



# DISPLACEMENT, RESETTLEMENT, AND RESPONDING TO THE GLOBAL REFUGEE CRISIS



<http://theowp.org/syrian-refugee-crisis-will-the-world-be-a-by-stander/>

## WORKSHEETS AND CURRICULUM FOR EDUCATORS

COMPILED BY:

HIWOT DANIEL, CLAIRE HUBER, MAGGIE ARCHBOLD, RYAN HAUCK, AND

EUGENE MARTIN

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International Visitor Leadership Program



U.S. Department of State

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## UNIT OVERVIEW

<p><b>Prepared by:</b> Ryan Hauck</p> <p><b>School/Location:</b> Glacier Peak High School; World Affairs Council</p> <p><b>Subject:</b> Social Studies/Language Arts (adaptable)</p> <p><b>Grade:</b> 9-12</p> <p><b>Unit Title:</b> The Global Refugee Crisis: From Displacement to Resettlement</p> <p><b>Time Needed:</b> 2-3 weeks</p>	<p><b>Unit Summary:</b> Given the large number of people who have left parts of the Middle East or North Africa due to conflict or poverty, students will take on the critical task of analyzing the role of conflict and its impact on communities around the world with a specific focus on refugee populations. An exploration of how domestic and/or international conflict affects human rights, especially for the most vulnerable, such as children, will give students a context for understanding the short and long term effects on displaced populations. Students will participate in a variety of learning activities and determine what they can do (and what role key stakeholders play – international organizations, policymakers, citizens, etc.) to address the issue. During these activities, students will reflect on their own views, consider diverse perspectives, communicate key themes and ideas, and make connections between the local and the global. Through investigative activities, students will ultimately develop a greater understanding of relationships between conflict, human rights, and refugee populations. In addition, students will develop the critical thinking skills necessary in our increasingly interconnected and interdependent world.</p>
<h3>Stage 1 Desired Results</h3>	
<p><b>ESTABLISHED GOALS:</b></p> <p><b>WA State Learning Standards:</b></p> <p><b>CIVICS 1.4.1:</b> Analyzes and evaluates ways of influencing national governments and international organizations to establish or preserve individual rights and/or promote the common good.</p> <p><b>CIVICS 1.3.1:</b> Evaluates the impact of international agreements on contemporary world issues.</p> <p><b>SOCIAL STUDIES SKILLS: 5.2.2:</b> Evaluates the breadth of research to determine the need for new or additional investigation when researching an event or issue.</p> <p><b>COMMON CORE STATE STANDARDS:</b></p> <p><b>CCSS.ELA-LITERACY.RH.11-12.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>CCSS.ELA-LITERACY.RH.11-12.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas.</p> <p><b>CCSS.ELA-LITERACY.RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>NATIONAL COUNCIL FOR SOCIAL STUDIES STANDARDS: THEMATIC STANDARD:</b></p> <p><b>GLOBAL CONNECTIONS:</b> Help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.</p> <p><b>CIVIC IDEALS AND PRACTICES:</b> Create opportunities for learning participation in activities to strengthen “the common good,” based on careful evaluation of possible options for citizen action.</p>	<p style="text-align: center;"><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to... (real world purpose)</i></p> <p>T1. Develop critical thinking skills by analyzing primary sources.</p> <p>T2. Identify and recognize multiple perspectives and how these perspectives influence interactions, behavior, and decision-making.</p> <p>T3. Investigate the world by identifying an issue, generating questions, and explaining its significance locally, regionally, or globally.</p> <p>T4. Translate their ideas and findings to seek out ways to address an issue of global significance.</p>
<h3>Meaning</h3>	
<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>Conflict has an impact on communities, as well as their human rights.</li> <li>Access to education, housing, water, health care, etc. are fundamental human rights (and different types of rights exist and are identified by international law)</li> <li>Various issues lead to religious, ethnic, cultural and social conflict.</li> <li>An analysis of how conflict affects the rights of individuals, such as a child's right to an education in various contexts, is important to understanding and addressing the issue of conflict and the rights of displaced people.</li> <li>International organizations and destination countries (for refugees) play an important role in addressing refugee crisis/issues.</li> <li>Citizens can take an active role in solving global issues</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>E1. How does conflict (religious, ethnic, cultural, social) affect basic rights?</p> <p>E2. What should be considered a human right? What are child's rights? What are different types of rights?</p> <p>E3. What are the short and long term effects of conflict on human rights (and the broader societal implications on local, regional, and global communities?), including displaced populations (refugees)?</p> <p>E4. What methods can be used to protect human rights in “emergency situations,” such as Syria, Iraq, and/or parts of northern Africa?</p> <p>E5. What responsibilities, if any, do nations have (locally, regionally, and globally) to take in refugees as well as ensure basic rights, such as education and healthcare, are provided before, during, or after conflicts?</p> <p>E6. What are the challenges in securing human rights during emergency situations?</p> <p>E7. What actions do international actors take in responding to conflict and emergency situations to protect basic human rights, including those of displaced populations?</p>

	Acquisition	
<p><b>GLOBAL COMPETENCY (From the Asia Society:</b>  <a href="http://asiasociety.org/globalcompetence">http://asiasociety.org/globalcompetence</a>)</p> <p>Investigate the world            Communicate Ideas            Recognize perspectives            Take action</p> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• <b>UNESCO: Education for All Global Monitoring Report: The Hidden Crisis: Armed Conflict and Education (2011)</b>  <a href="http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/sfareport/reports/2011-conflict/">http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/sfareport/reports/2011-conflict/</a></li> <li>• <b>Universal Declaration of Human Rights:</b>  <a href="http://www.un.org/en/documents/udhr/">http://www.un.org/en/documents/udhr/</a></li> <li>• <b>UN Human Rights: Convention on the Rights of the Child:</b>  <a href="http://www.ohchr.org/en/professionalinterest/pages/crc.aspx">http://www.ohchr.org/en/professionalinterest/pages/crc.aspx</a></li> <li>• <b>City of Thorns: Nine Lives in the World's Largest Refugee Camp: Ben Rawlence.</b></li> <li>• <b>Under Siege: The Devastating Impact on Children of Three Years of Conflict in Syria; UNICEF</b>  <a href="http://www.unicef.org/publications/files/Under_Siege_March_2014.pdf">http://www.unicef.org/publications/files/Under_Siege_March_2014.pdf</a></li> <li>• <b>"Syria's Children: How Conflict Can Affect Brain Development"</b>  <a href="http://www.wvi.org/experts/syria%E2%80%99s-children-%E2%80%93-how-conflict-can-harm-brain-development">http://www.wvi.org/experts/syria%E2%80%99s-children-%E2%80%93-how-conflict-can-harm-brain-development</a></li> <li>• <b>Refuge: 18 Stories from the Syrian Exodus</b>  <a href="http://www.washingtonpost.com/sf/syrian-refugees/story/refuge/">http://www.washingtonpost.com/sf/syrian-refugees/story/refuge/</a></li> <li>• <b>Education in Emergencies: A Resource Tool Kit (UNICEF)</b>  <a href="http://www.unicef.org/rosa/RosaEducation_in_Emergencies_ToolKit.pdf">http://www.unicef.org/rosa/RosaEducation_in_Emergencies_ToolKit.pdf</a></li> <li>• <b>When Disaster Strikes: Understanding Humanitarian Emergencies (UNICEF)</b>  <a href="http://teachunicef.org/explore/topics/emergencies.pdf">http://teachunicef.org/explore/topics/emergencies.pdf</a></li> <li>• <b>Lam Malala: The Girl Who Stood up for Education and was Shot by the Taliban, Malala Yousafzai and Christina Lamb</b></li> <li>• <b>The Daily Show: Extended Interview with Malala Yousafzai</b>  <a href="https://www.youtube.com/watch?v=g1L6YY6oM5">https://www.youtube.com/watch?v=g1L6YY6oM5</a></li> <li>• <b>Enrique's Journey, Sonia Nazario</b></li> </ul>	<p><b>Students will know... (Content)</b></p> <p>K1. Specific factors that lead to conflict between groups of people.</p> <p>K2. The effects of conflict, both short long term, on youth, families, communities, nations, etc.</p> <p>K3. Why education, health care, housing, etc are considered basic human rights.</p> <p>K4. How children and societies are affected when conflict disrupts education</p> <p>K5. How to evaluate specific case studies and draw meaningful conclusions. K6. That different methods that can be Used to alleviate the negative impact of conflict on basic human rights.</p>	<p><b>Students will be able to... (Skills)</b></p> <p>S1. Analyze various resources (including primary sources) to acquire information and draw conclusions.</p> <p>S2. Evaluate and articulate the impact of conflict on education from diverse perspectives.</p> <p>S3. Cite specific evidence to explain the affect of conflict on education.</p> <p>S4. Develop specific action steps and/or policy recommendations to alleviate or address the impact of conflict on education.</p> <p>S5. Make analyze and make connections between global and local issues.</p> <p>S6. Discuss and communicate their conclusions during class activities and assignments.</p>

## Stage 2 – Evidence

### Assessment

Assessments **FOR** Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal): **Formative Assessments:** Choose From these various assessment activities. They include introductory activities on the topic as well as more in-depth literacy options.

1. **Graphic Organizer:** Students will utilize a cause and effect chart to brainstorm what they know about the causes of conflict and their affect on communities (Students will have an opportunity to revisit this chart at the end of the unit to assess what changes and new information acquired as a result of their learning).
2. **Think, Pair, Share:** Students will work with two other students to compare and contrast their ideas on the graphic organizer. They will consolidate their ideas and each small group will utilize a piece of construction paper to summarize their responses. Each group will also develop 2 key questions they have about the impact of conflict on communities.
3. **Discussion Activity:** Each group will share their conclusions with the class and the teacher will make a master list of these key ideas and questions.
4. **Authentic Voices:** Students will explore the “voices” of those individuals who have impacted by conflict. As students read and listen to these “stories,” they will be responsible for identifying the physical and psychological (emotional, mental) impact of conflict on these individual’s lives. Students will identify key information (including similarities and differences) to be used in a performance task. Students will also work in small groups to classify their findings and share their conclusions with the class.

Link to Washington Post Project on Syrian Voices:

<http://www.washingtonpost.com/sf/syrianrefugees/story/refugee/>

5. **Poem:** Students will write a brief poem from the perspective of the “voices” they examined.
6. **Human Rights Activity:** Students will brainstorm human rights that are applicable to all citizens regardless of their country.

### Evaluation Criteria (Learning Target or Student Will Be Able To)

1. Identify specific causes of conflict and briefly explain what impact conflict has on communities – locally, nationally, and globally. How does conflict contribute to displacement of people and what challenges do they face?
2. Briefly explain and share ideas in a small group. Students will also be able to synthesize and summarize their responses, looking for similarities and differences among those in their group. Students will also be able to develop questions they have about the effect of conflict on communities.
3. Discuss their group’s conclusions and key questions with the class.
4. Identify, compare and contrast, and recognize diverse perspectives by completing this formative assessment and sharing their ideas in classroom discussion.
5. Compose a poem that reflects, illustrates, and expresses from a diverse perspective what they have learned from an “authentic voice.”
6. Identify human rights that should be applicable across the world and discuss their ideas in class discussion.

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**Assessment OF Learning:** (ex: performance task, project, final paper) **Summative Assessments:**

- 1. Case Studies:** Students will prepare a Prezi or PowerPoint Presentation in which they given overview of the information they collected in the research activity, as well as an analysis of their findings (see specific lesson plan).
- 2. Advocacy Project:** Based on your knowledge and analysis of the impact of conflict and/or emergency situations on human rights (and/or the rights of a child), create one of the following: (see individual rubric)
  - A.** magazine that is devoted to educating others about the role and impact of conflict on communities as well as its affect on a person's human rights (including children).
  - B.** painting or graffiti art that creatively incorporates and expresses key themes from our unit on conflict and human rights.
  - C.** children's book that discusses the impact of conflict and human rights, especially the disruption of education, from a global perspective. This will include text as well as illustrations.
- 3. Action Plan:** Students will work in small groups to develop a specific action plan to address the issue of human rights and refugee resettlement in the midst of conflict or emergency situations. (see lesson plan)

- 1.** Demonstrate their understanding and analysis of a specific case study (in which conflict has occurred and the rights of a child are in question) by communicating their ideas in a presentation to the class.
- 2.** Apply, analyze, illustrate, and create an innovative project that demonstrates their understanding and synthesis of key themes, ideas, and content related to conflict and human rights.
- 3.** Organize, evaluate, and create an action plan that addresses human rights issues for those affected by conflict or emergency situations.

## Stage 3 – Learning Plan2.

*Summary of Key Learning Events and Instruction ( Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*

*\*adapted from Understanding by Design Model*

- 1. Graphic Organizer Activity:** What are the causes of conflict and what affect does conflict have local, regional, national, and global communities?
- 2. Think, Pair, Share Activity and Discussion:** Processing graphic organizer details/conclusions with a classmate, small group, and as a whole class.
- 3. Authentic Voices Activity:** Through readings and video clips, students will learn about the impact of conflict from diverse perspectives around the world.
- 4. Writing and Thinking about Conflict from Authentic Voices:** Students will compose a poem based on their analysis of readings, videos, and class discussion.
- 5. Primary Source Documents:** Students will examine primary source documents (*The Universal Declaration of Human Rights and the Conventions on the Rights of the Child*) after completing an activity that asks them to brainstorm basic human rights. In these activities, students will consider “rights” that should be applicable to all citizens in the world and analyze their ideas as they relate to the primary source documents (see description above).
- 6. The Rights of Children – Education:** Students will examine how a child’s right to an education can be disrupted by conflict. Students will begin reading I am Malala (book) and watch a video interview of her experience. Students will brainstorm and examine textual evidence to determine the consequences (on individuals and society) when education is disrupted or denied.
- 7. Case Studies:** Students will investigate and explore specific case studies to analyze the impact of conflict on the rights of children. Students will work in pairs and choose a case study from a list provided by the teacher. See description above.
- 8. Case Study Presentations:** Students will present their research in the form of a PowerPoint or Prezi to the class. Students will be able to apply what they have learned from previous activities to this more in-depth study of a particular context. Students will demonstrate their communication and critical thinking skills.
- 9. Connecting the Global to the Local:** Students will read articles about child immigrants coming to the United States under perilous circumstances, sharing their conclusions in class discussion, and composing a letter to their Congressman about this situation.
- 10. Seattle Context:** Students will reach out to local organizations in the Seattle area to find out more about child immigration in our area. They will develop a questionnaire, conduct a phone or in-person interview, and assess the challenges facing children who have recently immigrated to our area
- 11. Guest Speaker (Potential):** Jorge Baron, Executive Director Northwest Immigrants Human Rights Project – possibility of hosting Mr. Baron for adiscussion and conversation about child immigrant rights in our area.
- 12. Enrique’s Journey – Analyzing Text:** Students will analyze a piece of literature to understand, analyze, and discuss the personal challenges of a boy traveling to the United States. Students will compare and contrast Enrique’s challenges to those discussed in previous lessons and think about what “rights” he has upon entering the United States (education? Health care?)
- 13. City of Thorns – Analyzing Text:** Students will engage in literature circle activities to understand and analyze the diverse perspectives and experiences of different individuals in Dadaab, the largest refugee camp in the world. Students will assess these experiences through class activities and empathize with the challenges, hopes, and dreams of those profiled in the reading.
- 14. Skype Session:** Students will prepare questions and have a discussion with a UNICEF employee working with refugee children from Syria in Turkey.
- 15. Emergency Situation Context Assignment:** Students will investigate another context to examine how children’s basic human rights are affected by conflict or emergency situations. Students will pay particular attention to the loss of schooling and analyze the consequences of losing educational opportunities or having their learning disrupted. Then, students will develop a website and blog of their findings.
- 16. Advocacy Project:** Students will work in pairs to compete a culminating project on the effect of conflict/emergency situations on human rights/the rights of a child – see description under summative assessments.
- 17. Action Plan:** Students will develop an action plan (in small groups) to identify ways and specific steps to engage our local, national, and global community in protecting human rights/child’s rights during conflict or emergency situations. Students will consider what they hope to accomplish (goals), what local, national, or international organizations can be contacted, and how we can individually and collectively take action.
- 18. Informal Assessments through Classroom Discussions.**

Materials Needed: Articles, Notebooks, Large Graphic Organizer

Global Competency: Investigate the World, Recognize Perspectives, Communicate Ideas

Where is the lesson going? (Learning Target or SWBAT) Students will be able to understand and analyze the impact of conflict or emergency situations (physical, psychological, emotional, etc.) on children, recognize diverse perspectives, and develop empathy through readings, participating in class discussion, and composing a poem.

Tailored Differentiation:

- 1). Teacher will model the explication of one article by reading it aloud, taking out key ideas, raising questions, etc.
- 2). Students will read and process their articles in pairs or small groups.
- 3). In addition to one article, students will watch a video clip interview of a child who shares the impact of conflict or an emergency situation on their life.

Hook:

- 1). As a large group, the teacher will provide students with a list of statistics that highlight the number of children who have had their lives disrupted by conflict in various parts of the world.
- 2). Teacher will read two different quotes by children who have been affected by conflict or emergency situations in Syria – discuss as a class.

Equip:

Students will read different articles representing “authentic voices” and diverse perspectives characterizing the impact of conflict or emergency situations on children. Students will utilize reading strategies to identify key ideas, cause and effect relationships, raise questions, and draw conclusions. After working individually, students will work in small groups to process their conclusions and share their ideas in large group discussion.

Rethink and revise:

Students will examine our class conclusions (large graphic organizer) and begin drafting their “authentic voice” poem. Teacher will monitor student progress and support students who need help in getting started.

Evaluate:

Students will compose a poem reflecting an authentic and diverse voice (reflecting the impact of conflict on daily life = physical, psychological, emotional, etc.) based on class readings and discussions. Students will share their poems with the class.

Notes:

Students could also be given an opportunity to draw a picture that symbolizes the main ideas of their poem.

Organization:

Prepare and choose articles so that several different contexts are represented in the readings. Distribute them accordingly.

## Classroom Activity #1 : Who is a refugee ?

### The UN Definition of a Refugee

The 1951 UN Convention with regard to the Status of Refugees defines a refugee as a person outside his or her country of primary residence and who ...

“has a well-founded fear of persecution due to race, religion, nationality, social group, or political opinion.”

Note : fear of physical danger due to conflict or war is also recognized in the definition of a refugee.

Activity : Work with one partner, or a small group. Based on the definition above, discuss whether the following persons would be considered refugees.

1. A Haitian person seeking relief after losing his / her home in the 2010 earthquake (coming to the US for relief).
2. Guatemalan persons escaping the dangers of US backed forces during the civil war in the 1980s (coming into the US through Mexico).
3. Latin Americans coming to work in the U.S. and remitting money to their families.
4. Persons displaced by Hurricane Katrina on the US Gulf Coast (Louisiana and Mississippi) in 2005.
5. Rohingya Muslims inside Myanmar (Burma) persecuted by the Burmese military regime (e.g. house burnings, forced out of homes).
6. North Koreans who have escaped political repression in North Korea and have arrived in China or other countries.
7. Persons displaced by violence (e.g. shelling / bombing of their homes) but who are not otherwise in danger of persecution as such.

Q : Can you think of other examples of persons globally who are under pressure for displacement ? Decide if they fit the definition of a refugee.

Discuss these questions with your partner/s ...

1. Which of the persons described above qualify for refugee status ?
2. Which are Internally Displaced Persons (IDPs) ?
3. Which are migrants ?
4. How do you feel personally about the definition of “refugees”?  
Would you modify the definition based on current world events ?

## Activity # 2 The Universal Declaration of Human Rights and Refugees

Warm-up : restate the definition of a refugee, according to the UN Convention, using your own words.

Also, explain what you know about the Universal Declaration of Human Rights :

- (a) What is the purpose of the UNDR ?
- (b) When was it adopted by the UN General Assembly ?

In this activity, you will look at several Articles in the UDHR and discuss how they relate to the rights of refugees.

1. Read Article 14 of the UDHR. This is the basis for refugee rights as stated in the UN 1951 Convention. Explain Article 14 using your own words.
  
2. Read the following articles. Explain how each article would relate to the conditions of current refugees worldwide.
  - (a) Article 2 relating to non-discrimination.
  - (b) Article 5 relating to inhumane treatment.
  - (c) Article 15 on the right to a nationality.

Note : children born outside the parents' country of residence need to secure a nationality at birth.

- (d) Article 18 freedom of thought, conscience and religion
  - (e) Article 19 freedom of opinion and expression
  - (f) Article 20 freedom of assembly and association
  - (g) Article 22 social security (ie. economic, social and cultural rights)
  - (h) Article 30 freedom from violation of these rights by states.
3. Based on your discussions above, explain how the rights expressed in the Universal Declaration of Human Rights relate to the experiences of refugees.

- Activity developed by Eugene Martin April 2016

Activity #3 : Refugee Stories

(Activity developed by E. Martin 2016)

Walk around the classroom. Speak to different “displaced persons,” asking them questions to learn the following information. Write their names in the appropriate places (more than one name is possible for many). Find a person who ...

1. plans to return to his / her country if possible (what is happening in the country ?)

Person's name : \_\_\_\_\_.

2. paid a smuggler to take him / her to a new location (to where, with whom ?)

Person's name : \_\_\_\_\_.

3. traveled by car, bus, train and foot. (Which part was the most difficult part ?)

Person's name : \_\_\_\_\_.

4. has lost all contact with one or more family members (Where was contact lost ?)

Person's name : \_\_\_\_\_.

5. hopes to reunify with other family members in the future (Where, and when ?)

Person's name : \_\_\_\_\_.

6. was rescued at sea after problems with the boat (What happened on the boat?)

Person's name : \_\_\_\_\_.

7. is staying in a refugee camp at the present time (What is he/she receiving there?)

Person's name : \_\_\_\_\_.

8. is separated from family members but knows where they are now (Where ?)

Person's name : \_\_\_\_\_.

9. will likely seek political asylum upon arrival in a destination country (Where/ why ?)

Person's name : \_\_\_\_\_.

10. was an IDP before being forced out of his or her country (What happened ?)

Person's name : \_\_\_\_\_.

## Refugee and IDP Data—2014

As of 2014, **59.5 million** people had been forcibly displaced from their homes:

**38.2 million** internally displaced people + **19.5 million** refugees + **1.8 million** asylum seekers = **1 out of 122** people worldwide

There are more displaced people today than at any time since World War II.

### Internally Displaced People (IDPs)

#### Countries with Most IDPs

- Syria 7,600,000 IDPs
- Colombia 6,044,200
- Iraq 3,376,000
- Sudan 3,100,000
- Democratic Republic of the Congo 2,756,600

### Refugees

#### Top (5) Countries of Origin for Refugees

- Syria 3.88 million refugees
- Afghanistan 2.59 million
- Somalia 1.11 million
- Sudan 648,900
- South Sudan 616,200

#### Top (5) Host Countries for Refugees

- Turkey 1.59 million refugees
- Pakistan 1.51 million
- Lebanon 1.15 million
- Iran 982,000
- Ethiopia 659,500

### Asylum Seekers

#### Received Most Asylum Applications (since 2011)

- Germany 547,034 applicants
- France 255,800
- Sweden 228,601
- Turkey 209,019
- Italy 155,536

## Spotlight: The Syrian Civil War

Since 2011, of Syria's population of 22 million:

More than HALF of all Syrians have left their homes:



= 1 million Syrians



#### Syrian Refugees

- 1 in 4 refugees worldwide are Syrian
- 95% of Syrian refugees live in Syria's neighboring countries

#### Syrian Casualties

- over 200,000 killed
- over 1 million injured

Data from UNHCR.

Name: \_\_\_\_\_

## Key Terms

**Refugee**—A person who leaves his or her country due to a well-founded fear of persecution because of his or her race, religion, nationality, political views, or membership in a particular social group. People fleeing conflicts are also generally considered to be refugees since they are seeking refuge (safety). Refugees have specific rights and protections under international law. For example, refugees have the right to not be forced to return to the unsafe situation that they fled. Refugees have the rights of security and freedom of movement. They have the right to keep their family together. Similarly, countries that have refugees seeking asylum in their territory have specific responsibilities under international law for the treatment of those refugees.

**Migrant**—A person who moves to a foreign country for various reasons—for example, for employment, education, or to reunite with family—usually for a year or more. Unlike refugees, migrants do not face a direct threat of persecution or death in their home country.

**Internally Displaced Person (IDP)**—A person who is forcibly uprooted within his or her country but who has not crossed an international border. IDPs may be forced from their home as a result of armed conflict, human rights violations, or natural or human-made disasters, yet remain in their country.

**Host Country**—The country to which a refugee relocates.

**Asylum**—Shelter or protection from danger granted by a country to someone forced to leave their home country.

**Asylum Seeker**—A person who has moved across international borders in search of protection and filed a claim for asylum with the host country's government. While the government reviews the claim, the person remains an asylum seeker. If the claim is accepted, the person becomes a "refugee" in the eyes of the government. For example, someone from Syria who is living in Germany and waiting to hear the outcome of his or her asylum application would be considered an asylum seeker.

**The United Nations Refugee Agency (UNHCR)**—Established by the United Nations, the UNHCR is an international organization responsible for the protection of refugees worldwide.



In April 2015, the United Nations Refugee Agency (UNHCR) opened the Mahama refugee camp in Rwanda to assist refugees fleeing the neighboring country of Burundi. The camp welcomed 22,000 refugees in its first month, and as of September 2015, the number of residents exceeded 43,000. The UN provides refugees with food, water, shelter, education, medical attention, and other services. The UNHCR is funded by voluntary donations from governments and private donors. It is facing a severe funding shortage as it struggles to respond to the worsening global refugee crisis, and has appealed to countries worldwide for assistance.

Name: \_\_\_\_\_

## Mapping the Global Crisis

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*Instructions:* Use the information from the data sheet, “Refugee and IDP Data—2014,” to complete the map, following the steps below. Use different colors and patterns to shade relevant sections of the map and the map key. Several countries—Syria, Turkey, and Sudan—will need to be shaded in *twice*. Following the suggestions below for when to use a pattern and when to use a color will help you be able to do this.

### 1. Where do most internally displaced people live?

Choose a pattern, and shade in “Most IDPs” on the map key. Use the data sheet to identify these five countries, and shade them on the map.

### 2. Where are most refugees from?

Choose a color, and shade in “Top countries of origin” on the map key. Use the data sheet to identify these five countries, and shade them on the map.

### 3. Where do most refugees go?

Choose a second color, and shade in “Top host countries” on the map key. Use the data sheet to identify these five countries, and shade them on the map.

### 4. Where do most refugees apply for asylum?

Choose a second pattern, and shade in “Most asylum applications” on the map key. Use the data sheet to identify these five countries, and shade them on the map.



Name: \_\_\_\_\_

## Mapping One Refugee's Journey

### Part I: The Story

*Instructions:* In this activity, you will gain a better understanding of the complexities of one person's experience by mapping his or her journey. Your teacher will assign one refugee's story to you. As you read or watch the story, fill out the graphic organizer below. Because each story is different, you may find that you do not have enough information to answer all of the questions in the second table. If this is the case, write "no information provided" in the space below.

**Refugee's Name:** \_\_\_\_\_

### Refugee's Journey

Country of Origin	Route Traveled (list countries, cities, refugee camps, etc.)	Host Country

### Refugee's Experiences

Leaving Home	Travel	Challenges	Current Location
Why and when did he or she leave?          Who was left behind?	With whom did he or she travel?          What kinds of transportation did he or she use?	What other challenges did he or she face?          How did he or she respond?	Where and with whom is he or she living?          What is life like in his or her new location?

### Additional Information

Is there any other information or event from this story that you would like to include on your map?

Name: \_\_\_\_\_

## Part II: Mapping the Journey

*Instructions:* After filling out your organizer, you will begin mapping one refugee's journey. Use the box labeled "key" to explain which parts of the refugee's story different colors and symbols represent.

First, you should:

- label the country names of the refugee's country of origin, host country, and other countries that he or she describes passing through (if any).
- shade the refugee's country of origin in one color. Fill in your key accordingly.
- shade the refugee's host country in a second color. Fill in your key accordingly.
- draw a line to show the approximate route that the refugee traveled.

Then choose at least two other aspects of the story to visually represent on your map, such as the reasons the refugee left his or her country of origin or a challenge that the refugee faced and how he or she responded. How you represent each of these items on your map is up to you. Be creative!

For example, you may decide to:

- mark significant events with symbols.
- use colored or patterned lines to indicate different forms of transportation.
- shade other countries that the refugee passed through (if any) in a third color.
- use symbols and short written descriptions to address reasons why the refugee left home.
- add a "zoom-in box" to focus in on a particular region or event that you wish to highlight.
- include drawings to explain what he or she has done to adapt to life in each new location.

Name: \_\_\_\_\_

# One Refugee's Journey



## Refugee Stories

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*Instructions:* The following are stories published online by the United Nations Refugee Agency (UNHCR). Read the story that your teacher assigned to you. As you read, circle any terms with which you are unfamiliar. You can find each story, as well as photographs and videos in some cases, by visiting the following link: <http://stories.unhcr.org/>.

### Ahmet: Syria to Cyprus

The fear of a grinding war that had already scattered his family across Europe left 55 year-old Ahmet with no other choice but to also flee Syria. Italy was the promised destination. From there, it would have been easy to move on to Germany to unify with their brothers and two eldest sons—at least this is what Ahmet, his wife, daughter, and son were led to believe.

“I was born in Homs and I wanted to live there until the end, but this vicious war left us no other choice but to leave all behind... For the sake of my children’s future we had to take the risk. I had to pay the smuggler eight thousand US dollars for each member of my family. I’ve never done anything illegal in my whole life, but there was no other solution.”

With 339 others, they sailed on a flimsy fishing boat, which the smugglers abandoned during the journey. They were rescued from the rough seas, off the coast of Cyprus. Ahmet is now staying with his family in a tent at a refugee camp near Nicosia, which was set up to temporarily host the 339 survivors; children, women and men.

The relief they initially felt when they were saved was substituted by disappointment and anxiety for their future. So far only six survivors have applied for asylum. Most of them are reluctant to do so out of fear that their application for asylum in Cyprus will remove their prospects of being reunited with their families in other EU member states. Ahmet says:

“I will think about my options, but I’m certainly not going at sea again. I left for the future of my kids; I’m not going to die with them in the sea. Life is not over.”

### Awad: Sudan to South Sudan

When fighting erupted in Kormaganza, Blue Nile state [Sudan], in September last year, 80-year-old Dawa Musa’s family decided to flee to the neighbouring village of Mafot. Dawa was too frail to make the two-day journey by foot, so her son, Awad Kutuk Tungud, hid her in the bush for three days while he moved his wife, Alahia, and nine children to safety. Awad returned for his mother and carried her to Mafot where the family remained in relative safety for several months—until artillery began shelling the village.

Awad again fled with his family—this time across the border to South Sudan. For 15 gruelling days, he carried both his elderly mother and his daughter Zainab on his back, until they reached the border crossing [into South Sudan] at Al Fudj in February. UNHCR transported the family to Jamam refugee camp in South Sudan’s Upper Nile state. They lived in safety for seven months until heavy rains caused flooding, making it difficult for UNHCR to bring clean water to the camp and bringing the threat of highly contagious waterborne diseases.

UNHCR set up a new camp in Gendrassa, located 55 kilometers from Jamam and on higher ground, and began the relocation of 56,000 people to the new camp. Among them were Awad and his family. Awad carried his mother once again, but this time it was to their new tent in Gendrassa camp. Awad has plans to begin farming. “Come back in three months,” he said, “and there will be maize growing.”

Name: \_\_\_\_\_

## Hosein: Iran to France

“I am sure my mother and sister are alive.”

Hosein is an Afghan Civil Engineer student. He was born in Iran and along with his mother and sister, they sailed off from the Turkish coast heading for Samos Island in Greece. Their boat sunk at high seas on 11 July 2014, and his mother and sister are missing. Hosein and his three other sisters, two in France and one in Germany, have left no stone unturned in trying desperately to find a clue that would lead them to their beloved ones:

“The past ten days were the most agonizing days of my life. On 10 July, along with with my mother Fatme and my sister Shokoufeh, we sailed off in a 12 meter boat after having paid 9,000 Euro for the three of us. It was overcrowded as the smugglers had crammed around 40 men, women and children on that little boat.

After several hours at sea, the captain informed us that he was no longer in command of the boat which suddenly started taking in water.

Among terrified screams, I tried to elbow myself to reach the small cabin where my mother and sister were, but I was hurled overboard by panicking passengers. I was very desperate. In the sea, the currents were so strong that I could hardly swim. It was only until several hours later, namely on Friday 11 July at noon, that I along with another, almost unconscious passenger, were spotted by an Italian sailing boat and were transferred to Chios Island [Greece]. Other survivors were brought to Samos. Fifteen Syrians and Afghans have been rescued. The shipwreck so far claims the lives of six persons who were found by the Greek and Turkish Coast Guards while the rest are still missing.

Other family members of missing people with whom we were in the same boat, are in Germany and in Denmark while I am currently in France with my two sisters and their families. I traveled legally on a travel document issued by the French Embassy in Athens. All the families of missing people are appealing that the search and rescue operations of the authorities continue unabated. We urge the Greek authorities to bring up the boat as there were women and small children in the cabin who may have been trapped.

As for my missing mother and sister, another passenger who left the boat after me told me that they were not trapped in the cabin. Since they had very good life jackets, they must have survived. I am sure they are alive. I will not abandon the search. I expect and hope for good news. But even if the news were bad I still want to know!”

## Shahad: Syria to Lebanon

Four-year-old Shahad, whose name means “the sweetest part of the honey,” was born in a village near the city of Hama in western Syria. Her father, Yehia, is a farmer who raised wheat and barley. Before the war, the family had, he recalls, “the best life.”

But last September, fighting levelled their three-story family home. Shahad’s 10-year-old brother, Jasim, and baby sister, Aya, who was not yet two, were killed, along with five other family members. Rescuers pulled Shahad from the rubble, her face lacerated and silky curls torn from her skull.

The family rushed her to a local clinic, where an overworked medic put in stitches and hastily sent the family on their way. There was no time to properly clean the wound. The whole family fled for the border. On the way, they were stopped at dozens of checkpoints, where they feared being detained and imprisoned. Seventeen hours later, after midnight, they arrived in Lebanon with nothing but a suitcase.

The family registered with UNHCR and received basic supplies such as mattresses, blankets, cooking utensils and hygiene items. Aid agencies have provided electricity to the building, installed outdoor latrines and ensured drinking water. Refugees are receiving food vouchers as well. Yehia, like many fathers, is doing what he can to keep the surviving members of his family alive.

Name: \_\_\_\_\_

### Shookrullah Alizadah: Afghanistan to Sweden

“I want to tell you about when I fled from Afghanistan to Sweden. The trip took almost four months, and it is three years ago now. I came to Sweden with the help of smugglers that my parents paid. I fled illegally over the mountains and traveled by trucks, cars and boats.

First, I came to Iran. It took 20 days and a lot of walking. Then Turkey, but that trip was easier since we took buses and cars and only walked for five hours across Turkey’s border. Next, we arrived in Istanbul. The three weeks I spent in that big, modern and beautiful city were the best, but the smugglers decided we’d go to Greece. This time it was a dangerous trip; we had to cross the border to Greece in a rubber boat.

We got to the sea at midnight but the police tried to catch us. We ran because we didn’t want them to send us back to Afghanistan. Finally we got to Greece; exhausted, hungry and thirsty.

In Greece, the police took us to a refugee camp where we got checked, registered and sent to Athens. They dropped us on a big square and we called the smuggler, who would help us, get to Italy by boat.

We tried to reach the sea several times the next month. On the third try we were put in jail for over a week. On the fourth try, we managed! We were so happy! But there was a huge problem awaiting us. We did not have any food and water and the trip from Greece to Italy took three days and two nights. We drank sea water to survive. Then, in the middle of the sea the boat’s GPS broke down. We were sad and worried but an Iraqi boy who knew how to navigate a boat became captain and steered the boat to Sorano in Italy.

But my journey wasn’t over. After several more car trips and train rides, I got off the train in Malmö. It was so cold! I didn’t have any warm clothes, Italy was warm and I had no idea that it was so cold in Sweden...”

### Yasser: Syria to Bulgaria

“When the problems started in Damascus our neighborhood was among the first to see fighting. One night during a protest, bombs killed 400 people. By six in the morning our whole street was gone and we left our family home in ruins after it was struck by an explosion.

Initially we found shelter in Quneitra province. But even if we were away from the worst fighting, I could no longer go to college where I studied tourism. My options were to join one of the armies or leave the country. I left for Lebanon with only 180 USD in my pocket and from there to Istanbul. Those first weeks were very difficult and lonely.

In Turkey, I joined five of my friends and started working in a factory making cardboard boxes. It was enough to eat, but nothing more. I was working over twelve hours each day. So, the six of us decided that we have to seek asylum in the European Union. We had no money so we tried on our own without a smuggler.

On December 2, 2013, we left with printed maps, a GPS, food and flashlights. We walked along the Rezovo river until we crossed into Bulgaria. It took us three days on foot.

In Bulgaria we were taken to a dilapidated building for single men in the rundown Harmanli camp. It was horrible. There were no proper bathrooms or showers, people were heating themselves with bonfires, and there was very little food. Then day by day things got better and now it is actually decent. After the first few weeks the six of us formed a volunteer group to help out around the camp. Soon after, we started a daytime school for the children in the camp, so we all have something to do.

If the war stops I will immediately go back to Syria. But I can see it’s not going to stop. I can see that it will not end even in ten years.”

Name: \_\_\_\_\_

## Sahara: Somalia to Slovakia

“I told it many times, do not worry, I am settled with my past and trying to look only into the future. I am not afraid, maybe I do not realize how difficult it will be to start my new life in different place but I know that it will definitely be the best that I could have ever done for my beloved daughters.

I was born in 1972 in Somalia. I lived in a city together with my parents and brother until my parents died a violent death that I witnessed at the age of 16. I remained alone with my grandmother who decided to leave Somalia in order to protect me. Our journey took two months, me and my grandmother walked all the way to the shores of Djibouti where we took a boat through the Arabian Sea to Yemen. I almost lost hope after the engine of the boat had broken down. Fortunately, our overcrowded boat was found by a ship and its crew helped us to reach the coast of Yemen safely.

Our lives depended on the help of others, who provided us food and temporary shelter. We slept and begged in the streets until we were sheltered in one of the refugee camps in Yemen. My life went normal, I found a job as a servant and was happy to be able to take care of myself and the only relative, who was close to me, my grandmother. But the journey exhausted my grandmother, whose health condition deteriorated rapidly. After her death, I remained alone and met a man who wanted to marry me. Being a single woman and a refugee in a foreign country is not that easy, trust me. I liked him too. After our wedding, we found a decent house in the capital of Yemen, which offered much more job opportunities. Our three daughters visited school and I was pregnant with our fourth child when my husband filed a divorce and I remained alone again.

I knew that without any support, I would not be able to survive and decided to ask UNHCR for help. I applied for resettlement and found myself to be chosen out of hundreds of refugees waiting with me in harsh living conditions.

People say it must have been a really hard decision to leave everything behind and move to another country [Slovakia] with different culture. I made the decision very easily, grabbed the hands of my children, like my grandmother grabbed mine 27 years ago and now, we are on a way towards a new, better life.”



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About This Lesson

# Syria: No Lost Generation

**Time**  
45–60 minutes

**Grade Level**  
Grades 6-8

- Vocabulary**
- Advocate
  - Chemical weapons
  - Child-friendly spaces
  - Convention on the Rights of the Child (CRC)
  - Displaced
  - Global citizen
  - Humanitarian
  - Human rights
  - Maimed
  - Refugee
  - Scarce
  - Shelling
  - Stalemate
  - Trauma
  - UNICEF

## OVERVIEW

Students will examine the concept of *generation* and discover that, without international intervention, there may be a lost generation of Syrian children with dire consequences for them, their neighbors, and the world. Through activities and discussion involving the Convention on the Rights of the Child, students will learn that UNICEF and its partners provide essential humanitarian assistance as well as help restore the rights to which Syrian children are entitled. The lesson will conclude with how students can be active global citizens and take action to support the children of Syria.

## OBJECTIVES

Students will:

- Examine the basic outlines of the conflict in Syria and its impact on children and their rights.
- Research the work of UNICEF and its partners to protect the rights and restore the promise of this generation of Syrian children.
- Explore why our global citizenship motivates us to act on behalf of the children of Syria, and how such action can occur.

## ADVANCE SETUP

This lesson assumes that, at a minimum, the following articles from the TeachUNICEF Global Citizenship Brief, “Syria: No Lost Generation” (grades 6–8 edition), at [teachunicef.org/global-citizenship-brief-syria](https://teachunicef.org/global-citizenship-brief-syria), will be assigned for homework prior to this class:

- “News in Brief: Three Years of Conflict in Syria” on page 2
- “Feature Story: No Lost Generation” on page 4 (“Inside Syria: An Eyewitness Account” on page 5 complements this well, if you choose to assign it)
- “The Convention on the Rights of the Child” on page 6
- “Helping the Children of Syria” on page 7

If some articles are not assigned in advance, adjust your instruction and timing accordingly.



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## DIRECTIONS

1. Help students tune in to the concept of a lost generation.
  - a. Ask students, “What is a generation?” Discuss and refer to well-known generations in recent times and what they are known for. For example, the “greatest generation” grew up in the Great Depression and fought World War II, and the “Baby Boomers” established youth as a new force in politics, economics, and culture.
  - b. Ask students to brainstorm the characteristics that define their generation of young people born in the 21st century (e.g., they love their mobile devices, have been affected by the economic downturn, etc.).
  - c. Establish that like all generations, they look forward to making their mark, individually and collectively. Ask what factors will help them to achieve their legacy (e.g., a good education, job opportunities, safe communities, etc.).
  - d. Turn the class’s attention to the homework reading on the Syrian conflict. Use the “Feature Story: No Lost Generation” on page 4 (and “Inside Syria: What I Saw” on page 5, if you assigned it) as a basis to discuss whether the children of Syria are experiencing the conditions necessary to make their future impact on society. Prompt students for the effects of the war on children, and how they might have a lasting consequence on an entire generation.

2. Review with students the Convention on the Rights of the Child (CRC) activity on page 6 of the [TeachUNICEF Global Citizenship Brief](#) (grades 6–8 edition). With students in pairs or as a class, ask them to identify details in the “Feature Story: No Lost Generation” that relate to each of the rights in the activity; have students note those details next to the appropriate item in the activity. Discuss if each represents a deprivation of that right, or a way to protect that right. Note that both the government’s and the rebels’ actions are causing these deprivations. Then ask whether the students would say these are rights that still belong to children who are Syrian citizens. Discuss. Explain that regardless of what the government and rebels think or do about those rights, the rights are established as permanent global rights in the CRC. It makes Syrian children global citizens, just as children in the United States and everywhere else are, with the same basic rights.
3. Review “Helping the Children of Syria” on page 7 of the [TeachUNICEF Global Citizenship Brief](#) (grades 6–8 edition). Ask students to identify and record rights from the CRC that are being protected through each instance of humanitarian response. Discuss using some of the following questions:
  - Which right seems to you to be the most important to restore? Why?
  - Which one of UNICEF’s responses seems to be the most essential? Does it work toward restoring the right you deemed the most important?
  - Do you think the work being done can prevent “a lost generation” of Syrian children? Why, or why not?
  - What additional work do you think UNICEF and the international community should be doing to help the children of Syria?
4. Ask students to imagine what their lives might be like if war broke out in their own country, if they became a generation at risk of being “lost.” Ask if they would expect the world to care, and what kinds of responses they would hope for from other countries and from individuals abroad. Emphasize that being a good global citizen means showing concern for the plight of others, even when they’re in a distant place. Brainstorm ways that individuals in the United States can show support for the children of Syria and make a meaningful impact on their lives. Choose at least one idea to consider as a class. (See “Helping the Children of Syria” on page 7 of the [TeachUNICEF Global Citizenship Brief](#) (grades 6–8 edition) for examples of how students might take action.)

According to the U.S. Fund for UNICEF, a **global citizen** is someone who understands interconnectedness, respects and values diversity, has the ability to challenge injustice, and takes action in personally meaningful ways.

To expand the discussion of child rights, consider using the version of the CRC in child-friendly language at [unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf](https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf).

## EXTENSION ACTIVITIES

- Have students take steps needed to follow through with their idea for taking action. You may wish to use the “Think-Plan-Do” graphic organizer on page 7 of the grades 3–5 edition of the [TeachUNICEF Global Citizenship Brief](#).
- Have students complete the activity “Taking Action for Syria’s Children” on the [TeachUNICEF Global Citizenship Briefs webpage](#), which guides them in organizing a fundraiser to benefit the children of Syria.
- Assign students to read all or part of the latest Syria crisis bi-weekly humanitarian situation report, available at [childrenofsyria.info/category/sitrep/](http://childrenofsyria.info/category/sitrep/). Have them write a letter to the editor of their community newspaper in which they (1) identify a critical right that the children of Syria are being denied, (2) refer knowledgeably to a statistic demonstrating the deprivation of that right, (3) inform about the latest action UNICEF is taking to restore that right, and (4) call on their community to advocate for the children of Syria in the way of their choice.



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