirds of Syria's population) have fled their homes in search of safety, often moving multiple times. Syria's pre-war population was around 20.7 million. By the end of 2016, 6.3 million people had been displaced within Syria and more than 4.86 million had crossed borders to Syria's neighbouring countries. About 10 per cent of refugees have fled to Europe, making the journey on foot or by sea.

Before 2011, people living in Syria were relatively well off. Since the start of the conflict, millions of Syrians have been displaced, many with little or no access to food and other survival needs. Some displaced Syrians live in camps while others pay rent to live in abandoned buildings, sheds, spare rooms, or in tents on unused land. Conditions are crowded and often unsanitary. By the end of 2013, 80 per cent of Syrians were living in poverty.

### WHERE ARE PEOPLE FROM SYRIA SEEKING REFUGE?



Source: United Nations Office for the Coordination of Humanitarian Affairs (31 Dec 2016)

[www.humanitarianresponse.info/system/files/documents/files/syr\\_humsnap\\_a4l\\_31dec\\_2016\\_170104\\_en.pdf](http://www.humanitarianresponse.info/system/files/documents/files/syr_humsnap_a4l_31dec_2016_170104_en.pdf)

<sup>1</sup> Syrian Asylum Applications, United Nations Refugee Agency (Oct 2016) <http://data.unhcr.org/syrianrefugees/asylum.php>

Host countries face numerous challenges as they support more people than government services have planned for. For some countries, especially small ones, the ratio of refugees to local population is significant:

- Lebanon hosts 242 refugees for every 1000 of its own population.
- Jordan hosts 69 refugees for every 1000 of its own population.
- Turkey hosts 36 refugees for every 1000 of its own population.
- Iraq hosts 6 refugees for every 1000 of its own population.
- Egypt hosts 1 refugee for every 1000 of its own population.

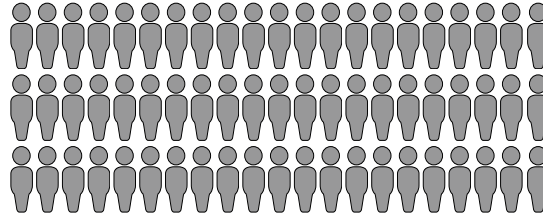
Source: United Nations Office for the Coordination of Humanitarian Affairs (31 Dec 2016)

[www.humanitarianresponse.info/system/files/documents/files/syr\\_humsnap\\_a4l\\_31dec\\_2016\\_170104\\_en.pdf](http://www.humanitarianresponse.info/system/files/documents/files/syr_humsnap_a4l_31dec_2016_170104_en.pdf)

People who are living as refugees end up staying in different kinds of accommodation. Increasingly people are seeking refuge in cities, with 60 per cent of the world's refugees living in urban areas. They pay rent, stay with other families or set up their own informal accommodation with little outside assistance. About one quarter (25.4 per cent) of refugees live in formal refugee camps. The United Nations Refugee Agency (UNHCR) is responsible for 16.1 million people living as refugees around the world. The accommodation situation of 2.8 million of these refugees is unknown.

### INDIVIDUAL ACCOMMODATION

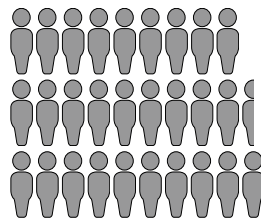
**63.3%**



people arrange their own accommodation, generally renting or staying with relatives.

### PLANNED/MANAGED CAMPS

**28.6%**



formal refugee camps in an enclosed area with managed resources and assistance.

### SELF-SETTLED OR INFORMAL CAMPS

**3.7%**



people set up camp-like accommodation with little outside help or resources.

### COLLECTIVE CENTRES

**2.3%**



people live together in an unoccupied or unfinished building.

### RECEPTION OR TRANSIT CAMPS

**2%**



formal processing centres for refugees who have arrived in a new country.

Source: United Nations Refugee Agency, *Global Trends Report (December 2016)*  
[www.unhcr.org/globaltrends2016](http://www.unhcr.org/globaltrends2016)

# FORGOTTEN MILLIONS

by Rachel Smalley, 6 March 2015

I notice his eyes first. They follow me as I trudge back and forth through the rain and the deep, heavy mud.

In the past year, this field in Lebanon's mineral-rich Bekaa Valley has become a hotch-potch village of Syrian refugee tents.

It is cold and it is miserable. There can be few places on Earth more desperate than a refugee camp on a bleak, wet, winter's day.

"I am Adel," he says, grinning. "You are welcome here."

He asks if I will come and meet his family.

He leads me to his family tent at the far end of the camp. The field is lower here, the ground is sodden and the mud is treacherous to walk in. I push back the door flap which, like the walls, is made of hand-stitched plastic sacks. The roof is a heavy tarpaulin nailed to a flimsy wooden frame. The rain is heavy. The roof is leaking. Each drip hits the hard earth floor with a loud splash.

I step inside and I am hit by an overwhelming smell of damp dirt.

I have seen many refugee shelters but this, by far, is the most destitute. Even in refugee camps there are varying degrees of poverty.

Foam mattresses are stacked in one corner where the ground is higher and the dirt floor is dry.

A small, threadbare rug lies in the middle of the room. Adel points to it and gestures for me to sit down.

In the centre of the tent the family huddles around a wood stove with a tin chimney. The fire bursts into life when it is stoked with potato sacks and plastic bags. Small, outstretched hands are warmed by a short, toxic blast of heat.

Adel, at 12, is the oldest child and he shares this room with his mother and

five younger sisters. He introduces me to his mother, Wasfa. I ask if her husband is living in the camp too.

He died, she tells me, in a bomb blast. He was at a vegetable market near their home in Deir Al-Zor when a crude bomb fell from the sky.

Wasfa says within days she knew she couldn't stay in Syria. It was too dangerous and her family now had no source of income. Her brother-in-law gave her money to get herself and the children to the Lebanese border.

"My two youngest children were small enough to fit on one bus seat, so the driver said I only had to pay for five children."

They travelled through the night to Lebanon, then followed a neighbour's directions to the tent settlement. They have been living in the Bekaa Valley for nine months and Wasfa says Adel has become the man of the house.

"I am taking care of my sisters and mother," he says.

He works from 7am until dusk, chopping wood for the owner of the field. One day's work reduces the family's rent by NZ\$2.60 a day.

"We still owe NZ\$200 but I am getting there," he says.

The World Food Programme allocates every refugee NZ\$25 a month for rent, food, water and life-sustaining essentials.

It is winter and it has been snowing in the Bekaa. Wasfa says they have to make do, but there is never enough food or fuel for the fire.

There is a child-friendly space at the camp, an area set up by World Vision to assess levels of trauma in refugee children and help them form a daily routine.

Adel says his sisters call it their "school" and they go every day, but his eldest sister is struggling to adjust to life in Lebanon. He thinks she is troubled by what she saw in Syria.

"She wakes up screaming every night. She yells 'he's coming, he's coming!' I wake her but then she goes into a panic. She has a panic attack. It is the same every night."

I ask Adel what his sisters need. He says "one toy, they would just like one toy".

The girls all giggle and say they would like a piece of cake "and some juice" too. Another says she would like an ice cream.

And then the smallest sister, who has just turned 4 says she would like "an aeroplane".

I ask her why.

"To fly it home to Syria," she says.

Adel smiles. Even at 12 he knows there is no prospect of going home to Syria any time soon.

I ask if he needs anything.

"No, nothing," he says. "I don't want anything other than my sisters' safety."

"It is hard for us now, but I will provide for my family one day. I will work for a big company or be a doctor. We will be fine."

I find it hard to leave this family. They have nothing except an overwhelming sense of optimism.

I thank Adel for speaking with me, I wish his family well and hope they can return home to Syria soon.

I get up to leave. Ralph Baydoun, who works for World Vision, has been sitting next to me throughout, filming and translating.

He stands up and pulls Adel to one side. He places his left hand on Adel's shoulder, smiles and gives him a high-five.

"Enta batal," Ralph says, and Adel's face lights up in a big, beaming smile.

"What did you say?" I ask Ralph.

"I just told him, 'You are a hero'."

Read the complete story: [http://www.nzherald.co.nz/world/news/article.cfm?c\\_id=2&objectid=11413136](http://www.nzherald.co.nz/world/news/article.cfm?c_id=2&objectid=11413136)

Video: <https://www.youtube.com/watch?v=U65YjCwy3wU>

Search for World Vision video clips 1-7 under: *World Vision The Forgotten Millions*

## 1 Hani's story



8-year-old boy living in Lebanon  
[www.youtube.com/watch?v=nZdilhxnv90](http://www.youtube.com/watch?v=nZdilhxnv90)  
 (1.28 mins)

## 2 Sara's story



14-year-old girl living in Lebanon  
[www.youtube.com/watch?v=cKpfQtRQrZ4](http://www.youtube.com/watch?v=cKpfQtRQrZ4)  
 (3.49 mins)

## 3 Adel's story



12-year-old boy living in Lebanon  
[www.youtube.com/watch?v=U65YjCwy3wU&t=7s](http://www.youtube.com/watch?v=U65YjCwy3wU&t=7s)  
 (3.06 mins)

## 4 Ahmed's story



14-year-old boy living in Lebanon  
[www.youtube.com/watch?v=AS2Skz2VW5A0](http://www.youtube.com/watch?v=AS2Skz2VW5A0)  
 (1.47 mins)

## 5 Children of Syria



Hamze, Kameron and Amir, Mais, Nasrella, and Amel living in Lebanon.  
[www.youtube.com/watch?v=hcjX9Mrm4eY&t=5s](http://www.youtube.com/watch?v=hcjX9Mrm4eY&t=5s)  
 (2 mins)

## 6 Zeinab's story



14-year-old girl, married and living in Lebanon  
[www.youtube.com/watch?v=zoQ9jmd7-TY](http://www.youtube.com/watch?v=zoQ9jmd7-TY)  
 (2.49 mins)

## 7 Syrian children draw their dream



Children in a World Vision child-friendly space in Lebanon draw their dream.  
[www.youtube.com/watch?v=RM6uSwigDvY](http://www.youtube.com/watch?v=RM6uSwigDvY)  
 (2.48 mins)

## 8 Syrian children call for peace



Children explain what peace means to them.  
[www.youtube.com/watch?v=0f3jdf7wlyE](http://www.youtube.com/watch?v=0f3jdf7wlyE)  
 (2.52 mins)

## 9 Syria crisis: child-friendly spaces



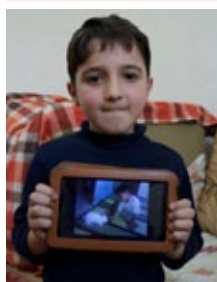
A World Vision child-friendly space in Lebanon  
[www.youtube.com/watch?v=DsMzg3fEF8g](http://www.youtube.com/watch?v=DsMzg3fEF8g)  
 (1.47 mins)

## 10 Asmaa's story for International Day of Peace



11-year-old girl living in Lebanon  
[www.youtube.com/watch?v=rBi\\_oBP\\_A7w](http://www.youtube.com/watch?v=rBi_oBP_A7w)  
 (1.57 mins)

## 11 Sultan, Maya and Mai



One family adapts to life as refugees in Jordan.  
[www.youtube.com/watch?v=hLpr27yQWac](http://www.youtube.com/watch?v=hLpr27yQWac)  
 (5.47 mins)  
[www.youtube.com/watch?v=z374TitGeqY](http://www.youtube.com/watch?v=z374TitGeqY)  
 (3.43 mins)

## 12 Syria crisis - A day in the life: Za'atari



15 episodes inside Za'atari refugee camp, Jordan, in 2013.  
[www.youtube.com/watch?v=o4OIVW0waEo](http://www.youtube.com/watch?v=o4OIVW0waEo)  
 Episode length 4-11 mins



Children learn about hygiene at the child-friendly space in Azraq refugee camp, Jordan.

Elias Abu Ata / World Vision

During a disaster, emergency or conflict, aid organisations set up areas called child or adolescent-friendly spaces for children and teenagers. These spaces help to meet their needs within a safe environment that invites trust. A child or adolescent-friendly space could be set up in a school, community centre, tent or open space in a camp or a community. Before the space is set up, children and teenagers often help to identify or map out places where they feel comfortable.

World Vision recruits and trains qualified staff from the local community where possible: for example, teachers or community workers, adults who work well with children or people who have some childcare training. World Vision helps them design culturally appropriate activities and trains them to identify children who need medical care or specialist counselling for long-term trauma. Trauma can affect children and teenagers for the rest of their lives.

Child-friendly and adolescent-friendly spaces are important because they provide a sense of safety and stability during or after difficult experiences. The spaces also protect children and teens from physical danger, exploitation or abuse. When the emergency is over, these spaces continue to run as community centres.

Child and adolescent-friendly spaces help children and teens to:

- Play sports, team and cultural activities that help them switch off from their worries and concerns.
- Learn literacy and numeracy skills, life skills, child rights and health education to deal with hygiene and safety risks.
- Express their feelings through role-plays, dance, talking and cultural activities that help them realise that they are not alone and that they're having a normal reaction to a challenging situation.
- Find out important information about what is happening around them so they regain a sense of control in their lives.
- Be looked after while parents work to meet their family's needs. It's also a place for parents to meet and support each other.
- Be registered and reunited with family members if they've been separated.
- Recover and reach their full potential.



"I like going to school in Jordan. I don't have any Jordanian friends, only Syrian ones. The Jordanian children look down on us so the other Syrians and I play together. The lessons are different from in Syria, they are very difficult, especially when it's in English. I want to be an engineer. Peace means security, to be safe. There is no peace in Syria."

**Rawan** (girl, 13 years)  
Jeresh city, Jordan

"My message is to stop the war [in Syria]; we are humiliated here [in Lebanon]; I haven't had a shower for a week. I wish that they [the international community] would protect us. I wish I can see my sister safely, she is stuck under the bombs in Syria with her two children. Where are all those countries who said they are helping us?"

**Israa** (girl, 12 years)  
Bekaa Valley, Lebanon



"I wish I can go back home, to my country, to a safe place... I wish the kidnapping stops in Syria and everything to be the same as it was before."

**Ibrahim** (boy, 8 years)  
Bekaa Valley, Lebanon



"It makes me feel happy to do the things I used to do at school in Syria, but the difference is that here I know I am safe."

**Fatima** (girl, 10 years)  
Azraq refugee camp, Jordan



"I don't have dreams here [in Lebanon]; all my dreams are in Syria. I wish to return to Syria, to my school, to my house and I wish the war stops in Syria and we have peace again. I wish they [decision makers] would change my house here [in Lebanon], because I live in a tent and not a house; I wish there are no rats going into our tent."

**Nour** (girl, 11 years)  
Bekaa Valley, Lebanon

"The last time I went to school was when I was in the fifth grade. When I was about to enter the sixth grade armed men came and kicked us out. They turned our school into a military base. I miss reading and writing. I am already forgetting. I left all of my books [in Syria]."

**Jomaa** (boy, 12 years)  
Lebanon



"I dream about delicious food; to have a proper meal...I wish I had games. I wish I could go back to my room in Syria..."

**Mohammad** (boy, 7 years)  
Bekaa Valley, Lebanon



"Every week I look at these certificates and they remind me of my school, of my friends and how I played at school."

**Oujelan** (boy, 13 years)  
Bekaa Valley, Lebanon



"It's very hard, and I am trying to keep up. I will stay in school no matter how difficult it is. I want all Syrian children to stay in school, to return to school instead of going to work, because the future depends on us."

**Haya** (girl, 11 years)  
Za'atari refugee camp, Jordan



"Nights are the hardest. I miss my bed. I used to sleep normally and now I have to sleep in a park."

**Almuseneh** (boy, 11 years)  
Belgrade, Serbia

"I never expected this as my life. I used to have fun with my friends and talk about spending time in a tent for fun, like entertainment. I never thought I would live in a tent but it is happening for real. Sometimes I pretend that I'm not in Lebanon, that I'm with my friends in Syria. I imagine it and feel it but when I think about it again, I see myself in Lebanon. This is for real – I am in Lebanon. It's like a bad dream."

**Mais** (girl, 13 years)  
Bekaa Valley, Lebanon



"We sit at home and do nothing here. We can't go outside. We clean the house, watch TV, look after babies. We brought nothing with us except these clothes. There's a national exam at the end of school in Syria. I'll miss that. I won't catch up. I remember school the most. I loved Arabic, grammar, stories. We cry for our school."

**Ghroub** (girl, 16 years) Jeresh city, Jordan



"I was in school when the bombs hit. The windows were blown out, glass everywhere and some hit my friends in the face and hands. Glass hit my face. I ran out and ran home to be with my family, my father. There were hurt people everywhere on the street. I saw bodies on the streets. I saw a lot of blood... I want to return to Syria, my Syria, a free Syria."

**Issra** (girl, 17 years)  
Zarqa city, Jordan



"I like to paint people from TV because all the time, the kids on TV are happy and having fun."

**Nofah** (girl, 8 years)  
Jeresh city, Jordan

"I am taking care of my sisters and mother. We still owe NZ\$200 but I am getting there."

**Adel** (boy, 12 years)  
Bekaa Valley, Lebanon



"I saw dead people. I saw people on fire. I saw bombs. We saw it with our eyes. We didn't imagine that someday we would see this... I feel like I have to take control. I feel like I need to get food for my family. I go and work in the potato fields to get money for my family. I work from 6am till 12pm."

**Amir** (boy, 10 years),  
Bekaa Valley, Lebanon

"When the clashes started in Syria, some people came and took my parents, and I don't know where they are now, I don't know who took them. My grandmother came and took us, and brought us here to Lebanon."

**Kameron** (boy, 9 years),  
Bekaa Valley, Lebanon



"It's better here [at the adolescent-friendly space] than at my school. I've made a lot of friends here and I love the new things I learn. My friends are like my brothers and sisters."

**Hazar** (girl, 17 years)  
Irbid city, Jordan

"They shot my teacher. When we were leaving Syria, there was so much bombing all around. My school was bombed. A lot of my friends died... I'm not comfortable. I'm not happy here."

**Obida** (boy, 10 years)  
Jordan





The decision to leave home could happen slowly after weeks, months or even years of the situation getting worse, or it could happen suddenly. When life becomes unbearable or events change quickly, there may be little time to plan, pack or even keep everyone together.

### On the road

Families are at great risk as they flee. They may need to travel through areas of conflict and risk being attacked. With limited supplies, sometimes only what they can carry the lack of food, water and shelter also puts them at risk. They may have to travel for days, weeks or even months and could get lost or not know where they're going. Even if they manage to escape, they may get turned away at the border or face terrain or conditions that are too difficult.

### Staying in their own country

Most people flee to another part of their own country first, especially if they think it's safe there or if they can't get to the border. They are called internally displaced people. It can be hard to reach them with aid if access routes are blocked. Temporary camps can be set up in these areas if it's safe.

Some refugees stay for a few months before they can return or resettle. Others may live in a refugee situation for many years and it's the only home their children know.

### Fleeing to another country

When people cross the border into a second country they are called refugees. The first people to arrive may set up their own temporary shelters or rent accommodation. It can be quite challenging to set up refugee camps or deliver enough aid for the number of refugees arriving there. In this second country, refugees may be treated like prisoners and prevented from leaving the camp or moving about freely.

### Returning home

When it is safe, or if conditions improve enough, many displaced people and refugees want to go back to their old homes. They may need to rebuild destroyed houses, farms, schools and businesses. If their country lacks resources these people may struggle to rebuild their lives.

### Resettling

If their old home isn't safe or if someone else is living there, displaced people and refugees may settle in a new area in their country. This can mean living on land that nobody wants or staying in a refugee camp with poor conditions and little land. The people already living in this area must make room for these new residents.

### Living in a third state

Some refugees get a chance to go to a third country. Their own country was their first state. The country they fled to was their second state, but they may not be allowed or want to stay there. They may qualify to live in a new country, their third state. Every country controls the number and types of refugees they allow to enter. Living conditions are usually much better there but it can be very difficult to adjust and start a new life.

What rights do children have when they're forced to leave home in times of conflict? How do human rights apply to children? Are children treated any differently?

### RIGHTS

Rights are ideals which everyone is entitled to because they are human. Rights don't depend on a person's gender/sex, age, height, eye colour, language, religion, ethnicity, where they were born, abilities or disabilities. Everyone has dignity and worth, everyone is equally important, and everyone deserves respect.

### CHILD RIGHTS

Children have special rights (in addition to Human Rights) because they need to be protected so they have the opportunity to grow and reach their full potential. For this reason, the United Nations adopted the Convention on the Rights of the Child in 1989. The Convention reminds governments, community groups and adults of their responsibility to protect the rights of children. Nearly every country in the world has signed the Convention and made it into law.

### RIGHTS AND RESPONSIBILITIES

When someone has rights they also have a responsibility to protect the rights of others. A responsibility is something you should do because it is morally or legally right. As global citizens, we have the responsibility to make this a fairer world for all and ensure every person has all their rights protected or met.

### WHAT'S IN THE CONVENTION?

The Convention on the Rights of the Child contains 54 articles. Article 1 of the Convention defines a child:

**“ A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier. ”**

(Majority means the legal age that a child becomes an adult.)

The Articles 2-41 specify rights that are necessary to assure the well-being of children. These rights can be grouped into four categories: the right to survive, be protected, develop and participate. A fifth category is made up of Articles 42-54 which outline the responsibility to uphold the rights of children.

#### THE RIGHT TO SURVIVE

Children have the right to all basic needs, including the right to life, adequate shelter, food, water and primary health care.

#### THE RIGHT TO DEVELOP

Children have the right to reach their full potential. Development rights include the right to education, constructive play, advanced health care, access to information, and freedom of thought, conscience and religion.

#### THE RIGHT TO BE PROTECTED

Children have the right to be protected from all forms of abuse, neglect and exploitation. Protection rights refer to issues such as special protection during war, child labour, drug abuse, abuses in the justice system, and sexual exploitation.

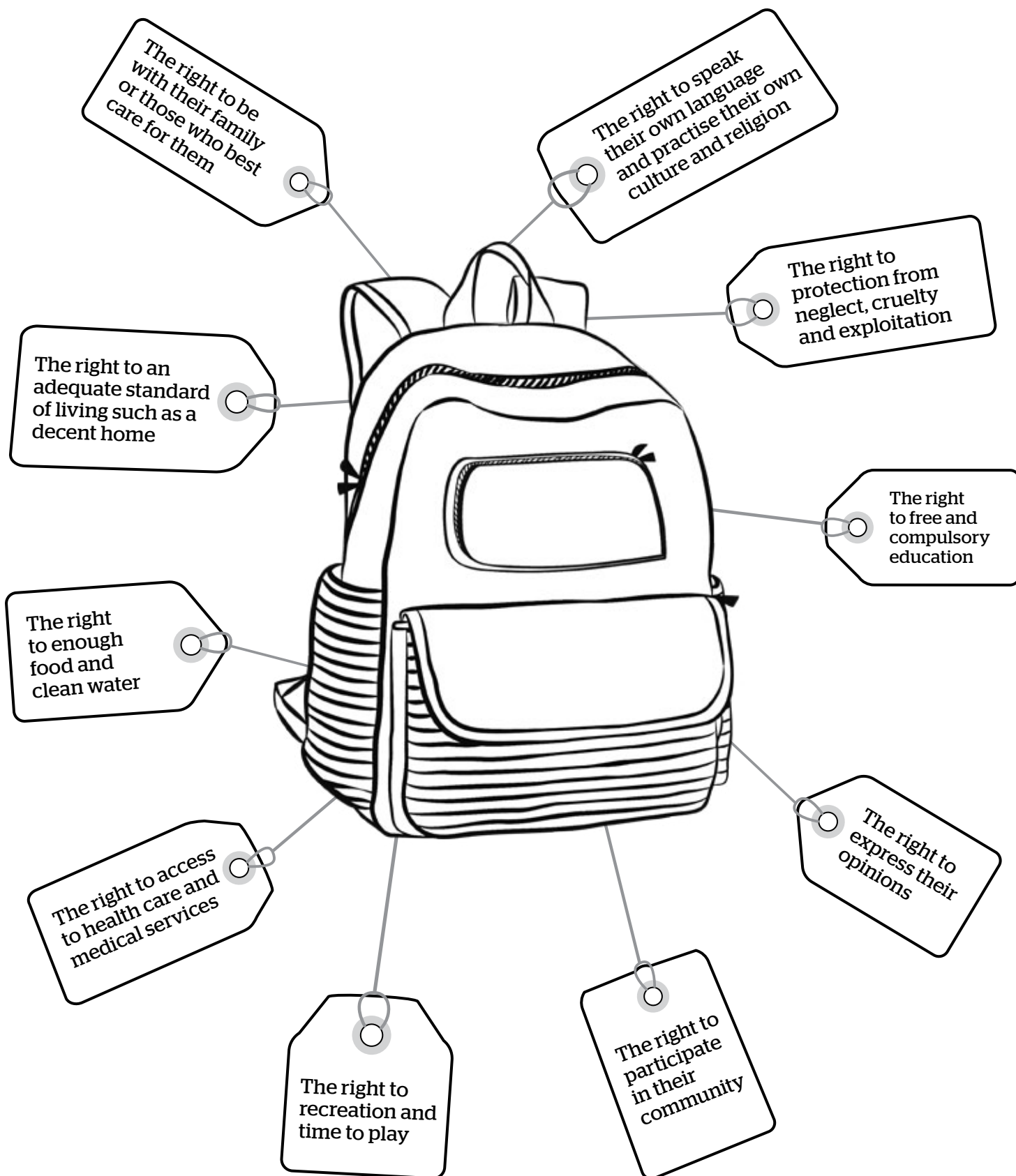
#### THE RIGHT TO PARTICIPATE

Children have the right to participate in society. This includes the right to express their ideas freely, to have a say in matters affecting their own lives, and to join associations.

#### THE RESPONSIBILITY TO UPHOLD CHILD RIGHTS

Adults, community groups and governments should work together to protect children's rights.

When refugee children are forced to flee they don't leave their child rights behind. They take their rights with them wherever they go. Their rights are the same as children anywhere.



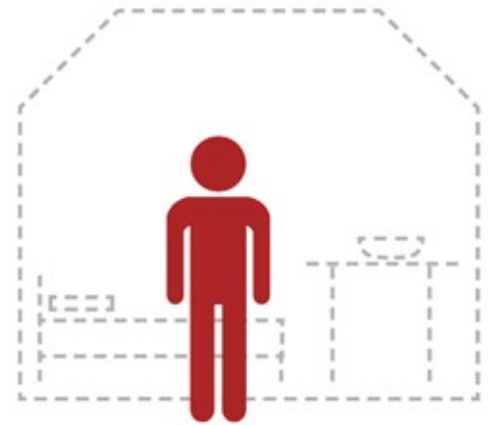
It's difficult to know how many children have been affected by the civil war in Syria. Education and health systems no longer function properly and communication networks are damaged, making it hard to collect data and share information. This means that the statistics on these pages have been difficult to verify and may be out of date. But the story they tell is the same – children are missing out on their rights.

The conflict in Syria has affected the rights of more than 8 in every 10 Syrian children (8.4 million), either in Syria or as refugees in neighbouring countries. <sup>1</sup>

### THE RIGHT TO SURVIVE

Children living in a conflict situation lack access to basic needs such as adequate shelter, food, health care, immunisation and proper sanitation. They're more likely to get sick from preventable diseases that spread easily in these conditions. They often face these same challenges even if they've escaped and now live as refugees in a neighbouring country.

- 7 out of every 10 children in Syria don't have access to reliable clean water. <sup>2</sup>
- 1 out of every 3 children in Syria under 5 years old has not received routine vaccinations to protect them from preventable diseases. <sup>1</sup>
- Nearly 7 million children inside Syria now live in poverty. <sup>1</sup>
- Only one third of hospitals in Syria are functioning and half of the medical staff have left Syria. Each doctor in Syria looks after the needs of an average of 4000 people. <sup>1</sup>
- More than 2.4 million children have been forced to flee their homes and escape to neighbouring countries. <sup>1</sup>
- Within Syria, 2.8 million children cannot live at home anymore because it's too dangerous or their home is damaged or destroyed. <sup>2</sup>
- 2.17 million children are living in places that are too hard or dangerous to get to with aid or support. <sup>3</sup>



### THE RIGHT TO BE PROTECTED

During war, children are easily injured or killed in fighting or bomb attacks on buildings. Children may be recruited or forced to fight from as young as 7 years old. Even if they've escaped the war zone, financial difficulties may force children to work to help their family survive. Parents may feel pressure to arrange marriage for daughters as young as 13, to protect them from sexual assault.

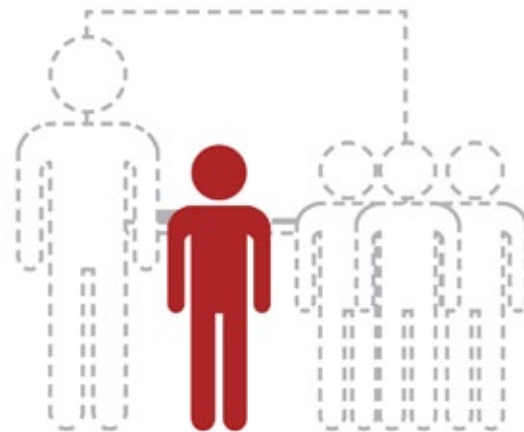
- The conflict has reportedly killed more than an estimated 15,000 children. <sup>4</sup>
- More than 260,000 children are living under siege, trapped by the fighting and not able to escape. <sup>3</sup>
- More than 15,000 unaccompanied children have crossed Syria's borders without their parents or relatives to look after them. <sup>1</sup>
- In Jordan, nearly half of refugee households say they rely on income generated by a child. Most working children work six or seven days a week, with 1 in 3 working more than eight hours a day. Children often start working before the age of 12. <sup>3</sup>
- One third of all Syrian marriages in camp settings in Jordan are among girls under 18 – three times as many than in 2011. <sup>1</sup>



## THE RIGHT TO DEVELOP

When children live in conflict or refugee situations, they miss out on opportunities to develop their potential – to play, socialise with friends, go to school, and learn new skills. Syrian children who are able to school in a new country face the challenge of lessons in a different language and catching up with a different school curriculum. Classes may be crowded with extra children, making it difficult to learn.

- 1 in every 4 schools in Syria (6000 schools) has either been damaged, destroyed or are being used as shelter or for military purposes. Teachers may be absent, and travelling to school is unsafe for everyone. Many schools have moved underground, with classes also being held in community centres and private homes.<sup>3</sup>
- At the start of 2015, half of the 4.3 million primary or secondary-aged children in Syria were out of school. 1 million more children were at risk of dropping out. By the end of the year, half of these children had also dropped out of school.<sup>3,5</sup>
- 1 in every 4 Syrian children is at risk of developing a mental health disorder. Without proper help to deal with traumatic experiences, their development suffers and they struggle to learn.<sup>2</sup>



## THE RIGHT TO PARTICIPATE

Children living in conflict zones or as refugees lose their freedom to participate in a settled and open society. Within Syria, oppressive conditions make it dangerous to express ideas and opinions. In times of danger, adults tend to make all the decisions that affect children's lives but children also carry more family responsibilities, often beyond their age and maturity. Children also lose connections with their culture and heritage.

- An estimated 2.9 million children in Syria, and at least 811,000 children in neighbouring countries, have been born since the conflict began over five years ago. They have almost no experience of living in a peaceful society.<sup>1</sup>
- In a 2013 survey inside Syria, 1 in every 5 teenagers felt high frustration at their family's circumstances. As a result, boys considered joining gangs or fighting in the war.<sup>1</sup>
- In a 2013 survey inside Syria, teenage girls reported feeling insecure and powerless. Parental restrictions meant that 1 in every 5 teenage girls said they hardly ever went outside.<sup>1</sup>
- Damage to and theft of significant historical heritage (buildings, sites, museums and artefacts more than 2000 years old), means that Syrian children have lost links with important parts of their culture and heritage. 60% of the UNESCO World Heritage Site of the Ancient City of Aleppo has been severely damaged with 30% of it totally destroyed.<sup>6</sup>



### SOURCES:

<sup>1</sup> UNICEF, *No Place for Children – The impact of five years of war on Syria's children and their childhoods*, 14 March 2016 [http://www.unicef.org/hk/upload/NewsMedia/publication/Syria\\_5yr\\_Report.pdf](http://www.unicef.org/hk/upload/NewsMedia/publication/Syria_5yr_Report.pdf)

<sup>2</sup> UNOCHA, *Humanitarian Needs Overview 2016 (Oct 2015)* [http://reliefweb.int/sites/reliefweb.int/files/resources/2016\\_hno\\_syrian\\_arab\\_republic.pdf](http://reliefweb.int/sites/reliefweb.int/files/resources/2016_hno_syrian_arab_republic.pdf)

<sup>3</sup> *No Lost Generation Initiative, No Lost Generation Update, January – June 2016 report* [www.nolostgeneration.org](http://www.nolostgeneration.org) <http://childrenofsyria.info/2016/07/12/no-lost-generation-2016-update/>

<sup>4</sup> *The Syrian Observatory for Human Rights* <http://www.syriahr.com/en/>

<sup>5</sup> *Southern Turkey Education Cluster, Schools Under Attack in Syria, 2015* [http://reliefweb.int/sites/reliefweb.int/files/resources/FINAL-Education-Under-Attack\\_STurkey-Briefing-Paper\\_2015-09-03.pdf](http://reliefweb.int/sites/reliefweb.int/files/resources/FINAL-Education-Under-Attack_STurkey-Briefing-Paper_2015-09-03.pdf)

<sup>6</sup> UNESCO, *UNESCO reports on extensive damage in first emergency assessment mission to Aleppo*, 19 January 2017 <http://en.unesco.org/news/unesco-reports-extensive-damage-first-emergency-assessment-mission-aleppo>

<b>1</b>	Proud memories of school – Bekaa Valley, Lebanon
<b>2</b>	Cooking and sleeping in a tent – Za’atari refugee camp, Jordan
<b>3</b>	Learning and playing in a safe place – Bekaa Valley, Lebanon
<b>4</b>	A makeshift kitchen in a rented house – Jeresh city, Jordan
<b>5</b>	More like a large bustling city than a camp – Za’atari refugee camp, Jordan
<b>6</b>	Building friendships and recovering from trauma – Zarqa city, Jordan
<b>7</b>	Sleeping in one room in a rented house – Jeresh city, Jordan
<b>8</b>	Living in an unfinished building – Saida city, Lebanon
<b>9</b>	Having fun together and feeling safe again – Bekaa Valley, Lebanon
<b>10</b>	Working to look after his sisters and mother – Bekaa Valley, Lebanon
<b>11</b>	Make-shift shelters in an informal settlement – Bekaa Valley, Lebanon
<b>12</b>	Sleeping in a park on their long journey to Europe – Belgrade city, Serbia
<b>13</b>	Running a small shop to help her family – Saida city, Lebanon

- 1** Oujelan is 13 years old but works a 12-hour day. His jeans and boots are caked in mud, his hands hardened and dirty. He clutches a stack of brightly coloured certificates, covered with stars and comments like 'Excellent!' and 'Number 1 in the class!' They are his school certificates from Syria, before the war. The last one is dated more than two years ago – before his family had to flee the violence and come to Lebanon. Oujelan used to dream of becoming an Arabic teacher. Now he falls asleep shortly after coming home from his job picking grapes. "I'm very tired from working. I'm always on my feet," he says. Oujelan's mother gets upset looking at the certificates. The family has no money to send him to school. They can't afford to lose his daily income. "When he wakes up at 5am to leave for work, I wake up too. I cry as he leaves. He gets angry, but it's his right. He should be in school." Oujelan still has dreams. "If I get an education, I can get a real job. I'll be an employee instead of a labourer. I want to go back and have a future."
- 2** Ayat (9) and her family live in this shelter in the Za'atari (Za-tree) refugee camp in Jordan. It's a tent with extra walls made from timber and sheets of tin. They don't have furniture so they use mattresses on the floor for sitting and sleeping. Her family of six all live, eat, cook and sleep in here. They need a gas heater in the snowy winter but turn it off when they're asleep. Last winter seven of their neighbours' tents burned down, so instead they pile up layers of blankets. Their tent has electricity and lighting but only on the centre pole. There's no tap or bathroom so they use the shared camp facilities and collect their drinking and cooking water in containers. At one point, with more 120,000 refugees, many newly-arrived families received a tent like this to live in. The camp struggled with poor waste disposal, drainage and roads. People were frustrated with not being able to access electricity to charge cell phones to call family in Syria. Many couldn't get work and the dry packaged food was unappetising.
- 3** This looks like an ordinary classroom but it's a tent in a Syrian refugee settlement in Lebanon. It's a literacy centre and a child-friendly space, run by UNICEF and WorldVision. Since arriving here, many families can't afford to send their children to local schools. Other children have missed too much school because of the war and can't catch up. Many older children have to work so don't have time for school. At different times during the week, these children can visit the space. The informal lessons here could be the only education they get for a while. The topics are practical things like hygiene, safety and child rights. The classroom structure and routines provide a familiar environment where children feel safe. The lessons and fun activities help them forget their problems for a while. Younger children may not remember what happened in Syria but older children have seen their homes destroyed and people injured or killed by the bombs and fighting. Creative activities like art, drama and singing help them express their feelings and stay connected with their culture. The space also helps parents cope better because their children are getting help.
- 4** More than three-quarters of Syrian refugees in Jordan don't live in refugee camps. They find other places to stay like the two families who rent this house together in Jeresh. It's hot in summer but winter will be freezing with holes in the walls that let in bad weather and rats. Both families sleep in one room. They've made a rough kitchen with things they've found, like toilets for the cooker to sit on. The families buy or collect their water for drinking and washing because there are no taps. Two teenage sons look for work each day to help pay the rent and the daughters help at home. There are no spaces for the younger children in local schools. The families rely on charity while doing their best to take care of their themselves. One mother explains how they survive. "We borrow money from neighbours, and shopkeepers let us take things that we pay for later. We can't pay our rent. I've had to send my boy to look for work. He was in school before, in Syria. He's not used to this life." Many of these children live invisible lives, out of school and missing out on the basics.

**5** Za'atari (Za-tree) started as a small, temporary refugee camp but has grown into an informal city with 12 districts, 9 schools, 27 community centres, mosques, two hospitals and nine health centres. Built in July 2012, the camp was meant to accommodate 60,000 temporary refugees. Now over 80,000 people live here and it's the largest refugee camp in the Middle East. More than 353,000 people have passed through – at one point it was the fourth largest city in Jordan. The camp covers 13 square kilometres in the desert, 15km from the Syria border. The UN Refugee Agency (UNHCR) manages Za'atari and coordinates aid organisations providing different services. Instead of tents, 94% of families live in re-locatable, 18 square metre, one-room caravans with floors, windows and lockable doors. Electricity runs 11 hours a day and a solar power plant under construction will meet all the camp's energy needs. The UN World Food Programme provides a debit card allowance for families to purchase their own food. About 60 per cent of working-age residents earn some kind of income. The camp's market is the biggest in Jordan with 3,000 refugee businesses offering goods and services – food and grocery stalls, mobile phones, clothing, repairs and labour. Another 3,000 people do cash-for-work activities through aid organisations.

**6** Almost two years ago, 13-year-old Abdul and his family fled their home in Syria. Abdul's father was killed in the fighting. Coming to World Vision's adolescent-friendly space in Jordan helps him deal with painful memories. This space, in an Islamic community centre, provides much-needed psycho-social support for 150 Syrian and Jordanian teenagers. "The Syrian teenagers come here traumatised, scared and are usually very quiet and don't talk much," says centre coordinator, Ameena. "Mothers complain that their teens have nightmares about the war and find it extremely stressful dealing with them." The sudden influx of Syrian refugees affects the Jordanian teens as well. At first, both groups don't want to make friends and behave negatively towards each other. But everyone has to work together through group activities, problem-solving, games and skits. They gain self-confidence which helps them accept each other and build close friendships. "Many teenagers hold a huge amount of hatred and resentment in their hearts," says Ameena. The adolescent-friendly space gives them a place to deal with their irritations, anger and hatred, and move on. The facilitators take them through a process of forgiveness and acceptance, helping the teens to heal their emotions.

**7** Rawan (13) and Rahaf (12) lived in Dara, Syria, but when fighting destroyed their homes, the two girls fled with their families, leaving their fathers behind. Their families crossed the border into Jordan but didn't stay long at Za'atari refugee camp due to tough conditions there at the time. They went to Jeresh because rent is cheaper than in bigger cities. The two families live together in a small house with no plumbing. It's crowded and dirty despite their best efforts to keep it clean. Not long after arriving in Jordan, both mothers gave birth so there are now 12 children aged from 0-13 years. Their mothers don't earn an income. They use their savings to pay the rent and don't have enough to meet their basic needs. Rawan is the oldest and the only one who goes to school. The others spend each day helping in the home and taking care of the babies. Gazal (10) misses her school in Syria. "We try to play while our sister is in school. We chase each other, sometimes in the streets. We don't go to school because the school doesn't have space."

**8** An unfinished four-storey building in Lebanon is now home for 120 Syrian families, about 700 people. It was going to be a university and mosque but construction has stopped. Most families are from the same town, Al Houjaa, where they lived on large agricultural blocks. Some are cousins and some were neighbours. Now they've created this new community but they're crammed into tiny spaces (2m x 4m), sometimes two families living together. They don't pay rent so they can buy carpet for the floor where they sit and sleep. The building has no windows or doors and almost no walls, even in the stairwells with dangerous drops of up to 12 metres. There are many safety issues with loose cables, protruding nails and unfinished balconies. Hygiene and sanitation are extremely difficult with only six toilets. The floors flood easily but residents try to sweep away the mud and waste or walk around it. Many of the children have scabies, a water-borne parasite that causes sores and blisters. The only way to stop it from spreading is to wash all bedding and clothing in very hot water. That's impossible here.



**9** One unexpected difficulty about living as a refugee is dealing with boredom. Families live in cramped shelters where children have very little to do and nowhere to play. They had to leave most of their belongings behind in Syria so they have nothing to play with – no games, toys, books or sports gear. Their parents can't afford to buy these things anymore. If the children can't go to school, every day is the same. In World Vision's child-friendly spaces, the staff organise different activities like drama, craft, drawing and music. They teach the children new things and organise fun activities to do together. Some child-friendly spaces have an area indoors or outdoors where everyone can play team games and sports. Children need opportunities like this to make friends their own age – friends who understand what they've been through. It takes months and years for children to recover from the difficulties and dangers they've faced. Child-friendly spaces give children a space of their own and a positive reminder that life can return to normal again, that's why they're so important.

**10** Adel, 12, and his five sisters try to keep warm around a wood stove, stoking it with potato sacks and plastic bags. After their father was killed in a bomb attack on their local market, their mother decided it was too dangerous to stay in Syria. Adel's uncle gave them money to travel overnight by bus to reach the Lebanese border, then they followed a neighbour's directions to reach this settlement. Every family here pays the owner rent for the land they live on. Adel is now the main income earner so he chops wood for the field's owner. He works from 7am until dusk, reducing their rent by NZ\$2.60 a day. Their shelter is made of hand-stitched plastic sacks. The roof is a heavy tarpaulin nailed to a flimsy wooden frame but it leaks. They stack their foam mattresses in one corner where the ground is higher and the dirt floor is dry. A small, worn out mat lies in the middle of the room. During winter, it's barely enough protection from the snow and rain.

**11** Most Syrian refugees arriving in Lebanon live in Bekaa Valley because it's close to the main border crossing. Syrians who used to work in Lebanon were the first to set up these informal refugee settlements, often becoming the settlement's leader because they knew the landlord and the area. More than 40 per cent of refugees in Bekaa Valley live in hundreds of these crowded, sub-standard camps. The larger settlements have around 170 shelters for 2000 people but lack basic services like water, electricity and sanitation. Families normally have to pay rent for the land so debt is a growing problem because of the lack of employment. There is competition with the local population for jobs, housing, resources and services. Many families have been living here for over two years with very little protection from the freezing winter temperatures. Bekaa Valley is one of Lebanon's coldest areas, dropping to minus 7 degrees Celsius in winter. Aid organisations like World Vision help by providing cash assistance for food, warm clothes and heating during winter. World Vision has also installed water tanks, filters and toilet facilities to reduce pollution and health problems.

**12** Thousands of families have fled Syria, hoping for a safe future in Europe. It's a long and uncertain journey through countries like Turkey, Greece and Macedonia. A family from Aleppo would have to walk more than 2250km to get to Serbia's border with Hungary. It would take about 50 days if they walked eight hours every day covering 40km. In reality, it takes many months; walking or riding on transport, carrying possessions and young children, stopping to look for food and places to sleep. They walk in all kinds of weather, seeking shelter where they can. Some families have tents they've brought with them, others sleep out in the open. Their shoes are completely worn out and they have no others. "It was cold, and we didn't have blankets to cover ourselves," says a Syrian grandfather. "The journey was very hard, both physically and psychologically. We didn't even take the key of our house with us when we left Syria," says a father. World Vision has been distributing relief packs to refugees which included bottled water, bananas, hand sanitiser, wipes, toothpaste and food. Families with infants received baby food, nappies and toys.

**13** Aia, 11, runs a small shop in an unfinished university building in Lebanon where her family lives with 120 other families. She wants to be an Arabic teacher when she grows up. Her mum, Fadeeleh, is proud of her daughter, describing how she mentors younger children by organising homework classes and taking them on outings as a group leader. This is important because there's nowhere around here to play. The children living here play their games, hopscotch, marbles, and football outside amongst the construction rubble. Some children were injured when they fled the war in Syria and still need medical treatment but there's no access to healthcare here. Many children have been through so much hurt and sorrow but haven't dealt with their painful experiences. They need trained people to help them express their thoughts and emotions so they recover.

# PHOTOS

