

**A SAFE
HAVEN?**

**Post-Primary Development
Education Resource
Exploring the Issue of
Land Rights and Refugees**



trōcaire

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Young Syrian refugee in the Beqaa Valley, Lebanon. Photo credit: Simon Walsh



HOW TO USE THIS RESOURCE

Welcome to the second instalment of our three-year learning journey on the Global Goals for Sustainable Development (SDGs).

In this instalment we will focus on the theme of **Land Rights** by looking at the experience of Syrian refugees living in Lebanon. There is no specific SDG that addresses the issue of land rights, but many of the goals can be considered land-related goals, meaning goals that cannot be achieved without addressing issues linked to land ownership and use; for example, the following goals have land-related targets and/or indicators:

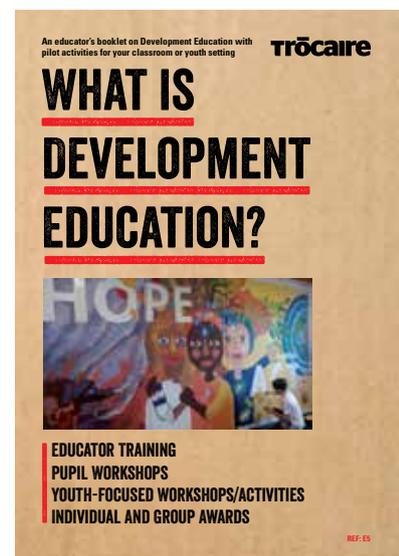


The activities in this cross-curricular resource are suitable for post-primary students up to transition year and Key Stage Four. There are also links to the Human Rights and Responsibilities strand in the Politics and Society curriculum specification. There is a **PowerPoint presentation** that includes many supplementary materials (maps/photos/videos) that you will need for the various activities in this resource. To download this presentation, please go to: trocaire.org/education/landrights. As they work through the activities in this pack, your students will learn about the conflict in Syria, and how it has affected families who have been forced to flee their homes and become refugees.

DEVELOPMENT EDUCATION FOR TRÓCAIRE

Development Education is an active and creative educational process designed to increase awareness and understanding of the world we live in.

It challenges perceptions and stereotypes by encouraging optimism, participation and action for a just world. For an educator's guide to Development Education, please go to: trocaire.org/education/resources/what-development-education



Produced by Development Education Team, Trócaire, 2019

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Thank you to the teachers and students who piloted and contributed to this resource: Seamus De Burca, Eoghan McEvoy, Mick Finnegan, Enoch Burke.

CURRICULUM LINKS

| Republic of Ireland* | Sections | Components |
|--|--|---|
| Junior Certificate Religious Education | Section A: Communities of Faith | Part One – Community Part Two – Communities at Work Part Three - Communities of Faith |
| Junior Certificate CSPE | Unit 4: Ireland and the World | World Development Issues Interdependence |
| Junior Cycle Geography | Strand Three: Exploring people, place and change | 3.2 investigate the causes and consequences of migration 3.7 compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country 3.8 evaluate the role of development assistance in human development |
| Junior Cycle History | Strand One: The nature of history | Acquiring the 'big picture' – 1.11 make connections and comparisons between people, issues and events in different places and historical eras |
| Senior Cycle Politics and Society | Topic 6: Human Rights and Responsibilities in Europe and the Wider World | 6.2 arguments about rights in the wider world |

*The changes to subjects at Junior Cycle in the ROI mean that schools are currently in a transition period. For this resource, we have decided to link the content to new subject specifications that have been introduced from September 2018. Where a new subject specification does not yet exist, or will not be replaced but is still being taught, we have made links to the existing specification.

| Northern Ireland* | Sections | Components |
|--------------------------------|--|--|
| KS3 Religion | Learning Objective 3: Morality | c. Choices |
| KS3 Geography | Developing Pupils as Contributors to Society | Explore how we can play a role in helping to promote a fairer world for all |
| KS3 Learning for Life and Work | Local and Global Citizenship | Human Rights and Social Responsibility |
| KS4 Learning for Life and Work | Local and Global Citizenship | Develop awareness of the role of non-governmental organisations |
| GCSE Geography | Unit 2: Living in Our World | Theme A: Population and Migration Theme C: Contrasts in World Development |

RESOURCE ICONS



LAPTOP AND PROJECTOR



STUDENT HANDOUT



PAPER AND PEN



ACCOMPANYING POWERPOINT



SDG PHOTOPACK



POST-PRIMARY VIDEO



INTERNET ACCESS

TEACHER NOTES ON LAND RIGHTS AND SYRIAN REFUGEES

In our world today, one quarter of families are landless.

This is often as a result of the actions of: governments or corporations; local elites who profit from land grabs; family and clan members who deprive women and girls of their land rights. Losing land often means a loss of independence and leads to poverty. Land is more than a piece of arable ground. It is a strategic socio-economic asset, particularly in poor societies where wealth and survival are measured by control and access to land.

Across the countries where Trócaire works, more than half of the population earns its living from farming. Although these rural communities spend a large part of their lives in places where food is produced, many do not own or control land. When people are forced off their land they are denied their livelihoods, and their rights as human beings.

Land Rights are Human Rights

This Lent we are focusing on three families from around the world who have been, or are being forced off their land due to:



| Photo credit: Gary Moore

Being a woman or a girl

Evelyn and her family are being pushed off their land in Uganda by a clan member who is challenging Evelyn's right, as a woman, to own the land following her husband's death.



| Photo credit: Manuel Morillo

The actions of corporations or governments

José, Adela and their family, who are Maya indigenous people living in Guatemala, were evicted from their land by a wealthy plantation owner (supported by the Guatemalan government) who wanted to grow sugar cane for biofuels.



| Photo credit: Simon Walsh

Conflict, violence and civil war

Maya and her family were forced to leave their home in Damascus due to the civil war that has been raging in Syria since 2011.

For this post-primary resource, we will focus on the experience of individuals and families like Maya and her family, who currently live in a refugee camp in the Beqaa Valley in eastern Lebanon. Trócaire is supporting partners in Lebanon who are working to provide a safe haven for refugees from Syria and other places, providing basic assistance to individuals and families, through education, healthcare and training to help people get paid work. Psychosocial support is also an important component of our work.

TEACHER NOTES ON LEBANON

Lebanon is a country in the Middle East on the Mediterranean coast, bordered by Israel to the south, and Syria to the east and north.

The country experienced a harrowing civil war which lasted from 1975–90. Around 7 per cent of the population was killed during this time, and there was serious damage to the country's infrastructure.

Lebanon is no stranger to refugees, playing host to hundreds of thousands of Palestinian refugees as a result of the Arab–Israeli conflicts in 1948 and 1967. Many of these Palestinian refugees live in camps that have been in place for decades.

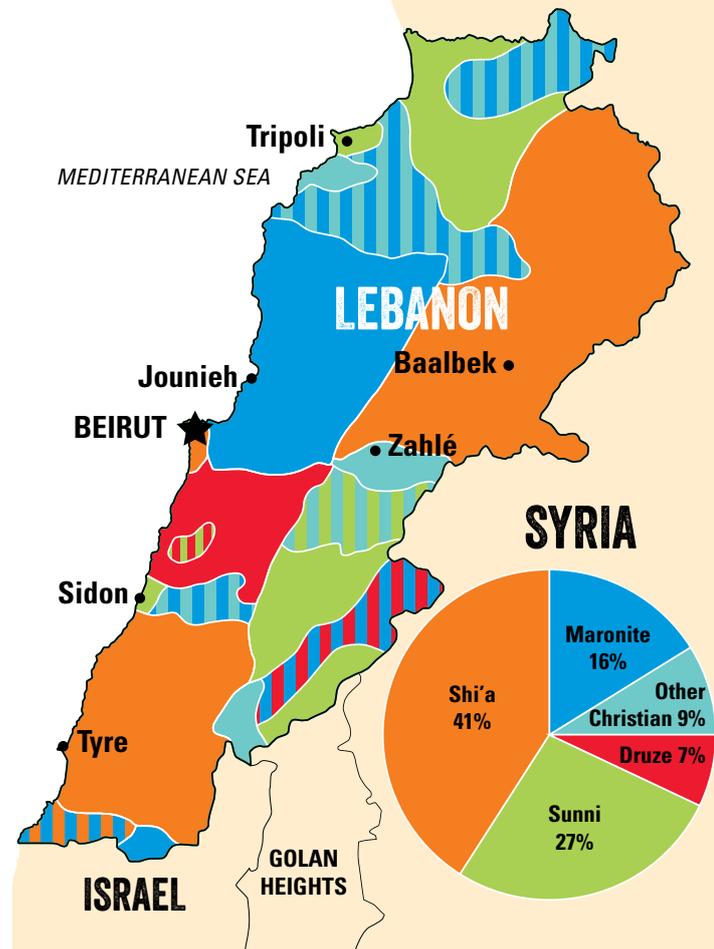
The Palestinians have limited rights as refugees in Lebanon, and as a result are not able to work in many professions. Many of them live in abject poverty, in twelve recognised Palestinian refugee camps scattered around the country. These camps suffer from serious problems, including overcrowding, poor housing conditions and a lack of infrastructure.*

Many Palestinian refugees claim a 'right of return' to Israel, not just for original refugees, but for their descendants as well. This is a claim that has been rejected out of hand by Israeli authorities.

The country has since been broadly split between two political camps: the US and Saudi-backed March 14 camp and the pro-Syrian March 8 camp. Over the past decade, the two camps held different views, often clashing over how the country should be ruled. The government collapsed three times as a result – in 2005, 2011 and 2013. The government in Lebanon reflects the religious demography of the country. The president (currently Michel Aoun) has to be a Maronite Christian, the prime minister (currently Saad Hariri) has to be a Sunni Muslim and the parliament speaker (currently Nabih Berri) has to be a Shi'a Muslim.

The capital, Beirut, is largely divided into ethno-religious sects. Most of the city is controlled by

* unrwa.org/where-we-work/lebanon



the Lebanese Armed Forces, though some areas fall under the control of Hezbollah. The two main languages in Lebanon are Arabic and French, though many people speak English as a third language. As can be seen from the map inset, the country is a complicated place, shaped by powerful forces both internal and external over many decades. This complexity has only been exacerbated by the outbreak of civil war in Syria, and the influx of over a million Syrian refugees.

In the latest UN update, Lebanon ranks eightieth on the Human Development Index (HDI), based on average lifespan, education and income. Lebanon is considered a country with 'High' human development; however, most refugees live in terrible conditions in the many camps and gatherings around the country, and their experience of life in Lebanon is somewhat different.

According to the UN Refugee Agency (UNHCR), there are more than one million Syrian refugees in Lebanon, accounting for almost 20 per cent of the overall population of the country. Lebanon has a population of just over six million people, just less than the population of both Northern Ireland and the Republic of Ireland combined; however, Lebanon is much smaller in size than Ireland, being more comparable to the size of Munster.

SYRIA: A DESCENT INTO CHAOS

The conflict that has been raging in Syria since 2011 is extremely complex. It doesn't take long to become confused when trying to research the origins of the conflict, or who is currently involved. There are two main reasons why the conflict started back in 2011.

Firstly, in the ten years leading up to the outbreak of the conflict, the president of Syria, Bashar Al Assad, who had taken over from his father and has been in power since 2000, made a series of economic decisions which, when coupled with the crippling drought that was affecting the region during that time, caused many tens of thousands of people, in particular young men, to become unemployed and unemployable. They drifted into the great cities of Syria: Homs; Hama; Aleppo; and Damascus. They settled on the margins of the cities and in the overcrowded centres, where conditions were hard, with little hope for a better future.

Secondly, the Arab Spring, as it became known, began in Tunisia in 2010, spreading quickly to Egypt and other countries in the region. The Arab Spring was a series of uprisings calling for increased democracy and cultural freedom. Some of these protests were successful and ultimately resulted in regime changes. Many people in Syria felt that if other Arab nations could have freedoms

Many observers of the situation in Syria, at the time and since then, have questioned the tactics and speculated about what might have happened if the government had used less severe techniques to address the protests.

As the violence spiralled out of control, other governments, mainly in Europe and North America, expressed their concern at Assad's tactics, and pulled out of diplomatic missions in Syria, effectively abandoning the country to its fate. Any hopes that the international community would



A man in Aleppo begins to clear dust amid the rubble, March 2017. Photo credit: Patrick Nicholson/Caritas

that didn't exist in Syria at the time, then why couldn't they? People, including many who had been forced into the cities, began demonstrating in the streets calling for change and for a genuine parliamentary democracy. President Assad and his state security services reacted to these protests using the same repressive techniques that had been used in Syria for decades.

force Assad to talk to the opposition* or to resign, quickly faded. Islamist groups, many from outside Syria, saw an opportunity to take up the role of opposition to Assad, and the opposition went from being a nationalist movement to very much an Islamist movement. This led many Syrians to remain on the side of Assad, whilst others decided they would fight to the death against the regime, and the country descended into chaos and civil war.

*The term 'opposition' in this section refers broadly to all those who rose up against the government.



Young Syrian refugees in a playground built by Sawa for Development and Aid in the Beqaa Valley, Lebanon. Photo credit: Simon Walsh

It is impossible to define the civil war as one side against another; it is not that clear cut. Western governments were afraid of the rise of Islamist organisations like ISIS, but at the same time would not be sorry if the actions of these organisations were to bring down the Assad government. The Syrian army, supported by organisations like

Hezbollah and the governments of Russia and to a lesser extent Iran, over time gradually began to gain control of most of Syria. Many states in the region have supported one side or the other, and it still remains unclear who will have control of the restructuring of the country once the fighting ends, as it inevitably will.

What the conflict has done – what all conflicts and armed interventions do – is create refugees. Many refugees left Syria in the early days of the conflict thinking they would soon return home, but this was not to be the case. Lebanon has taken in over a million Syrian refugees, on top of the hundreds of thousands of Palestinian refugees already there from previous conflicts. There has been a variety of reactions, positive and negative, to the refugees in Lebanon. Many Lebanese teachers, doctors and social workers give up their time for free to help the refugees, whilst others exploit their need for money by employing the children on farms for a pittance, forcing them to miss out on education.

Organisations like Sawa (covered in Activity 7) are doing their best to protect the rights of refugees, particularly children, but they need support from the international community to keep this work going.

The death toll from the Syrian conflict is hard to measure. The latest estimates put the number at around five hundred thousand. Even the UN admits that it is hard to get an accurate figure; however, this figure, combined with the estimates of over five and a half million Syrian refugees as a result of the conflict, indicates the almost unimaginable scale of human suffering.

SECTION ONE: MY LAND

ACTIVITY 1: The Importance of Land to People



Step 1: Rotating gallery

There are seven photos on Slides 2–8 in the accompanying PowerPoint for use in this activity. Print off each picture and display around the classroom. Give out post-it notes to each student and ask them to move around the classroom, reacting with whatever thoughts/feelings/emotions they have when they see each image. Write their ideas on the post-it notes and place them beside each photo. After discussing their reactions as a whole class, challenge them to guess what the image is showing (some are more obvious than others) and where it was taken. See PowerPoint notes for details of each photo and explain to students.

Step 2: If you have access to tablets, or if your students are allowed to use their mobile phones in class for educational purposes, go to [mentimeter.com](https://www.mentimeter.com) and sign up for the service. Mentimeter is a simple online tool which allows students to interact and vote with smartphones during presentations. Follow the instructions to create a word cloud presentation, with the question, 'What does the land mean to you?' Give the students the code and allow them to enter three words that best sum up their feelings towards land. Display the presentation on

a whiteboard/screen so that students can observe the votes as they come in. Once all students have voted, ask the following questions:

- What were the three most popular words?
- Did any of the suggestions surprise you?
- Would you change your three words now that you have seen other suggestions?

If tablets or phones are not available, consider creating a word cloud on flip-chart paper for display in the classroom.

Step 3: In small groups, ask the students to create a mind map about land and what it means to people, both here and around the world. Encourage them to think of as many strands as they can and to be certain to take into account people who live in very different situations and circumstances than they do. Mind maps can be completed using online tools, such as:

- app.mindmapmaker.org
- mindmup.com
- bubbl.us



ACTIVITY 2: Stay or Go?



It is sometimes difficult to develop empathy for people in a situation that is so different from what we are used to in Ireland. This activity is designed to encourage students to put themselves in the situation of a farming family living in rural Syria. The statements in Set A on page 10 are about rural to urban migration within Syria, the Set B statements on page 11 are about making the decision to leave Syria and seek refuge abroad.

Step 1: Arrange the students into groups (families) of four or five.

Step 2: Display the map of Syria (Slide 9).

Step 3: Explain that the statements are based on real-life experiences of people in Syria. After each statement in Set A, the young people must decide if they would stay in their homes or leave to find a better life in the city. After the fifth statement, all are forced to leave and go to the cities. The five statements in Set B are about having to leave Syria.

Step 4: Go through the debrief questions and facilitate a discussion on each one. Allow the students to dictate the tempo of this discussion, and focus on the questions they wish to discuss further.

Debrief Questions

- 1) How many people decided to leave at any point before they were forced to leave? How many people didn't leave?
- 2) If you left, what was it from the statements that convinced you?
- 3) Was it a difficult decision to make? If so, why?
- 4) What factors would have resulted in you making a different decision?
- 5) What causes of the conflict are evident in the statements?
- 6) Can you think of any other causes of the conflict in Syria that don't come up in the statements?



STAY OR GO: STATEMENT SET A – RURAL SYRIA

STATEMENT 1 | Your family lives in the Al-Hasakah Governorate, a key agricultural area in northeastern Syria. You make a living by growing crops and keeping livestock (sheep). The main crops you grow are cotton and wheat. You have been struggling due to a lack of rain over the past few years. Yet, the harvest still brings in enough money for food and to send your three children to school. Do you stay or do you go?

STATEMENT 2 | Drought continues to happen every year. Government investment in dams and irrigation ensures enough water for crops and livestock. General farming costs are rising. The amount of money left over for extras like education and healthcare is very small. Do you stay or do you go?

STATEMENT 3 | The worst drought for many years affects your area. All your fields have been planted, but water is scarce and you are going to lose money on your harvest. You must work on neighbouring farms as a labourer to earn some extra money to make ends meet. There will be no school for your children this year. The government promises to help, but nothing has happened yet. Do you stay or do you go?

STATEMENT 4 | The drought continues. The government has cancelled the fuel subsidies that you relied on to help with irrigation and transport. Fuel prices have increased by 250 per cent almost overnight. You plan to join with your neighbour to share costs and help each other with planting, harvest and other farming jobs. The government promises to provide financial help as soon as possible, but nothing has arrived yet. There is not enough food to eat, so meal sizes are much smaller than usual. Do you stay or do you go?

STATEMENT 5 | The drought has become devastating. The government has created a fund for the support of agricultural production. It is a very small amount of money and only available to landowners with title deeds. You have no title deeds for the land you farm, and so have no right to government support. Your family and your neighbours are starving. There are elections this year, but there is no point in voting as nothing will change. You decide to leave and go to Damascus to seek work. Your brother and his family decide to leave as well.

STAY OR GO: STATEMENT SET B – URBAN SYRIA

STATEMENT 1 | You arrive in the Ghouta suburb of Damascus to scenes of chaos and despair. Many tens of thousands of rural Syrians have made the journey to the city before you. They have joined the many people who have sought safety and a better life in Syrian cities. Many of these people come from other parts of Syria and further afield places like Iraq. You rent a plot of land for about \$30 a month where you live in a Bedouin-style woollen tent, but you need to find work to earn money. Do you stay or do you go?

STATEMENT 2 | Your children find work on nearby urban farms. You sometimes get work as a porter or construction worker. Money is tight, but you are surviving on the plot of land that you rent. Many of the people who live in the area are angry. They talk about heading into the main square to join the protests that have started to take place. You don't feel that strongly about the government, but can't live like this anymore. Violent clashes sometimes break out at these protests and you fear for the safety of your family. Do you stay or do you go?

STATEMENT 3 | The government has had enough of the spreading protests. They have sent in security forces to crack down on the demonstrators calling for democracy and change. Your brother, who moved to Damascus at the same time as you, gets arrested by the security forces. He is beaten in prison before being released. You agree with the protests, and feel that democracy and change will make Syria a better place for your children to live. Yet, you wonder what it will take to achieve that. Some of your neighbours support the government and you argue with them constantly. Do you stay or do you go?

STATEMENT 4 | Things are much worse. The protesters started to pick up guns to defend themselves from the security forces and drive them away. The government has promised to crush what they call 'foreign-backed terrorism'. You don't go to the protests, but the violence is spreading to your area. You hear gunshots all the time. Some men have asked you to join the fight and have threatened you if you don't. You worry about who will look after your family if something happens to you. Money is running out as there is now no work anywhere. War and violence have spread to all parts of Syria. Your brother wants to go to Lebanon, but you have heard stories about how tough it is to get there. Do you stay or do you go?

STATEMENT 5 | Chaos is everywhere. The shells fall and the bullets fly all day, every day. It is no longer safe to be outdoors. Your brother left for Lebanon, but you don't know if he and his family made it. You had to move your family to a basement to hide from the bombs which have destroyed most of the buildings. You get some supplies from aid workers, but most times it is too dangerous for them to get to you. When you are out looking for food one day, you meet a friend. She says her family is going to make a run for the Turkish border. They think they know how to get there, but it is high risk. Do you stay or do you go?

SECTION TWO: OLD LAND



ACTIVITY 3: Brigit and Sami

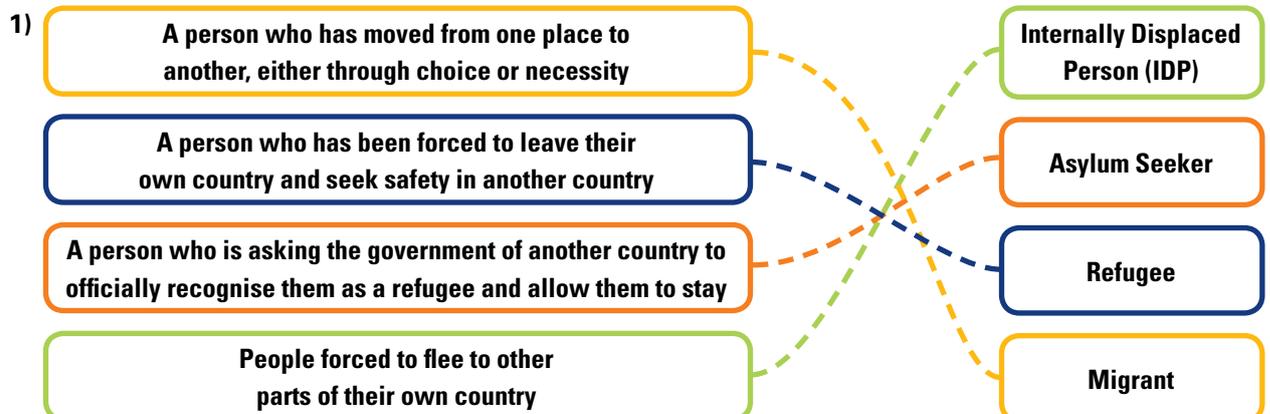


Step 1: Explain to the students that they are going to watch an animation called 'Leaving Home: The Stories of Brigit and Sami'. They must watch the animation closely, and think about the following:

- The difference between someone who chooses to leave their home and someone who is forced to leave their home
- The similarities and differences between Sami's story and Brigit's story

Step 2: Show the Brigit and Sami animation (Slide 10) and ask the students to complete Student Worksheet 1. The video can also be viewed here: vimeo.com/235509432

Student Worksheet 1 Answers



2) 1951 Refugee Convention

Questions 3, 4 and 5 will depend on the individual student's interpretation of the animation. Discuss these answers as a whole class.

STUDENT WORKSHEET 1: LEAVING HOME – THE STORIES OF BRIGIT AND SAMI

1) Using arrows, match up the correct pairs.

A person who has moved from one place to another, either through choice or necessity

A person who has been forced to leave their own country and seek safety in another country

A person who is asking the government of another country to officially recognise them as a refugee and allow them to stay

People forced to flee to other parts of their own country

Internally Displaced Person (IDP)

Asylum Seeker

Refugee

Migrant

2) What is the name of the international agreement that protects the rights of refugees?



The most important rule contained in this agreement is that **people should not have to return to their home country if they are still in danger.**

3) How are Sami and Brigit's stories similar?

-
-

4) How are Sami and Brigit's stories different?

-
-

5) If you were in the same position as Sami's family, what do you think you would do? Think about the 'stay or go' activity you have already completed.

Answer:

ACTIVITY 4: What Do You Lose When You Lose Your Land?



Step 1: Split up the students into small groups and give each group a copy of the Global Goals photopack. Hard copies are available to order free of charge from mary.boyce@trocaire.org, or download from: trocaire.org/sites/default/files/education/lent2019/photo-pack-2019.pdf

Step 2: Ask the students to consider what people actually lose when they lose their land (for example, home, livelihood, security, inheritance). After some time to consider this question, ask the students to look at the seventeen Global Goals and decide which ones they think are under threat when land is taken away from people. See Slide 11 for an SDG image. In their groups, encourage the students to consider how the loss of land affects each goal, then to split the goals into the following three categories:

Directly affected

Indirectly affected

Not affected

After the students have categorised all the goals, ask the groups to report and explain their decisions, and facilitate a discussion around any differences.

Step 3: Using computers or tablets, ask the students to research which Global Goals have targets or indicators that are linked to land rights and present their findings to the class. There are a number of websites that can help with this task:

- globalgoals.org
- sustainabledevelopment.un.org
- landportal.org/book/sdgs
- landcoalition.org

Step 4: Debate topic: **In order for Ireland to fulfil its commitment to achieve the SDGs by 2030, we need to increase the amount of refugees we are willing to accept into the country.**

For more information on taking action to help achieve the Global Goals, check out the 'World's Largest Lesson', where the focus for 2018 is all about taking action. Visit: worldslargestlesson.globalgoals.org



SECTION THREE: NEW LAND

ACTIVITY 5: Countries that Host Refugees



Once a decision has been made to leave and become refugees, often there is very little choice as to where refugees can go. A common misconception is that most refugees ultimately try to make their way to countries in the Global North. This is not true; in fact, most refugees go only as far as they need to in order to feel safe, then stop.

Step 1: Country Flag Card Sort

Copy Student Worksheet 2, containing the flags of ten countries that currently host refugees, cut out the flags and give a set to each group. Ask the students to rank the countries in order of how many refugees they think are currently hosted in each country, from the largest to the smallest. See Slide 12 of the PowerPoint for results.

| Country | Number of refugees total (2017) | Refugee density |
|----------------|---------------------------------|-------------------------|
| Turkey | 3,203,785 | 1 refugee / 25 citizens |
| Pakistan | 1,406,794 | 1 / 140 |
| Uganda | 1,269,758 | 1 / 43 |
| Lebanon | 1,003,076 | 1 / 6 |
| Iran | 978,698 | 1 / 82 |
| Germany | 864,686 | 1 / 95 |
| United Kingdom | 121,280 | 1 / 546 |
| Norway | 60,118 | 1 / 88 |
| Ireland | 5,731 | 1 / 831 |
| New Zealand | 1,467 | 1 / 3,208 |

Note: These figures are for refugees only and do not include asylum seekers or IDPs.

Step 2: Refugee Density

Now ask the students to rank the countries in order of refugee density (how many refugees compared to the population size, expressed as one refugee per number of citizens of the host country). Perhaps allow access to an atlas or the internet to enable students to find out current population sizes (or give the students the population sizes as part of the answers to Step 1). See table above for results.

Step 3: Encourage the students to consider each of the top five countries and suggest where they think the majority of the refugees in each country come from. Use atlases and the internet if available. Stress to the students that official figures for origin countries are hard to come by, but encourage them to make their best guess and search for evidence to confirm.

Step 4: Ask the students if they find anything surprising about the figures? Why do they think the numbers are higher in some countries compared to others? Do they think Ireland is taking enough refugees?

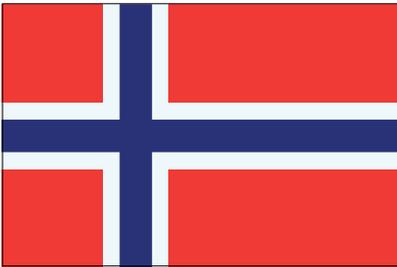
STUDENT WORKSHEET 2: HOST COUNTRY FLAGS



Turkey



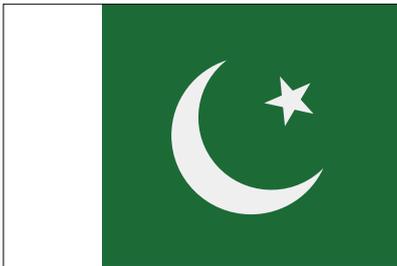
Ireland



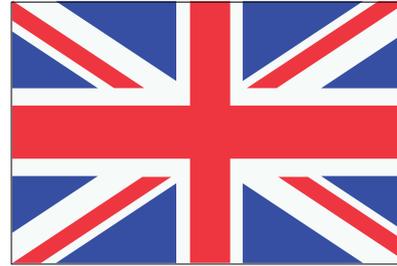
Norway



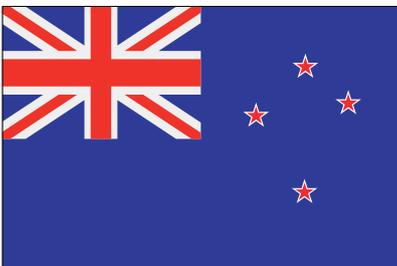
Uganda



Pakistan



United Kingdom



New Zealand



Iran



Lebanon



Germany

ACTIVITY 6: What Rights Do Refugees Have?

As students will have discovered in Activity 4, many things are under threat once people are forced to leave their homes and move to a foreign country. As well as losing the security that comes from living in your own home in a place with which you are familiar, with people that you know well, you are also at risk of losing access to the basic rights that all human beings are guaranteed by the Universal Declaration of Human Rights (UDHR).

Step 1: Hand out the copy of Student Worksheet 3, the young person's version of the UDHR. In small groups, ask the students to go through the document, and record which rights are threatened by being displaced and becoming a refugee in another country. It is possible that all rights are threatened, so ask the students to identify the main examples.



Step 2: Explain that all human beings have access to basic human rights, but sometimes the rights of certain groups of people (women, children, refugees, people with disabilities) need extra protection.

Watch the animation on the UN Refugee Convention of 1951 on Slide 13 of the accompanying PowerPoint, or find it here: youtu.be/i5fnRd2_gB4

Follow-Up Questions

- 1) Why was there a need identified to have a specific convention to protect refugee rights?
- 2) What rights of refugees does the convention protect? Which of the twelve rights highlighted in the animation do they consider the most important?
- 3) Lebanon has not signed up to this convention, yet hosts the most refugees per capita of any country in the world, and is recognised as being welcoming to refugees. Why do you think this is? Using research, come up with two or three reasons why Lebanon has not signed the convention.



During this Lent, why not organise a moment of reflection on conflict and refugees with your class. This could be a moment of prayer or meditation, an assembly, or perhaps a candlelight vigil. For some suggestions on how to do this, go to: trocaire.org/education/landrights

STUDENT WORKSHEET 3: UNIVERSAL DECLARATION OF HUMAN RIGHTS (1948) (YOUTH VERSION)

- 1) **We Are All Born Free and Equal**
We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
 - 2) **Don't Discriminate**
These rights belong to everybody, whatever our differences.
 - 3) **The Right to Life**
We all have the right to life, and to live in freedom and safety.
 - 4) **No Slavery**
Nobody has any right to make us a slave. We cannot make anyone our slave.
 - 5) **No Torture**
Nobody has any right to hurt us or to torture us.
 - 6) **You Have Rights No Matter Where You Go**
I am a person just like you!
 - 7) **We're All Equal Before the Law**
The law is the same for everyone. It must treat us all fairly.
 - 8) **Your Human Rights Are Protected by Law**
We can all ask for the law to help us when we are not treated fairly.
 - 9) **No Unfair Detainment**
Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
 - 10) **The Right to Trial**
If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
 - 11) **We're Always Innocent Till Proven Guilty**
Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
 - 12) **The Right to Privacy**
Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.
 - 13) **Freedom to Move**
We all have the right to go where we want in our own country and to travel as we wish.
 - 14) **The Right to Seek a Safe Place to Live**
If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
 - 15) **Right to a Nationality**
We all have the right to belong to a country.
-

16) Marriage and Family

Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

17) The Right to Your Own Things

Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.

18) Freedom of Thought

We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

19) Freedom of Expression

We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.

20) The Right to Public Assembly

We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

21) The Right to Democracy

We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.

22) Social Security

We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.

23) Workers' Rights

Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.

24) The Right to Play

We all have the right to rest from work and to relax.

25) Food and Shelter for All

We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.

26) The Right to Education

Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.

27) Copyright

Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.

28) A Fair and Free World

There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.

29) Responsibility

We have a duty to other people, and we should protect their rights and freedoms.

30) No One Can Take Away Your Human Rights

ACTIVITY 7: Sawa for Development and Aid



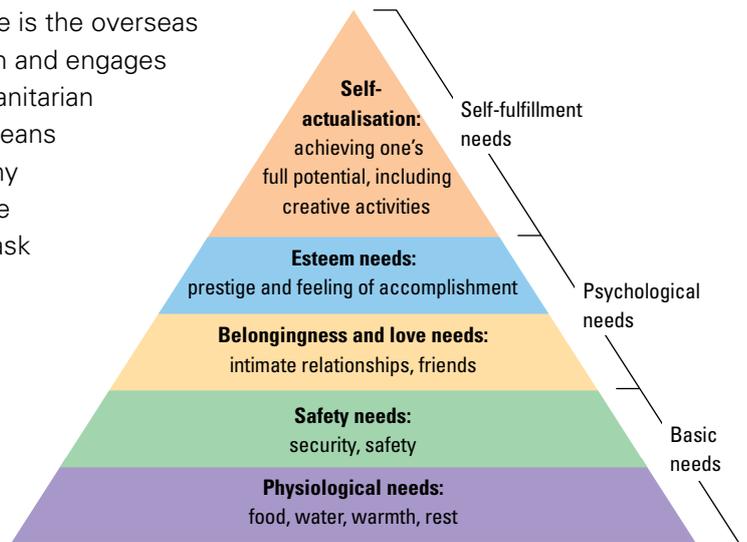
Step 1: Enable the students to access the following microsite created by the UN: report.hdr.undp.org/. Encourage the students to explore the website, looking at any area or country that interests them. Follow this up by asking them to complete Student Worksheet 4.



Step 2: Distribute Student Worksheet 5 and ask the students to read through the case study on 'Sawa for Development and Aid'. Follow this by showing the students the video on Trócaire's humanitarian work in Lebanon and around the world on Slide 14 of the accompanying PowerPoint, or also found at: trocaire.org/education/landrights. Ask the students to identify how Sawa supports Maya and her family, and how Trócaire supports Sawa.

Step 3: Explain to the students that Trócaire is the overseas development agency of the Catholic Church and engages in both long-term development and in humanitarian response. Ask them what they think this means in terms of the work that Trócaire does. Why is it important to do both if possible? Maybe explore Maslow's Hierarchy of Needs and ask the students to shade in the humanitarian response section and the longer-term development section.

For more information on Maslow's Hierarchy of Needs, go to: simplypsychology.org/maslow.html



An informal refugee camp around the town of Bar Elias, in the Beqaa Valley, Lebanon. These camps are right beside the Syrian border. Photo credit: Simon Walsh

STUDENT WORKSHEET 4: HUMAN DEVELOPMENT INDEX

Access to the following website will be required to complete this activity: report.hdr.undp.org/

Questions

- 1) How many countries are in each category according to the most up-to-date statistics?
 Very High Human Development _____ High Human Development _____
 Medium Human Development _____ Low Human Development _____

- 2) Identify the position of the following countries:
 United Kingdom _____ Ireland _____ Syria _____ Lebanon _____

- 3) Which of the countries above has improved its position on the index by the most places, and by how many?

- 4) How many countries are in either the medium or low categories?

- 5) What three countries had the steepest decline in their ranking on the HDI, and by how many places did they drop?

- 6) What is the main reason for this?

- 7) According to the key findings, what are the main threats to continuing improvements in human development? Try to identify at least two.
 1. _____

 2. _____

- 8) Are there any flaws in using the HDI as an indicator of development? Consider different groups that Trócaire may work closely with, particularly in Lebanon, for your answer.

Step 4: The Hero's Journey

Many stories have a hero as the central character, and heroes come in many shapes and sizes. We all have the potential to become heroes in our own stories and to contribute to creating the world we want.

Joseph Campbell, an American professor of literature, claims that most great heroes take a common path and he called this path 'the hero's journey'. The stages of the hero's journey fall into three main areas – departure, commencement, and return – which are further broken down into stages.



- Show the TED-Ed video (found at: youtu.be/d1Zxt28ff-E) and ask the students to identify the main stages of the hero's journey, according to Professor Campbell. After the video is complete, collate the student's ideas into the twelve main stages in a table similar to the one below. Perhaps display on a flip-chart sheet. The blank table is also included on Slide 15 of the accompanying PowerPoint.

| | | |
|---------|----------|----------|
| Start | Stage 1 | Stage 2 |
| Stage 3 | Stage 4 | Stage 5 |
| Stage 6 | Stage 7 | Stage 8 |
| Stage 9 | Stage 10 | Stage 11 |

- Using Student Worksheet 5, ask the students to chart the different stages of Rouba's journey, using the twelve stages. How much of Rouba's experience can fit into the template of the hero's journey? Is Rouba's hero's journey over, or are there some stages for her still to go through? Has Rouba skipped any stages? How important is it to use story to explain how normal people sometimes do extraordinary things and become heroes in different ways?
- Ask the students if they can think of any heroes that they know in their own communities and areas. What is their story? If considered appropriate, and with parents' permission, ask the students to arrange to interview some of these people, or perhaps invite them into the class to talk about their journey.
- Create a hero's journey display in your classroom or school. Ask the students if, as well as Rouba and the people they may have identified in their community, there are any other people in their lives, or from around the world, that would be good examples of ordinary people who have gone on a hero's journey?

STUDENT WORKSHEET 5: SAWA FOR DEVELOPMENT AND AID CASE STUDY

'It was winter, it was raining, and it was cold. I took a car and went to visit the families. They ran from Syria with nothing. They had blood on their clothes. When I came back home I was shattered. I wrote a message on social media, saying: Guys, this is what I saw, this is what I needed. Then this message went viral. I had chains of people sharing my number and got many calls. In the first ten days we were able to raise \$20,000 USD and a house full of things.'

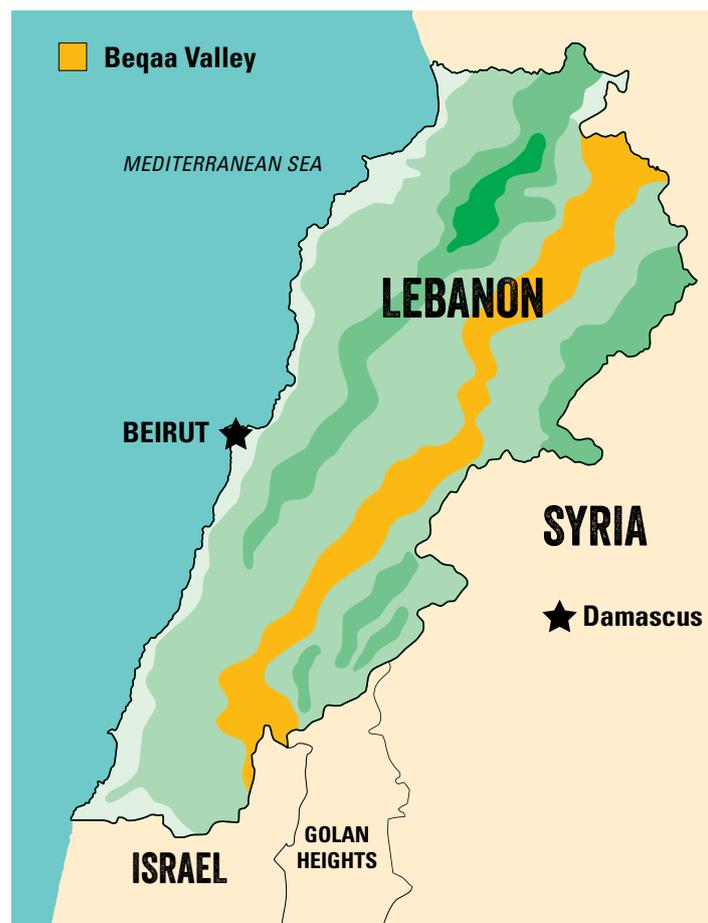
Rouba Mhaissen is the founder and director of Sawa, a development NGO based in Beirut in Lebanon, which focuses on supporting Syrian refugees living in camps in Beirut and in the Beqaa Valley in eastern Lebanon on the border with Syria. Rouba grew up between the two countries and feels like she has both identities. Rouba's family, in particular her father, believed strongly in the power of education, and when Rouba applied to study at the London School of Economics (LSE), she never thought that she would actually go. When she told her father she had been accepted, he was very supportive of her, and so Rouba went to London to study for a master's degree in International Development at the LSE.

It was during her time at the LSE that the Syrian revolution started, and Rouba found herself watching it from afar. Rouba visited Lebanon and Syria in the summer of 2011 but after her cousin was shot in the protests, she never visited Syria again. It was during a visit to Lebanon at Christmas 2011 that she decided to visit some of the Syrian families that had made the journey to Lebanon to flee the conflict. What she found when she visited them horrified her, and she felt compelled to take action.

What started off as a social media message grew into 'Sawa', and the work continued even when Rouba returned to London to continue her studies. Back in the UK, Rouba visited schools and universities, raising awareness of the situation for Syrian refugees in Lebanon, putting on fundraising events – gigs, selling cupcakes, soup for Syria – and sending the money back to Beirut to Sawa.



Rouba Mhaissen, Director of Sawa for Development and Aid.
Photo credit: Garry Walsh, Trócaire



What started out initially as emergency relief work (food, blankets and medical care) soon developed into more sophisticated support, like education and women's empowerment. Sawa supported one Syrian refugee with supplies and funds to create a tented school in one of the camps. This teacher took no salary, but was soon regularly teaching twenty children. Within one week of the school opening, there were two hundred and fifty families on the waiting list. Rouba was twenty-two years old when she founded Sawa.

In the eight years since Sawa was created, it has grown into an organisation that works in twenty-one informal refugee camps in the Beqaa Valley. Rouba has spoken at many international meetings about the plight of Syrian refugees in Lebanon, and her concern about the possibility that many of these refugees may never be able to return to Syria.

Rouba has experienced many dark moments over the past few years, living through the crisis and seeing the desperation in the eyes of the survivors, describing it as 'crushing'.

'At some points I would go on Skype and the majority of my contacts would be offline. Because they're never going to be online again. It's these kind of small realisations that make you really down but then you go to the camps and you see one kid smiling and you feel like you can't give up. You have to continue what you are doing.'

Rouba values her partnership with Trócaire, recognising how difficult it is to find support from partner organisations.

'For a real partnership to happen you need shared trust, you need people who trust us as locals and for us to trust them and their support. We need a shared set of values, a belief in a shared humanity and respect in the dignity we are giving to the people ... We see this as a humbling experience for all of us. I think this is what the Trócaire partnership means to us. It allows us to do what we want to do in a better way, to feel more supported and to do it more professionally and effectively.

'I think what I love about Trócaire is that they believe in us as local organisations and they believe in the importance of empowering local organisations on the ground because they know that we are the ones that come from the



Safe Haven Project Centre, set up by Sawa in the Beqaa Valley, with support from Trócaire. Photo credit: Simon Walsh

community. We are the ones that the community know and trust. We are the community actually; we work with and for the community. We are the ones who will be staying after the war has ended. When all the INGOs and the donors will pack their stuff and leave, we will be here, but more empowered and with a better ability to do our work. So I think that Trócaire knows this very well and this is why they invest in us as local organisations.'

Trócaire supported Sawa to set up a Safe Haven Project Centre in one of the camps in the valley. Maya and her family live in the camp, and regularly use the project centre for a variety of things, including education, somewhere to play in relative safety, and skills training. Maya's mother is currently learning to be a hairdresser in the project centre. One key aspect of the work that takes place in the centre is the activities that Maya and others her age are involved in to help them build a connection with their Syrian cultural heritage.

Maya and her family hope one day to return to Syria, but know that this will be difficult. Her father, Hassan, worked as a taxi driver back in Syria, and the family had a comfortable lifestyle, 'I wish I could go back to Syria, and get my life back the way it was. I don't need a better life than the way I used to live. I wish for a better future for my children and my wife. I still see hope somewhere. The future for me is to go back to Syria and go back to being a taxi driver.'

This sentiment is shared by many in the Beqaa Valley and all over Syria, but the question of how easy it will be for refugees to return to their homes in Syria is one that will continue to be asked for many years after the conflict comes to an end.

SECTION FOUR: WHOSE LAND?

ACTIVITY 9: Time to Return Home?



Step 1: Split the class into groups of three or four. Explain that they will be examining how Syria and the conflict is currently portrayed in the media. (As this resource is written months in advance of publication, this activity will help to bring the students up to date with the Syrian situation.) They will be given time to research using newspapers, internet, and other sources to identify the following:

- What is the current situation on the ground in Syria?
- Is the fighting still taking place? If so, is there an end in sight?
- What foreign governments are still active in Syria?
- Have refugees started to return to Syria?
- What laws are in place in Syria to control the return of refugees (for example, Law Number 10)?
- Is the international community involved in reconstruction efforts? If so, how?

Step 2: The groups must present back to the rest of the class, using any method they choose (PowerPoint, Prezi, TV broadcast, etc.)

Step 3: Once all presentations have been delivered, facilitate a discussion on the best way to highlight the issues they have learned about while using this resource and identified through their research. This will lead into the final activity of this resource, which is entering the Trócaire Game Changers competition.

Refugee camp in the Beqaa Valley, Lebanon. Photo credit: Simon Walsh

‘The mountain is like a wall. It is like a jail. On the other side of the mountain is Syria.’
Enas, a Sawa psychosocial worker



ACTIVITY 10:

TRÓCAIRE GAME CHANGERS

Create a game. Change the world.



Trócaire Game Changers is a competition for young people who want to change the world, and believe games are a way to do it!

Games submitted must communicate the issue of land and human rights, or another Development Education theme, and fall under one of the following game formats:

BOARD GAME | CARD GAME | VIDEO GAME



How to enter Trócaire Game Changers

Step 1: Research different types of games with your students. For examples of games that explore Development Education themes, go to: trocaire.org/gamechangers

Step 2: Students create a game to share what they have learned about land rights and human rights, or other Development Education themes. The game can be created by one person, or a small group, or even a whole class.

Step 3: Invite others in your school to play the game(s). Record how many people played and their feedback. Take some photos or perhaps take a video of people playing the game.

Step 4: Complete the entry form at: trocaire.org/gamechangers. Submit the game(s) and form(s) to Trócaire by **Friday, 12 April 2019**.

Step 5: Every student that enters the competition will receive a certificate. The game designers of eighteen shortlisted games will be invited to a celebration event in the **Helix, Dublin** on **Thursday, 16 May 2019**. All shortlisted entries will be awarded plaques for their schools. The overall winner of the post-primary category will win a class trip to the **Cool Planet Experience in Enniskerry, Co. Wicklow**. The best overall game in the competition will be entered into the seventh International Educational Games Competition, in Odense, Denmark in October 2019. Representatives of the winning team/class, along with their teacher, will be invited to travel to Denmark with Trócaire to present their game. For more information, read the leaflet included in this resource, or log onto: trocaire.org/gamechangers

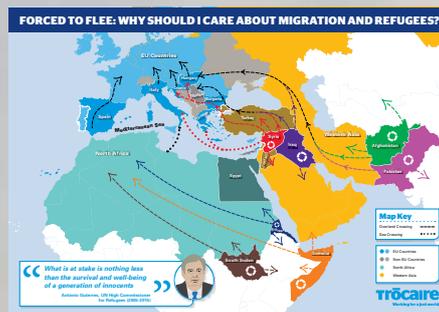


TRÓCAIRE IS THE OVERSEAS DEVELOPMENT AGENCY OF THE CATHOLIC CHURCH IN IRELAND

For more resources to explore human rights,
climate change and social justice issues, visit:
trocaire.org/education

Would you like to learn more about
refugees?

*Forced to Flee: Why Should I Care About
Migration and Refugees* provides useful
facts, figures and suggested exercises
for use in post-primary classrooms.



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