



OUTREACH

*information for
educators and communicators*

Materials on Children
at Risk

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Information Collection and Exchange
R0099

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Add your experience to the ICE Resource Center. Send your materials to us so that we can share them with other development workers. Your technical insights serve as the basis for the generation of ICE manuals, reprints, and training materials. They also ensure that ICE is providing the most up-to-date, innovative problem solving techniques and information available to you and your fellow development workers.

OUTREACH

Materials on Children at Risk

Issue 96: Working and Street Children

Issue 97: Children Affected by Catastrophe



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ISSUE 96: WORKING AND STREET CHILDREN

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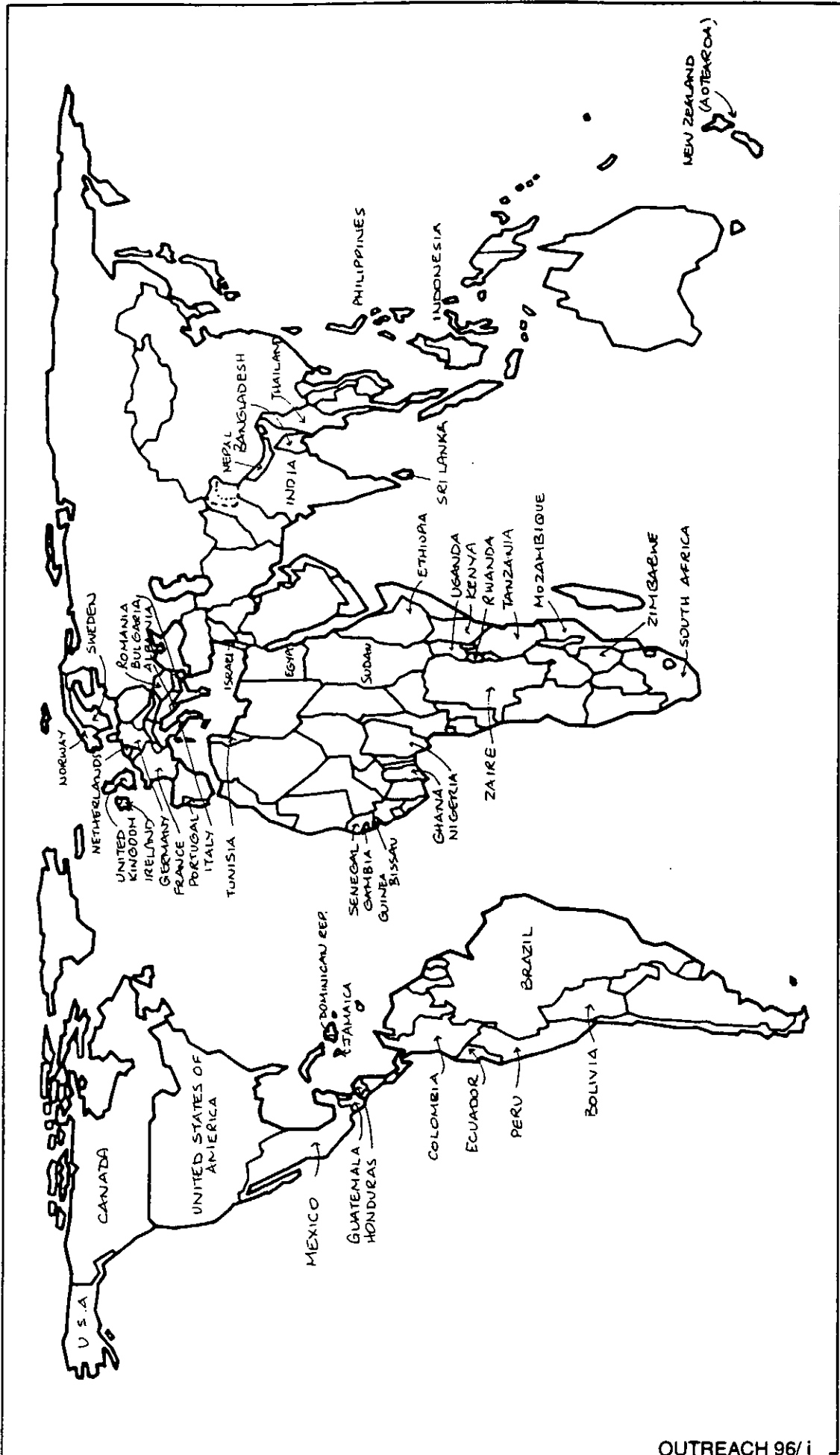
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LOCATION MAP

The map below shows the location of countries mentioned in OUTREACH issue no. 96:



How to use OUTREACH packs

The materials in OUTREACH packs may be used for **non-commercial, educational purposes in low-income countries**. Use the material as you wish:

ADOPT all or part of the materials for inclusion in articles, activities and programmes;

ADAPT materials to make them have local relevance;

ADD materials to existing articles and programmes to complement local interest with more general interest.

Write for more information to contributing organisations or those listed in resource sections.

Whatever way you use the OUTREACH pack, **PLEASE CREDIT SOURCE** where indicated. Otherwise please credit OUTREACH.

Who can use OUTREACH packs

The OUTREACH packs are supplied free-of-charge to 'multipliers' in low-income countries. 'Multipliers' are people who can pass on the environment and health messages to a wider audience. They include:

- * *newspaper journalists* who can use the materials:
 - as 'fillers' in newspapers and magazines;
 - in articles;
 - in a series of articles;
 - in special editions, especially in children's health and environment newspaper supplements and magazines.
- * *radio broadcasters/journalists* who can use the materials:
 - as 'spots' between programmes;
 - in reports;
 - in a series of programmes on a specific issue;
 - in a special programme devoted to a particular topic;
 - as background information for interviews with local experts on environment and health issues.
- * *community workers and representatives from Non-Governmental Organisations (NGOs)* who can use the materials:
 - to inform their own networks;
 - as background information for programmes;
 - for meetings and activities with women; farmers; scouts, girl guides and other youth groups; community groups and leaders;
 - in environment and health campaigns;
 - in training workshops.
- * *teachers* who can use the materials:
 - for background information for their own classes;
 - for classroom activities;
 - in teacher training workshops;
 - on field trips and in laboratories;
 - in curriculum development.

What you can do for OUTREACH

We need feedback on the packs. How useful is this material? How can we make it better? Are there special topics you need? Please let us know. Please send us material to which you have added OUTREACH materials. We can pass it on to others to help them in their projects.

We also want to hear about the projects you are working on, and see the materials you produce. We would like to pass on your information and ideas to others in the OUTREACH Network. Please write to: **Dr. James Connor, OUTREACH Director, Teaching & Learning Center, 200 East Building, 239 Greene Street, New York University, New York NY 10003, USA** or **Mr. Richard Lumbe, OUTREACH Co-ordinator, Information & Public Affairs, UNEP, P.O.Box 30552, Nairobi, KENYA**

OUTREACH PACKS on Children in Especially Difficult Circumstances

OUTREACH packs 96 and 97 are concerned with children in especially difficult circumstances. Within UNICEF, the term, "children in especially difficult circumstances" has been defined as "working children, street children, abused, neglected and abandoned children, children in armed conflict and disaster". An explanation of these terms is as follows:

- **Working children** are those children whose work, whether part or full time, paid or unpaid, within or outside the family group, is exploitative and damaging to their health and/or development;
- The definition of "**street children**" is problematic, and is still in the process of being clarified. It is progressively being applied to those children living and working the streets who have tenuous links, or no ties at all, with their families, and who have developed specific survival strategies. These children may be exposed to specific risks such as use and abuse of dangerous substances, involvement in the production, processing and trafficking of drugs, exploitative work, sexual exploitation, discrimination, mistreatment and violence.
- **Children endangered by abuse and neglect** are those children who are, occasionally or habitually, victims of physical, sexual and emotional violence that is preventable and originates from their immediate surroundings. **Child abandonment** is considered a most damaging form of child abuse and neglect.
- **Children in situations of armed conflict** is a growing category of children involved either indirectly as victims, or directly as combatants, in war, civil strife and violence.
- **Children affected by natural disasters** are children who experience physical loss or damage, social and/or economic disruption, either by high impact disasters such as earthquakes or flood, or by slow-onset events, such as droughts and severe ecological degradation.

Other at-risk children include:

- users and abusers of dangerous substances which include drugs, and destructive chemical inhalants such as solvents, adhesives and fuel gases;
- children and adolescents that enter into conflict with the law;
- adolescent mothers;
- sexually-exploited girls;
- children orphaned as a result of AIDS;
- children of migrants.

These categories are not mutually exclusive. Both street children and working children may often be exploited, abused and neglected. A natural catastrophe can lead to poverty which in turn can give rise to urban migration followed by family breakdown and child neglect which finally pushes a child to seek a life on the streets. Once on the streets, the need to survive and the need for company may lead the child into gang life which often results in early sex and street babies which are the next generation of street children.

Pack no. 96 focuses on the basically urban phenomenon of **street children** but it also includes materials on **child labour**. Pack no. 97 looks more closely at **children (and others) affected by catastrophes**, such as war and other political catastrophes, or natural catastrophes such as famine, cyclones and AIDS.

How to use OUTREACH pack no. 96

At the beginning of each segment, there are suggestions as to how the material might be used by various multipliers. Here are some general suggestions:

- **Street educators** might use the practical advice offered on pages 32 - 33 and the model programme described on page 34 to guide their actions when helping to educate street children about AIDS. Pages 42 - 49 on children's rights might be used to educate and mobilise children to have a voice and take action in their community.
- **Teachers**, aiming to increase awareness of the phenomenon of street children might draw background information on the subject from pages 1 - 13; have students empathise with street children by doing exercises from the profiles on pages 19 to 26; and then invite students to take some practical steps (e.g. on pages 37 - 42) to help children who live and work in their community.
- **Community workers** might draw from the information on pages 32 to 42 to develop their own programmes to improve the situation of working and street children in their neighbourhood. The innovative programme described on page 35, some of the Child-to-Child activities (pages 37 - 42), and the information on urban farming (pages 54 - 58) might offer community workers ideas for working with urban families with children 'at risk'.
- **Local community leaders** might use pages 1 - 26 to increase their awareness of working and street children, and pages 42 - 49 to educate themselves about children's rights. Then, they could draw upon the suggestions and model programme described on pages 49 - 51 and page 35 respectively to help guide their actions to improve the social, economic and environmental problems in their own communities.
- **Rural development workers, farm radio programmers and educators** might draw upon the information in the pack to give rural dwellers some insight as to what might be in store if they decide to migrate to the city, and ideas for improving the lot of rural inhabitants.
- **Radio broadcasters/journalists** might draw on the pack for background information to embark on a series of programmes/newspaper articles on the situation of street and working children in their communities, and the actions being taken to help these children. The series might include interviews with local community leaders, street educators, parents, employers and the children themselves: such interviews might provide insights as to what direction future actions could take.

The profiles on pages 19 - 26 might offer the media ideas for developing a series on local children in especially difficult circumstances aimed at making the reading and/or listening public more sympathetic to the children's situation and more willing to take action to help.

Journalists might use the question and answers on pages 6 - 13 as reference material to produce a series for a nation-wide audience on the social, economic and environmental problems that have contributed to the rise in the number of street children in their country. Interviews with local and national decision-makers and NGOs might explore ways to tackle national debt, land reform, labour laws, children's rights, education and so on.

A local series of programmes might focus on practical ways to prevent more children from becoming at risk. Solutions might focus on income-generating projects (e.g. urban farming, recycling), informal schooling; self-help environmental improvements, loan schemes, health care. The information in the pack might be used to generate a series of programmes aimed at poor urban children: the programmes might include diverse topics such as education about sexual exploitation and AIDS, and ways to improve the environment of their local neighbourhood. Children could be invited to make their own proposals.

- **Television stations, and NGOs** might use the video and film resource list on pages 54-56 to select programmes on street and working children to show to local and national audiences. These programmes might stimulate discussion on locally-related issues after being viewed.
- **Organisations listed on pages 57-59** might be contacted for assistance and ideas on developing local programmes.

Street Children

SOURCES

Study Ideas No. 1: "Street Children" produced by CHILDHOPE Guatemala. For further information contact CHILDHOPE USA, c/o U.S. Committee for UNICEF, 333 East 38th Street, 6th Floor, New York, NY 10016, USA

Blanc, Cristina, S. *Urban children in distress: an introduction to the issues*, an Innocenti Occasional paper: The Urban Child series, no. 2 published by UNICEF International Child Development Centre, Florence, ITALY 1992

Who are the street children? a booklet produced by the United Kingdom Committee for UNICEF (1993), 55 Lincoln's Inn Fields, London WC2A 3NB, UNITED KINGDOM

SUGGESTIONS FOR USE: teachers, youth workers, radio broadcasters, journalists: As a definition of street children for project work.

In any big city of the world you can find children who spend most of their days on the city streets, but who return home at night to a family -- often headed by a woman -- living in a poor urban neighbourhood.

The children spend all or some of the time on the streets making money. They work on the streets either under the supervision of employers inside or outside their family, or they are in business for themselves. Children who work in the streets earn money by selling cigarettes, sweets, chewing gum, food or flowers. Some children shine shoes, look after cars or wash car windows for money. Others work for small companies in a manual capacity, loading and unloading goods or carrying

goods across town. Children work on streets, in markets, bus depots or railway stations where there are large numbers of customers. They can also be found in front of hotels, restaurants or tourist spots.

Some children become involved in illegal activities such as the sale of drugs, robbery or prostitution.

These children have many different reasons for being on the street. In some cases, they must work in order to earn money to add to the family income. Some attend school, if only irregularly. Others cannot go to school because they need to work.

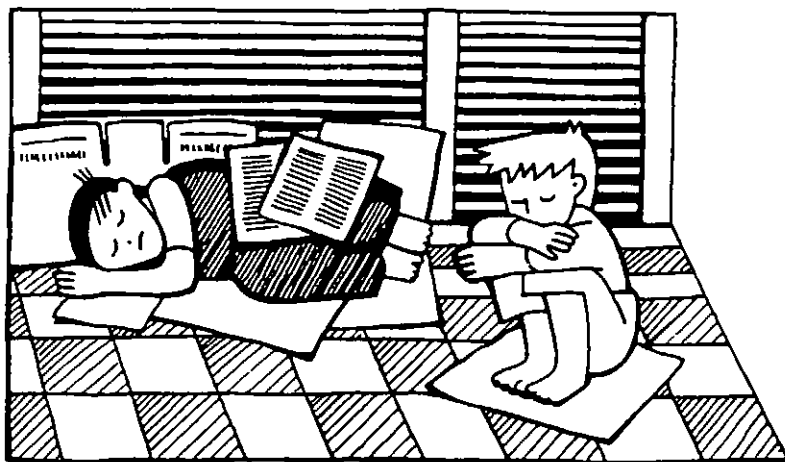
These "children on the streets" make up the majority of those called **street children**.

There is a much smaller group of street children who do



not live with their parents or other adults. They spend all their days and most of the nights on the streets or in public places. Poverty, violence, drunkenness and sexual abuse have forced these children from their homes. Many have been pushed -- or have chosen -- to lose almost all contact with their families.

These children have to look after themselves and they work or steal in order to survive. Often the pavement or a doorway is their bed. They work, beg, eat, play and sleep on the street. The city street is their only home. These "children of the streets" survive by sheer guts, using their instincts and the kinship of other children like themselves to get by. Usually they do not



have enough good food to eat, and they cannot keep themselves clean and healthy.

Because many have to steal to meet their daily needs, other city dwellers think of them as hooligans or vagabonds. They are often badly treated by adults: many are beaten up and sexually abused. The children feel alienated from the regular world, and many have a negative self-image. They

often adopt self-destructive behaviour such as drug-taking and sexual promiscuity, often with each other. Sniffing paint thinner or glue or using other drugs also helps to dull the edge of hunger.

There are many street children in Latin America, in Africa and in Asia. Even in North America, Australia and Europe, you can find children of the street.

A small but growing number of street children are orphans, runaways and refugees from war and natural disasters. These abandoned children suffer deep emotional disturbances.

Of course, some countries have more street children than others. The average ages and reasons for living on the street are not the same in all countries either.

FACTS AND OPINIONS

Street children: the numbers

SOURCE

Various *Fact Sheets on Street Children* prepared by Gary Barker and Marilyn Rocky, Executive Director, CHILDHOPE USA, c/o U.S. Committee for UNICEF, 333 East 38th Street, 6th Floor, New York, NY 10016 U.S.A. If reproduced, please give credit to the original source.

Specific references are provided at the end of the section.

SUGGESTIONS FOR USE

teachers, youth workers: As background information on street children; as the basis of an introduction to project work on the topic.

radio broadcasters, journalists: As background material for an article or programme on street children.

In Rwanda, they are called *saligomans*, or "nasty kids". In Peru, they are *pajaros fruteros*, or "fruit birds", earning their name by snatching produce from market stalls. Elsewhere they are considered hooligans, juvenile delinquents or simply "brown dust". These are the world's children who spend much of their time on city streets. Numbers on the population of street children are hard to come by. Quipped one child advocate, "Who bothers to count non-people?" Although estimates differ on the magnitude of the problem worldwide, all experts agree that the number of street children is growing.

The figures below are from CHILDHOPE:

On street children...

- * An estimated 100 million children live and work on the streets in the developing world, a number equivalent to the entire population of Mexico. Approximately 75% of these children live at home, but spend the bulk of their lives on city streets, without access to education or health systems. UNICEF estimates that one-third of all children in the developing world are forced to drop out of school by the age of 10, primarily to help with family income. The rest of these street children - known as children "of" the streets - live, sleep and work on Third World city streets.
- * In the Philippines, an estimated 1.2 million children live and work on city streets. In

Metro Manila alone, government sources estimate the number of children living on the streets at between 50,000 and 75,000. Three thousand of these children are thought to be regular victims of sexual exploitation.

- * In Brazil, an estimated 7 million children live on the streets and another 17 million boys and girls work on the streets. In Mexico, 10 million children work on the streets and 250,000 live on the streets.

On working street children...

- * Working street children in developing countries generally range in age from five to eighteen years, although children as young as four years old can be found selling goods on street corners or buses, or begging; these

younger children are usually accompanied by their parents or siblings and work as part of a family business.(1)

- * The work of street children usually involves activities that require few formal skills and produces relatively little income. It is often dangerous and injurious to their physical and mental health. Children who are involved in illegal employment such as prostitution or drug trafficking, face danger of violence, sexual exploitation, abuse, and exposure to sexually transmitted diseases, including AIDS. Children who are engaged in such work as hauling or scavenging trash often experience cuts from shards of glass and metal in refuse.
- * While the work of street children is often harmful, it is nonetheless crucial to the survival of millions of families in developing countries. In Jamaica, for example, a recent study found that 33% of the street children surveyed said they were the only working members of their households, and 41% were from families with only one other working member.(2)
- * In Lagos, Nigeria, a recent study found that children who hawked goods on the street are able to sell between two and four times as much as adult traders; most of the children surveyed reported that their mothers would have difficulty meeting the family's basic needs without the contribution of the child's work to the family income.(3)
- * Any effort to eradicate child labour without improving the income generating potential of the family will be ineffective. Numerous advocates hold that children should not be permitted to work in any circumstances and that legislation and compulsory education should be invoked to abolish child labour. However, while such measures are needed, policies should also be designed to dignify the work of street children, recognizing the importance of their economic contribution to millions of families in developing countries.

On street children and drugs...

- * While there are few statistics available on street children and drug use, limited data suggests that a majority of street children, at least those children and youth who live on the streets, regularly use drugs. In

Guatemala, as many as nine out of ten street children are thought to be addicted to paint thinner, cheap glue or more potent drugs.(4) Similarly, in Colombia, a 1987 study estimated that 95 to 100 percent of Bogota's 12,000 street children were involved with drug consumption of some kind on a daily basis.(5)

- * For the majority of street children, drug use is associated with hunger, homelessness and despair. Street children in Kenya say they sniff glue to help them to be able to eat the rotten food they must forage through for survival.(6) Street children in Central America report that the chief attraction of sniffing glue is that it takes away their hunger. Another lure of sniffing glue is its price. Two days' worth of glue costs about US 45 cents in Colombia, while a week's supply costs about US 75 cents in Honduras - far less than the cost of maintaining a regular diet.
- * Increasing drug use by street children and youth is complicating efforts to provide them with opportunities and respect. Drug use by street children has in some cases led to even harsher than usual treatment by law enforcement officials. Social service providers are worried that street children will be even further stigmatised and victimised as they become known as regular drug users.(7)

On street children and AIDS...

- * Street children are especially vulnerable and increasingly being exposed to the Human Immunodeficiency Virus (HIV) that causes AIDS. In Brazil, public health officials describe AIDS as a "time bomb" among street children. Social welfare officials are particularly worried because unprotected sex with multiple partners is a way to make a living for many of Brazil's 7 million abandoned street children and 17 million working street children and youth.(8) Since 1987, the Brazilian national welfare foundation, FUNABEM, has tested 4,200 street children and youth between the ages of 12 and 18 for HIV. Seventy, or about 2%, of the youth tested HIV-positive.(9) In some countries, there has been a reluctance by those working with street children to discuss

AIDS or carry out testing for fear of discrimination or repression against street youth, who are already subject to violence and exploitation.

- International efforts among health professionals and social welfare groups are promoting a combination of street-level AIDS education, innovative media use (such as a new video called "Karate Kids" being produced by Street Kids International and the National Film Board of Canada), free and confidential testing, condom distribution and drug prevention and rehabilitation. (For more information, see pages 32 and 52.)



On street children as victims...

- In Brazil, Amnesty International and local human rights organizations claim that private security forces, vigilante death squads, and police are murdering street children and other low income children as part of an effort to "clean up the cities".(10)
- Street children and their families are the hardest hit victims of Third World debt, poverty and urbanisation in the developing world. Without comprehensive services and targeted programmes to meet their needs, the vast majority of these street children are destined to lives of poverty and despair. In Sao Paulo, Brazil, for example, four-fifths of the prison population is comprised of former street children.

- 600 million people worldwide live in low-income urban slums. As poverty in the Third World becomes increasingly urban-based, the number of potential street children will increase dramatically.

On the rights of street children...

- The U.N. Declaration on the Rights of the Child, recently signed by most member states and national legislation in some countries, offers one avenue for protecting the rights of street children. (For more information see page 42) However, without enforcement and societal pressures, such legislation is of little worth.

1 *Protecting Working Children*, UNICEF Programme Division, Staff Working Paper No.4, William Myers, ed. September 1989; 2 *Street Children in Jamaica*, Council of Voluntary Social Services; 3 *Protecting Working Children*, UNICEF Programme Division; 4 Estimate from CHILDRHOPE staff, Guatemala; 5 *Muchachos de la Calle* (street youth) report submitted to the Inter-American Commission for the Control of Drug Abuse (CICAD), Organization of American States, 1987; 6 *Washington Post*, "Nairobi Slum: Africa's Ragged Face", April 1989; 7 *Washington Post*, September 1989; 8 *Los Angeles Times*, "Brazilians Fear AIDS 'Time Bomb' for Street Children", May 1989, and *Toronto Star*, "AIDS Update: Infection Spreading in Brazil Street Kids", May 27, 1989; 9 *Ibid.*; 10 "Children of the Streets: Life and Death Among Brazil's Disposable Youth," *Amnesty Action*, Amnesty International, Sept./Oct. 1990.

EDUCATIONAL RESOURCES

In the shadow of the city

1991 ISBN 1 870322 28 2 Price £8.50
Activity-based learning resource for 8-13 year olds
Produced by Sue Grieg, with Ann Shrobbree and Bill Hamblett
(Small World Theatre)

Published by Save the Children
17 Grove Lane,
London SE5 8RD, UK

This pack was developed in conjunction with a puppet theatre show about the lives of people in an African shanty town. The story of the drama is recreated in strip cartoon form in the pack, so that the pack may be used independently of the live show. The pack explores the interrelated themes of urban growth, health, and community participation in development, emphasising basic human needs for shelter and clean water. The idea of 'quality of life' is also considered. Five first-hand case studies of children's lives in cities around the world are included. The photoset illustrates aspects of life in the United Kingdom and in parts of Africa, Asia and Latin America.

Who is a street child?

SOURCE

Study Ideas No. 1: Street Children produced by CHILDHOPE Guatemala. It may be reproduced for non-profit educational purposes in low income countries provided credit is given to CHILDHOPE. Copies of reproduced materials would be appreciated by CHILDHOPE. Please direct all correspondence to CHILDHOPE USA, c/o U.S. Committee for UNICEF, 333 East 38th Street, 6th Floor, New York, NY 10016, USA

SUGGESTIONS FOR USE:
teachers, youth workers:
 As an exercise to help students become aware of street children

Read the text below, and then discuss whether or not each person described is a street child:

- * **Raoul** leaves his home every morning at six o'clock to go to the main street in town. He likes to be there early because then he can earn more money. People who work in offices like to start the day with clean shoes, so, before they go to work, they have their shoes shined by Raoul and his friends. There are customers all day, but not as many as in the mornings. Every morning when Raoul leaves home he hopes to return late in the evening with lots of money
- * **Helen** is just leaving home. She has an appointment with her friends on the street corner near the cinema. Almost every night they meet each other there. They just talk a little bit and have fun, and at about ten o'clock everyone goes home. These appointments are important to Helen because she feels comfortable with her friends.
- * "Oeaaah," **Patricia** wakes up because the sun is shining on her face. It is hard to get up for Luis is lying across her and she does not want to waken him. As usual, she is the first of the group who is awake. She likes to feel the sun on her body because her bones feel stiff due to the cold of last night. Today she has to find a piece of cardboard to lie on. It will protect her a little bit against the cold pavement.
- * **Jessica** is a child who likes to play outside. When she does not have to go to school you can find her outside. She is good at thinking of funny games she can play alone or with other children. The only time she goes inside is when she has to eat or to sleep. For Jessica, the street is one big playground.
- * **Victor** spends most of his time on the street. He has been absent from school for weeks, and since last week he has not been home. He sleeps with friends, but realises that he cannot always stay with his friends. So tonight he will sleep in a street inn run by a programme for homeless people.
- * **Mike** is in a bad mood. He wanted to see a film on television but his father told him to wash the car. Afterwards, he will get some extra spending-money, but at this moment he wishes he were watching the movie instead of wasting his time on the street washing a car.
- * **John** is busy. He is looking after cars and one of the car owners asked him to wash his car. John is always very happy when somebody asks him to wash the car because he gets paid more money than if he only looks after them. He starts to whistle because he feels so happy.

TEACHER'S NOTES:

Encourage students to give reasons for their answers. While answers are given below, be careful not to dismiss answers that differ from the ones given. Perhaps, your students have a very good reason for thinking a different way.

RAOUL: YES. He has to spend his time on the street in order to support his family.

HELEN: NO. Helen lives in a house. She leaves her home for her own pleasure.

PATRICIA: YES. She spends twenty-four hours a day on the street.

JESSICA: NO. She spends lots of time on the street, but whenever she wants to she can go home. She does not have to be on the streets to work or because she is not welcome at home.

VICTOR: YES. Victor is a street child in an industrialized country. Since he left his family the only places to spend the night are with generous friends or programmes for homeless adults. In the daytime he can be found on the street.

MIKE: NO. He is working on the street but only occasionally, to do odd-jobs for his parents.

JOHN: YES. John is also washing a car, but not his father's car. He has to look after cars and wash them to earn money. It is not an occasional odd-job, but a daily necessity.

QUESTIONS AND ANSWERS

Where do street children come from?

SOURCES

- 1 *Atlas of the Environment* ed. Geoffrey Lean and Don Hinrichsen, published by Helicon Publishing Ltd. (1990, 1992)
 - 2 *Who are the street children?* a UNICEF Development Education kit prepared by Rita Somazzi (UNICEF, Geneva 1990)
 - 3 *Who are the street children? An exploration of the lives of children from poor families of Brazil* produced by the United Kingdom Committee for UNICEF, (1993). This is a supplementary booklet to the kit mentioned above.
 - 4 *Kenya: Child newcomers in the urban jungle* by Dorothy Munyakho. This publication is one in a series of Innocenti Studies on The Urban Child and Family in Especially Difficult Circumstances published by UNICEF International Child Development Centre, Florence, Italy (1992)
 - 5 *Philippines: Children of the Runaway Cities* by Maggie Black. This is one in a series in a series of Innocenti Studies on The Urban Child and Family in Especially Difficult Circumstances published by UNICEF International Child Development Centre, Florence, Italy (1992)
 - 6 *Squatter Citizen: Life in the Urban Third World* by Jorge E. Hardoy and David Satterthwaite, published by Earthscan Publications Ltd. 1989
 - 7 *Urban Children in Distress: an introduction to the issues* by Cristina S. Blanc, Innocenti Occasional Papers, The Urban Child Series, number 2, published by UNICEF International Child Development Centre, Florence, Italy (1992)
- "Prophets of the Pavement" by Lori Heise, *WorldWatch* Vol. 2 No.4, (July/August 1989)
- Children and World Development: A resource book for teachers* by Roy Williams, co-published by UNICEF-UK and the Richmond Publishing Co. Ltd, UK (1987); *City Lights: Fatal Attractions? An Urbanisation Education pack* by Aileen McKenzie published by WWF-UK; *The Poor Die Young: Housing and Health in Third World Cities* edited by Jorge E. Hardoy, Sandy Cairncross and David Satterthwaite, published by Earthscan Publications Ltd. 1990

SUGGESTIONS FOR USE

radio broadcasters, journalists: As the basis of a series of programmes/articles that explore the causes and effects of rapid urbanisation and the street children phenomenon.

teachers, youth workers: As background information for students doing project work on street children. For older students, a project might entail interviews with representatives from local government, NGOs and squatter developments to identify main causes for local children living on the streets.

editors of children's environment/health magazines/newspaper supplements: As the theme for a comic strip about people moving to the city and their subsequent life.

The purpose of the following questions and answers is to make people aware of some of the factors that lead to the street children phenomenon. While this may be traced to the break-up of the family, it is impossible to improve the situations of street children and their families without first seeking to tackle issues such as the lack for land reform, foreign debt, widespread poverty, exploitation and so on.

Summarising these causal factors carries with it considerable dangers. The most worrying is that the generalisations may be at best only partially true and at worst both inaccurate and misleading. However, this overview is intended to be a way of stimulating *local* discussion and research on the factors that have led to growing numbers of street children in *your local community*. It is important to understand the social, economic and environmental deterioration taking place in your particular locality, and to identify *why* local children are in especially difficult circumstances. Only then can real progress be made in improving the lives of street children.

PART 1: Moving to the City

Q. Street children exist in cities throughout the world. Go to any city, and you'll find them there. Why is this?

A. That's a complicated question, and one that has no simple answer. The story behind each street child is different. Yet there are some broad reasons that explain the phenomenon of street children. In general, the children are the product of social upheavals resulting from rapid urbanisation.

Q. Can you explain what 'rapid urbanisation' means?

A. The world is witnessing an urban revolution, as people are concentrated in towns and cities. In 1800, only some 50 million people lived in urban areas. By 1985, the number of urban dwellers had risen to 2 billion! In 1800, only 5 per cent of the world's population lived in towns and cities, but now the percentage has risen to more than 45 per cent. It's expected that by the year 2010, there'll be more people living in towns and cities than in the countryside.

The urban revolution is taking place mainly in the Third World. It took London 130 years to grow from 1 million to 8 million inhabitants. By contrast, Mexico City zoomed from 1 million to 20 million in less than 50 years! Between 1950 and 1985, the urban population in the Third World quadrupled, from 286 million to 1.14 billion. The population in African cities and towns is increasing so fast that the continent's urban population is doubling every 14 years! By the turn of the century, three in every four Latin Americans will live in urban areas, as will two in every five Asians and one in every three Africans. ¹

Q. So the populations of towns and cities in the Third World are growing fast. Can you explain why?

A. It's a combination of two factors. The number of people being born in urban areas is growing rapidly, and there's a huge influx of people moving from the countryside to towns and cities. Many of these people are adolescents and young adults, with an increasing number of women migrants in Latin America, S.E. Asia and Africa.

Q. What makes people move to cities?

A. It depends upon who you talk to, and what region they're from. But most urban migrants will tell you they've come in search of a job.

There are rural dwellers whose situations are so desperate that they see leaving the countryside as their only solution. Staying in the countryside would mean starving to death. And there are other people who are drawn to cities for what they think urban life can offer.

Q. Why do many people *have* to leave the countryside?

A. The reasons vary from country to country. In some places there are natural disasters, such as drought or floods, which are sometimes aggravated or even caused by human actions. For example, excessive deforestation causes enormous ecological damage. People are also forced to move because they lose their homes when massive dams and other major development projects are built that take up large tracts of land. In other regions, farmers are terrorized by armed conflict, violence and bloody confrontations between guerilla fighters and the army.

In Latin America, rural flight is the result of the spread of major landholdings, as well as the lack of adequate resources for small farmers to make a decent living.

Q. Can you elaborate on this?

A. In many Latin American countries, huge tracts of land are taken up by large cattle-rearing ranches. The most fertile land is occupied by huge plantations which grow crops for export. Small farmers must make do with the poorest land, without the benefit of government subsidies. Growing food for local and regional markets is difficult: the small farmer cannot compete with large

landowners who grow more at lower costs.

The small farmers may be able to grow just enough food for the survival of their families. But if farmers are not able to fertilize the soil or rotate certain crops, the land becomes exhausted. It becomes harder to produce enough food to feed the families. Often small farmers go deeper and deeper into debt. In the end, they have to sell their patch of land at a very low price, and work on the farms of the large landowners. As large farms become more mechanized, rural unemployment grows.²

Q. Are there conflicts over land?

A. Yes. In Brazil, for example, there is severe conflict over land between large landowners and small farmers. Between 1972 and 1978 large landowners took over 200,000 holdings of less than 25 hectares and 500,000 small holdings which were considered too small to support their inhabitants. Across the country land reform, or lack of it, has made the situation critical. Since the mid-1980s, landowner organisations have fought land reform, which has attempted to allocate land to landless farmers. 15 million small farmers work farms that have less than 10 hectares of land. The increasing concentration of land in the hands of a few landowners has led small farmers to resort to invading land that they can farm. If small farmers can clear and work land for one year and one day, they acquire certain rights to possession of the land. Attempts to take advantage of this provision have resulted in violent clashes between rural workers and landowners. Major landowners often send armed guards to chase squatters from the land.³ Many farmers, faced with poverty, degraded land and violence, decide to leave the countryside and try their luck in town.

Q. You've mentioned some reasons why rural dwellers are 'pushed' to urban areas to make a living, but why are people otherwise attracted to cities?

A. People from rural areas believe that urban centres offer better employment opportunities, and greater access to health care and schooling. It is often believed that urban inhabitants receive priority in government expenditures and policies -- that they benefit from "urban bias".

Q. Is there such a thing as "urban bias"?

A. It's hard to say. Certainly every government policy, action and expenditure does influence where investment and jobs are distributed, and many of these policies often favour cities, especially large cities. This can make large cities magnets for rural migrants seeking to improve their economic and social conditions.

One way a government invests in its large cities is to support the development of local industries which produce goods that were previously imported. By doing so, the government hopes to reduce the nation's large deficit and improve its balance of payments.

Another government policy which affects migration is to depress the price that farmers receive for their crops. They do this to provide tax revenues or to keep food prices low in urban areas. This policy not only reduces rural incomes, but it also lowers the incomes of people in small and intermediate urban centres that depend on rural demand for their goods and services. As rural areas slide deeper into recession, more rural dwellers migrate.

Q. This sounds like "large city bias" rather than "urban bias". But does everyone in large cities benefit from this investment?

A. That's open to question. Large cities do benefit from investment in roads and public services -- hospitals, water supplies, sewers and drains. But in many large cities, the beneficiaries appear to be the better-off inhabitants and the more powerful industrial, commercial and financial concerns. Large hospitals, doctors and other medical specialists may be concentrated in big cities but this does not mean that they provide medical care for poorer households. City dwellers may have access to subsidised food, but when ration cards are distributed to only those people who have an official, legal address, then the poor living in illegal settlements do not benefit.

Q. What other ways do towns and cities attract migrants?

A. To a countryside dweller, city life can seem more interesting and dynamic, offering access to consumer goods and to new lifestyles with freer personal and social mores. Young people especially are drawn to cities because they think that there'll be more opportunities for advancement.

Yet the reality is grim for many people who move to the city -- as we shall discover in parts 2 and 3.

PART 2: Living conditions in the city

Part 1 described why people move to towns and cities in the Third World. Part 2 explores the living conditions of urban migrants and the urban poor.

Q. Do all street children come from families which have only recently emigrated to cities and towns?

A. No, it would be a mistake to think that. While parents of many street children migrated in their teens and early twenties, and embarked upon marriage and child-bearing at an early age, many more street children are from poor families that have already been living in the city for two or three generations.

Q. How do these urban poor make a living?

A. Its tough for newcomers and city-born people without professional skills to find well-paying jobs. Unemployment among men is high, and underemployment, all too common. With few skills or training and little entrepreneurial self-confidence, most slum dwellers land in service jobs, under-paid and without security. To make ends meet, all family members above a certain age must help support the family. Women's child-rearing responsibilities do not fit easily with a regular job, so many take up informal activities such as preparing and selling food on the street or sorting and selling scrap. Some become housemaids, launderers, cooks and dressmakers. Many children learn the ways of the working world at their mother's knee and start to earn at an early age.⁵

Q. Where do the urban poor live?

A. Unable to afford decent housing, many live in cramped, overcrowded dwellings such as tenements, cheap boarding houses or in slums built on illegally occupied or sub-divided land.

Slums and shanty-towns spring up in large cities. In Bombay (India) and Rio de Janeiro (Brazil), over 3 million people live in slums and shanty-towns. In Bogota (Colombia) and Kinshasa (Zaire) 60 per cent of the entire city population live in slums. And in Addis Ababa (Ethiopia), the figure is as high as 79 per cent. Called *bustees* in India, *favelas* in Brazil *gourbevilles* in Tunisia, these shanty-towns comprise makeshift homes built by the people using whatever materials are available -- sticks, fronds, cardboard, straw and -- if they're lucky -- corrugated iron.

Shanty dwellings are generally built on land in the worst locations: on steep, unstable land which is vulnerable to earthquakes and landslides; on low-lying sites which are subject to flooding; on unhealthy, polluted land sites such as near waste dumps and open drains and in and around industrial areas with high levels of air pollution. The houses are deemed illegal because they do not conform to regulations, and their inhabitants are called 'squatters' because they cannot afford to buy sites legally. 'Squatters' are also under the constant threat of eviction without warning.

Q. How do cities cope?

A. They don't. The flood of migration can be overwhelming to the people in already overcrowded cities. Few Third World national governments give priority to increasing the

resources available to city and local governments to cope with the growth, and so public provision of services has not kept pace with city expansion. In virtually every urban centre -- from the large cities to small market towns -- many people live in neighbourhoods with little or no provision of the infrastructure, services and facilities that are essential for healthy living.

Q. What Infrastructure and services exist in slums and squatter developments?

A. Generally there is little or no provision. Because squatter settlements are classified as 'illegal', it often means that even minimal services are denied.

Clean water systems are either rudimentary and inadequate, or non-existent. Many slum households must fetch their water from communal standpipes or buy water from vendors. Hundreds of millions of urban dwellers have no alternative but to use contaminated water - or at least water whose quality is not guaranteed. Most urban centres in Africa and Asia, including many cities with a million or more inhabitants, have no sewerage system at all. Rivers, streams, canals, gullies and ditches are where most human waste ends up, untreated. Even in cities with sanitation facilities, it is typically only the richer residential, government and commercial areas that are served. Garbage collection services are inadequate or non-existent in shanty-towns, and so rubbish accumulates on streets, wasteland or open spaces between houses.

Q. Does the lack of readily available drinking water, sewerage systems and sanitation facilities endanger the lives of slum dwellers?

A. Of course, especially the lives of children. Diseases such as diarrhoea and dysenteries are common. And the crowded and cramped living conditions increase the likelihood that infections and contagious diseases such as tuberculosis and influenza will spread from person to person. The problem is made worse because poor families cannot afford enough food to feed themselves properly. Malnutrition weakens the body's defences, and common childhood diseases such as measles and pneumonia become major killers. If children do not die from these diseases, they face many other health risks in their homes and neighbourhoods.

Q. What other kinds of health risks are these children exposed to?

A. Flimsy house structures and unhygienic surroundings increase the risk of falls, bites, cuts and other injuries in and around the home. Burns and scalds are not surprising when six, seven or more people live in one room, and there is little chance of giving occupants, especially children, protection from fires, stoves and kerosene heaters. The impact of these injuries is further magnified by the lack of access to first aid and health care facilities.

Pollution in the home and neighbourhood is another big problem. Where open fires or inefficient stoves are used for cooking and/or heating in confined spaces, smoke causes respiratory problems for most, if not all, inhabitants. This is especially serious for women and children who spend most time in the home.⁶

Living close to industrial centres exposes children to pollution from industry and motor

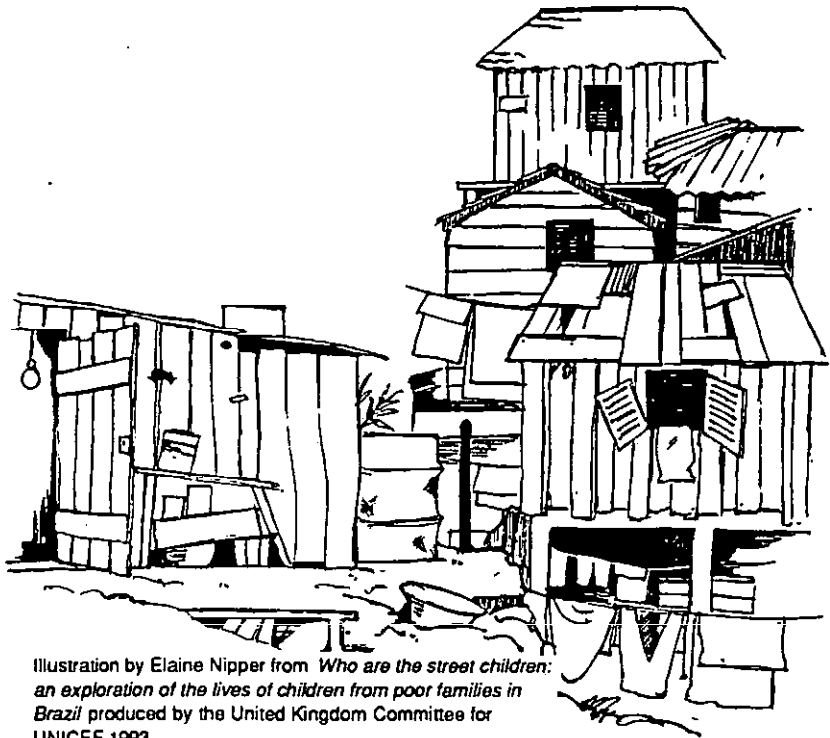


Illustration by Elaine Nipper from *Who are the street children: an exploration of the lives of children from poor families in Brazil* produced by the United Kingdom Committee for UNICEF 1993

vehicles. For instance, in the city of Bangkok, where Thailand's heavy industry is concentrated, pollution has reached unimaginable levels. Traffic congestion and inefficient and poorly maintained engines in most road vehicles add greatly to air pollution problems. In Mexico City and in Manila (Philippines), street merchants must wear hoods to protect themselves from the smog.

Q. Do children suffer more than adults from the effects of air, water and land pollution?

A. Yes. They're more exposed to air pollution because they are usually more active, and because they inhale greater quantities of pollutants relative to their weight. Their body size and work or play activities also bring them in greater contact with heavy pollutants, such as lead close to the ground or in the soil itself. Younger children are less aware of the dangers of pollution, and are therefore less likely to make an effort to avoid exposure.

Urban slum and squatter settlements rarely have safe places where children can play. Young children playing near their homes are constantly exposed to danger from traffic or areas contaminated by human waste and industrial waste. For example, children are often seen drinking, playing or washing in the polluted waters of Bangkok's canals, or roaming the uncollected garbage in Nairobi and Manila.⁷

PART 3: Why children turn to the streets

Part 2 described the living conditions of the urban poor in developing countries. Part 3 explores the impact of these conditions on children, and looks at why some of them turn to the streets to live and work.

Q. What is family life like in crowded slums and squatter settlements?

A. It's stressful for everyone. Single room slums may provide shelter for one, even two households, each with five or more members. This means no privacy for intimate physical relationships; no quiet for a child to study; no possible separation of a sick person with an infection; no means of avoiding the family member who is drunk or irritable. The fabric of daily life is frequently strained to the breaking point.⁴

The overcrowdedness of slum life is not the only potential cause of family tension. Squatters can be evicted without warning by authorities to "keep the city clean"; to return the land to its legal owners; or as part of a redevelopment scheme. With the constant threat of men with bulldozers coming at any time to raze their flimsy homes to the ground, few people have the heart to improve their dwellings or their living conditions, even if they could afford to.

Eviction -- even when it is accompanied by relocation assistance -- can be a major cause of family disruption. For example, travel to and from the old place of work may be long and costly. A father may come home less frequently, or he may lose his job. Lack of employment, even if other family members are earning enough for survival, may be extremely damaging to male self-esteem, and can lead to heavy drinking, drug addiction and child or wife abuse. The father may even abandon his family. In many slums, women -- abandoned or divorced -- are the only providers for their households.

Q. How does this affect the children?

A. Many urban slum families do not have extended family members -- grandparents, aunts, uncles and cousins -- nearby that have traditionally provided both physical and emotional support. This adds to the pressures on overburdened parents, especially single mothers. If single mothers go out to work, children are left alone at home for long periods to fend for themselves. Younger children are often left in the care of older siblings, or spend their time in the market place, the snack bar or the public laundry facility, because their mothers need to work with them at their side.

Q. Do many children work on the streets?

A. Yes. Many slum children must work whether they belong to single-parent or two-parent households. Parents often send their children to the streets to earn whatever they can by shining shoes, scavenging cans, bottles and other non-degradable trash, washing and guarding cars or simply begging. Their earnings can be crucial to family survival, often accounting for more than half of household income.

Q. How old are these working children?

A. Most are between the ages of 11 and 14 years, though the full age range is from 6 -- and, in a few cases, even younger -- to 17 years old.

Q. Are the roles of working boys and girls different?

A. The roles of working girls and boys vary from one society to another, but on the whole, working girls are less visible on the streets. While girls accompany their mothers to the market to help out on the stalls or run errands, they are more likely to do domestic and child-rearing chores. There are also girls who are hidden away, working in the kitchens of restaurants or as prostitutes.

Q. What do boys think about working on the streets?

A. They often think of their pursuits on the streets not as work but as things they do while hanging out with friends. With no recreational facilities in their neighbourhoods, it is one way of occupying their time.

Q. Are many working children exploited?

A. Yes. They are often exposed to hazardous working conditions, paid little and expected to work long hours. Children in food service outlets might only earn the food their employer gives them. Many of those working in domestic service are ill-treated physically and sexually. Children who collect scrap from garbage dumps are doubly abused: first, by the dangerous and unhygienic filth in which they work, and second, by the middle-men who buy their gleanings for a pittance, and sell at a profit to the recycling factories.

Q. Do working children go to school?

A. Many do, and earn money during out-of-school hours. But attending school often means expenses for families which they can ill afford. Over time, parents' determination to find the money may diminish, or they may expect the students to help earn their way, and, as the children grow older and more independent, they often drop out of school.

The performance of those children who do attend school often suffers because they spend little time on school assignments, and there are few adults around them to help them with their studies. The experience of school life may not be inspiring. Classrooms may be crowded, and teachers overextended. Life outside, in the shopping centre or at the garbage dump, may be more appealing to children, and their school attendance may drop off. Relatively few children regularly found on the streets complete their elementary education.

Q. Does spending so much time on the streets affect children's outlook on life?

A. Probably. Street life, peopled by tough and worldly characters, all of them on the make, is a completely different environment from that of the structured schoolroom. To these children, the streets are full of adventure and illicit temptations. They learn the tricks of their trade from each other -- where to go for supplies or sales, whom to trust or distrust, how to keep out of trouble. They band together for companionship and mutual protection.

Q. What makes children leave home to live on the streets?

A. When families are struggling to make ends meet, there are likely to be more quarrels, and family tension can become unbearable. This situation may be more acute when parents have

separated, and the children are living with one natural parent and a step-parent who does not have the strong emotional ties to the children.

Some children may be afraid to go home because of the scoldings, beatings and even sexual assaults they receive there. Others may want to escape the drudgery of looking after the home and younger brothers and sisters. Others may simply want to become independent, and to be able to keep what they earn.

As home becomes less and less a source of comfort, children spend more time away. Of the world's street children about 25 per cent have been forced - or have chosen - to lose contact with their families. These children are entirely on their own.

CLASS ACTIVITIES

Urban and rural life

- * Discuss in class the rural and urban environments that students and their families have experienced. Brainstorm and list all the arguments for living in (a) rural and (b) urban areas in your region.
- * Have each student interview a person he/she knows that has moved from a rural to an urban area. Discuss in class beforehand the purpose of the survey and what types of questions might be asked. Also consider how interviews should be conducted (for example, interviewers should be polite to the people being interviewed, and should begin by explaining the purpose of the survey). Have the students present their survey findings to the class, and discuss issues that emerge from the surveys. Have students act on their recommendations. Here are some survey suggestions:
 - Survey 1: to identify ways to stem the flow of people from the countryside*
Questions should be concerned about why people moved to the city; what they thought about city life before they left the countryside and how this impression is similar to/different from reality. Possible talking points: what might be done to improve the situation in rural areas; how people can learn about city life before migrating.
 - Survey 2: to find out if people are better off moving to the city*
Questions should focus on what the people being interviewed did when they lived in rural areas and what they are doing in the city; what people like and do not like about rural and city life. Possible talking points: ways to improve rural and/or urban living conditions.
- * Have each student describe, where they would like to grow up -- in a rural area or in a town or city. Have them give reasons.
- * Have students write poems, draw pictures or make up plays about life in the city and/or life in the countryside. Have them perform for the community.
- * Discuss in class what improvements the students living in poor urban areas would make to their living conditions. They might suggest environmental improvements (e.g. safe play areas, improved physical access to school); economic improvements (e.g. more jobs, more training) or social improvements (e.g. having people that children and families can turn to for help). Divide the class into small groups, and have each group select one improvement they would like to see in their neighbourhood. Then, have each group discuss ways to have that improvement implemented. Each group should present its recommendations to the class and/or members of the community. If possible, have the students put their ideas into action. Encourage community involvement.

Child labour

SOURCE

All Work and No Play: Child Labour Today produced by the Trade Union Congress in collaboration with the UK Committee for the United Nations Children's Fund (1985). For further information, contact UK Committee for UNICEF, 55 Lincoln's Inn Field, London WC2A 3NB United Kingdom

Combating Child Labour edited by Assefa Bequele and Jo Boyden published by the International Labour Organisation (1988), CH-1211 Geneva 22 Switzerland

Stolen Childhood: In search of the Rights of the Child by Anuradha Vittachi published by Polity Press in association with North-South Productions Ltd. and Channel Four Television Company Limited (UK, 1989).

SUGGESTIONS FOR USE

radio broadcasters,
Journalists: As background notes on programme/article on local child labour issues.
teachers and community workers: As an introduction to project work on child labour and exploitation.

What is child labour?

Not all work is harmful or exploitative for children. Going to school, helping with the housework or working for a few hours to earn extra money is not classified as child labour.

Child labour is.....

- a ten year old girl spending seven hours every day doing tasks such as cleaning, cooking and looking after younger brothers and sisters at home so that her parents are free for other work;
- a herd-boy working as long as 15 hours a day;
- a child working as an unpaid full-time labourer on land farmed by his family;

- a girl, perhaps even as young as three or four, being farmed out to a middle-class household as a servant to pay off her parents' debts, (see Box 1);
- a child working on a plantation, a building site, in a factory or sweat-shop or in a mine, earning well below the minimum wage for a full week's work;
- a child sorting through rubbish on a city dump;
- a ten-year old child forced into prostitution.

The United Nations International Labour Organisation (ILO) defines child labour as:
"Children leading prematurely

adult lives, working long hours for low wages under conditions damaging to their health and to their physical and mental development, sometimes separated from their families, frequently deprived of meaningful educational and training opportunities that could open up for them a better future. Child labour of this kind is the object of national and international concern."

UNICEF describes working children as those whose work, whether part or full time, paid or unpaid, within or outside the family group, is exploitative and damaging to their health and/or development. "Children should be protected from

Box 1: Bonded labour

The system of bonded labour, although illegal, is still operating in India. "Contractors" seek out families in rural areas and shanty towns, and offer them a "loan" for their immediate needs or to find their child a job, promising that part of the child's salary will be sent to them regularly and that the child will not be mistreated. The interest rate on these "loans" varies between 100 and 200 per cent per month. Neither the parents nor the children will ever be able to repay the debt, and they become virtual slaves. This bonded labour is passed on from one generation to the next.

From *ICFTU* (International Confederation of Free Trade Unions) No. 11 Sept. 1992

In 1992, after a hard struggle, the Government of Pakistan passed the Bonded Labour Act that abolished the system in that country, freeing and discharging bonded labourers from future obligation and debt. This is a major step forward, but enforcing the law is not easy. Much depends upon local police, courts and provincial governments which are often corrupted or influenced by wealthy businessmen concerned to maintain their large profits.

Many workers and their families

remain bonded to their masters, unaware or afraid to break the chains of their imprisonment. According to Bonded Labour Liberation Front (BLLF), a South Asian NGO, 8 million children in Pakistan are still bonded: 500,000 children aged 4-14 years work in the carpet industry, and 50,000 work in small factories supervised by provincial governments.

It has been reported that many carpet children die every year from malnutrition and disease while carpet manufacturers earn billions. From *First Call for Children*, A UNICEF Quarterly 1993/no.4

hazardous work, such as mining and quarrying; from inappropriate work, such as lifting heavy weights; from excessive hours of work; from work which may stunt their growth; and from work in harmful environments...[They should be] provided with an environment that fosters their healthy, happy growth and development" (UNICEF, 1986)

Child labour: the numbers

No-one knows how many child workers there are. The ILO estimates at least 100 million. The Defence for Children International (DCI) claims that some estimates put the figure much higher - at 150 million in Asia alone. These estimates do not include children in industrialised countries who work at odd-jobs like baby-sitting for extra money. It includes only children who work so hard or under such poor conditions that their mental or physical health suffers, (see Box 2). India is thought to have the highest number of child labourers in the world, with as many working children as there are people in the United Kingdom.

Why child labour?

The exploitation of children in the labour force is a direct consequence of poverty. For a poor family, a child at work is an additional source of income; for street children, work is often their only source of income; and for those few who choose to work, escaping from the vicious cycle of exploitation and abuse is virtually impossible.

For an employer, children

are the cheapest form of labour. Children rarely receive an income even approaching the minimum wage, and their earnings are consistently lower than those of adults, even where the two groups are engaged in the same tasks. The low wages paid to children give employers a competitive advantage not only in national markets but also abroad. Child workers are among the lowest paid but work the longest hours. Working long hours is not only exhausting; it interferes with children's education and future prospects. Child workers have no fringe benefits, insurance and social security payments, and they are expendable: they can be laid off when business is slack. Even though many occupations are entirely unsuited to child workers, children may be employed because their particular attributes offer certain advantages as far as an employer is concerned. In the carpet weaving industry, for example, children are faster and more agile than adult workers and have sharper eyesight.

Waged labour

The most dramatic forms of exploitation of child labour are associated with waged labour, (see Box 3). Work can be heavy and children can be required to undertake tasks for which they are entirely unprepared physically and psychologically. Work can be highly mechanised and extremely fast. It can be monotonous. It can involve the use of sharp and dangerous objects and toxic substances.

Box 2: Work that threatens child health

In the quarries and brickyards of Bogota, Colombia, children are required to undertake dangerous tasks such as unloading hot bricks from kilns and transporting heavy loads.

*From *Combatting Child Labour* edited by Assefa Bequele and Jo Boyden published by ILO, Geneva (1988)*

Adolescents lured from poverty-stricken Andean villages to work as labourers in Peruvian gold panning are not used to the insects, heat and humidity and have no defences against the diseases prevalent in the jungle. Conditions are so bad that few live to return home.

*From *Combatting Child Labour* edited by Assefa Bequele and Jo Boyden published by ILO, Geneva (1988)*

In Mexico City, according to DCI, children sort rubbish on a dump known as the 'Basurero de Santa Fe', which is permanently smouldering. Every single child was found to suffer from skin disease, intestinal disorders and parasites. Many of the children, say DCI, are killed when they fall into fire-holes that open up in the burning mountain of trash.

*From: *Stolen Childhood: In search of the Rights of the Child* by Anuradha Vittachi published by Polity Press in association with North-South Productions Ltd. and Channel Four Television Company Limited, Cambridge, UK 1989)*

It can be carried out in conditions of extreme heat, dust and noise.

Employers rarely take into account that child workers have capacities and needs different from those of adult workers. It is not only that children cannot undertake as much heavy work as adults, or that the same amount of work can have more serious

consequences for them: it is also that children react to the working environment differently from adults.

Children are more liable than adults to suffer occupational injuries owing to inattention, fatigue, poor judgement, and insufficient knowledge of work processes. Equipment,

machinery, tools and layout of most workplaces are designed for adults.

Employers exert considerable power over their under-aged employees. They openly flout labour laws in the confidence that labour inspectors are unable to cope with the sheer numbers of

illegal and unregistered enterprises that exist in the backstreets of sprawling cities, in isolated and rough terrain in rural settings or even on the high seas. Given the lack of representation and the illegality of their labour, children are unable to take their grievances to authorities.

Box 3: The final link in the exploitation chain

The Italian Trades Union Confederation estimates that 100,000 children work in the Naples region alone, which is one of Europe's poorest areas.

Children are often expected to contribute to family income. They are rarely employed in large modern industries where poor working conditions might be exposed by state inspectors. More typically, children are found in small factories, service industries, retailing and agriculture. Outworking is common especially in the shoe-making industry. Children work for sub-contractors at home or in small scattered workshops. This system reduces overhead wage levels (through piece-work) and the opportunities for trade union organisation.

Many children in Naples work with their mothers as part of this outworking system. In the city's

shoe-making industry, some children are 'apprenticed' from the age of 10. They work with dangerous glues that can be harmful to their nervous systems. Some girls have been so affected by the glue, they are now partial invalids for the rest of their lives. Children are paid, perhaps, a seventh of the wage their mothers are paid per pair of shoes.

Child labour in southern Italy is often seen as a normal part of society: even if children do go to school, the schools are only open for four hours in the morning - if children do not work, what are they going to do the rest of the day?

From: All Work and No Play: Child Labour Today produced by the Trade Union Congress in collaboration with the UK Committee for the United Nations Children's Fund (UNICEF) 1985.

Although the 1951 Plantation Labour Act in India sets the minimum age at 12 years, it is common to find

boys and girls of 10 years old working in family groups on the tea plantations of Assam. Wages for adults are so low that children have to work for family survival.

Children can pluck tea better than adults, and work a 40-hour week for half the adult wage. They also work in factories attached to plantations. Because they are employed on a casual basis, they lack both security of employment and social security provision.

Growing children are in particular danger from the pesticides and herbicides used in the plantations. Children have been seen actually spraying without protective clothing using chemicals which are restricted in Europe and USA.

From: All Work and No Play: Child Labour Today produced by the Trade Union Congress in collaboration with the UK Committee for the United Nations Children's Fund (UNICEF) 1985.

CLASS ACTIVITY

The causes of child labour exploitation in poor countries

SOURCE

Adapted from *All Work and No Play: Child Labour Today* produced by the Trade Union Congress in collaboration with the UK Committee for UNICEF (1985).

SUGGESTIONS FOR USE

teachers, community workers: As a role-playing exercise to identify some of the main causes of child labour exploitation in poor countries, and as an exercise to explore the role of various interest groups involved in child labour issues. Local government, business groups and parents could be invited to take part in subsequent discussions.

radio and television producers: As a way of introducing local child labour issues. A role-play exercise could use actors to present a hypothetical situation similar to the one outlined below, and then the audience could take part in a subsequent debate about local issues. Alternatively, a real scenario could be presented with government officials, company representatives, parents and working children taking part in a debate.

TASK: Organise a panel discussion to investigate the alleged links between developing country suppliers using child labour and companies in an industrialised country.

BACKGROUND:

- This role playing exercise is based upon a fictitious developing country called Lahuna and an industrialised country called Orland.
- A 30-minute TV documentary has recently been shown which claims that Orland companies are making vast profits from the sweated labour of children in Lahuna. (You may decide to select specific industries to focus on, for example, the clothing industry, shoe manufacturing, carpet manufacturing, etc.).
- The film's allegations have been highlighted in the press in both Orland and Lahuna, and have drawn reactions from trade unions and other interested groups concerned with the issue.
- It is because of this popular interest that the TV company which screened the film has now invited all the major interested parties to take part in a panel discussion before an invited audience.

METHOD:

1. Give one of the five briefs below to each of five groups of no more than four students.
2. Each brief is a stimulus for the group to prepare a much fuller paper for the panel discussion.
3. The groups can use the ideas in the briefs as a framework, but ought to make full use of local, national and international child labour and trade reports and other materials to build up a detailed case. (Read profile no. 6 on Samroeng.)
4. Having completed the research and writing, each group should elect one of its members to role play the part in the panel discussion.
5. Appoint someone to chair the panel discussion. This person is to introduce the discussion by re-capping the main points of the programme and then invite each representative to make an opening statement of no longer than 10 minutes duration.
6. Once the last statement has been made questions can be taken from the audience. (The audience could include other 'players' from Lahuna (child workers, their parents and their employers, law enforcers etc.) and from Orland (retailers, workers and consumers, etc.) Child rights advocates (both from Orland and Lahuna) could also be represented.
7. Members of the panel could also be allowed to cross question each other.
8. There should be a summing-up of the main points of the discussion from the chair.

THE ROLE PLAYERS' BRIEFS

1. TV reporter's brief

You are a well-known journalist for one of the popular newspapers who has made a reputation as an investigative journalist. When a major TV company approached you with the Lahuna story, you seized on the project. Despite the fact that you only had a few weeks to do the actual research and filming, and were heavily dependent upon a few local contacts, you feel the programme is a major exposure of the way in which Orland companies profit from child labour in developing countries.

You found that many Orland retail companies have been increasingly importing products manufactured in Lahuna because the country offered one of the largest pools of really cheap

labour worldwide. There, women and children work endlessly in sweatshops to produce cheap goods. The imported goods are on sale in Orland, with mark-ups in the region of 300 per cent on the Lahuna price. Profits of the Orland retail companies have soared as a result. You have evidence that one company representative stated: "No level of technological change can outweigh the impact of low labour costs, and we will continue to seek low-cost areas and insist on higher margins on imported goods." Another company director complained that Orland workers did not work hard, expected too much, and belonged to unions that were quick to strike if their demands were not met.

2. Trade Union Leader's brief

You are the leader of a trade union which has a direct interest in the revelations of the programme. Your major concern is that cheap suppliers like Lahuna are undercutting Orland products and therefore contributing to the loss of jobs in your industry. You also are shocked to learn that children are virtual slaves, and you feel that international buyers are as guilty of exploiting these workers as the children's

bosses. You believe the programme has exposed the retailers' talk about getting the best deal for their customer as a sham. You feel that little has been done by the Trade Union Movement in general on this issue of child labour, and you would like to see a major campaign mounted at both the national and international level to get at the root of the problem.

3. Company Representative brief

You chair the Board of one of the companies accused in the film of profiting from child labour. Nevertheless, you wish to point out that Lahuna only represents a small fraction of your supplies and given the widespread practice of sub-contracting, your company cannot be held responsible for the conditions in every single

factory. You are now stopping all supplies from Lahuna until a full investigation is carried out. In general, company policy is to do business only with those manufacturers who do not breach their own national labour laws regulating the working conditions of young people.

4. Lahuna Government Representative's brief

You are Lahuna's ambassador to Orland. For many years now you feel that Lahuna has been singled out by the international media for these kinds of sensational accounts. It is as if Lahuna were the only example of child labour abuse. You wish to point out your government's positive record on child labour legislation, and its development efforts to reduce the migration of poor families from rural areas into urban slums. You draw attention to the government's accomplishments in recent years to raise the

standard of living in Lahuna: that population growth has slowed; that GNP has been rising steadily; that the numbers of children enrolled in schools has increased markedly. The rise in standard of living is the only way to alleviate the problems such as child labour. Any attempt to reduce trade with developing countries would worsen rather than improve the standard of living. You feel there were inaccuracies in the film due to language difficulties and the short period of research and filming.

5. Child Employer's brief

You own the factory which was featured in the TV programme. You started selling to Orland about a decade ago, and business has been constantly expanding ever since. You would use adult workers if you could, but to remain competitive with other manufacturers in Lahuna and in other countries, you have to employ the cheapest labour. You admit conditions in the factory are not good, and child workers work long hours and are paid half the official Lahuna minimum wage. You employ poor, uneducated children from remote farming regions rather than streetwise city children because the former are not afraid of hard work, and they do not complain. You outlay many wages in advance in order to encourage the village workers to come to the city to work, and you point out that by doing so, you are helping their farming

families to survive and enable them to pay off debts. You wonder what is wrong with children working; it's a tradition and they need whatever money they can make.

You emphasise that the real profits are made by the middle men and the retail companies in Orland. You are paid a cheap price for the goods which are sold for several times that amount in Orland, and you have expenses - wages, material costs, equipment, food for the workers, etc. You somewhat resent being criticised by people in Orland for your employment practices: after all it is Orland companies which are trying to circumvent over 150 years of Orland social legislation, and customers in Orland would complain if the price of the products rose.

Lives of Children in Especially Difficult Circumstances Part 1: street children and child labourers

SOURCES

Who are the street children? a UNICEF Development Education kit prepared by Rita Somazzi (UNICEF, Geneva 1990). Other sources are indicated in each section. If reproduced, please acknowledge appropriate source(s).

SUGGESTIONS FOR USE

teachers, youth leaders: As exercises for students to help them identify with children in especially difficult circumstances, and so consider their problems in an empathetic way.

radio broadcasters, journalists: As examples to cite in a radio programme or article on children in especially difficult circumstances.

On the following pages are profiles of children in especially difficult circumstances. These profiles indicate how the children survive, and describe some of the children's feelings. More profiles of children in especially difficult circumstances are in Part 2 which appears in OUTREACH issue no. 97.

PROFILE 1: STREET CHILD

Americo, a 13-year old from Rio de Janeiro, Brazil

Where do you live?

"I live in the street, in Copacabana. I live alone because my mother does not want me around any more."

How can that be?

"My parents are separated and my mother is now living with another man who cannot stand me. She told me to go away or else she would kill me. I cried and screamed in the street. She shouted too and since I wanted to stay with her, she started running after me, threatening me with a knife."

Where is your father?

"He does not live here. He is in Minas Province, a long way away from here. Dona Maria wrote to him, asking him to send me money for my bus ticket. I would like to go and live with him. I am waiting and waiting, but he has not written yet."

What do you live on?

"That depends. Sometimes I find work, sometimes I come here [to a centre for street children]. I used to sell ice cream on Copacabana Beach. I worked for somebody who had a kiosk there."

Did you make a lot of money?

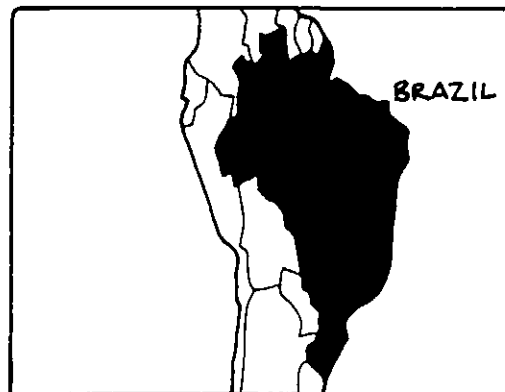
"No. I did not earn anything. He gave me just enough money to eat, and at night, I could sleep in a stall, near the beach."

Did you like your work?

Yes and no. It was nice because I met friends and I could chat a bit with them, but the work itself was hard. You know, the ice cream box is heavy when it is full and it's even worse, in the hot weather. You have to walk for hours all over the place, calling out so people can hear you: "Picolé, picolé...". There are days when nobody wants to spend money, even for an ice cream."

Is it hard to live in the street?

"I would like so much to have a home of my own, to keep my things there, to sleep in peace. You know, it is cold at night, especially in winter."



But in Rio, it is never really cold...

"Oh yes, it is. In winter, it is damp, and you freeze in the street."

SOURCE: Interview by Rita Somazzi from *Who are Street children? A teaching kit for 10- to 17-year old students* (based upon TOMBO, a UNICEF educational game) produced by UNICEF Geneva Office Palais des Nations, CH-1211 Geneva 10 Switzerland.

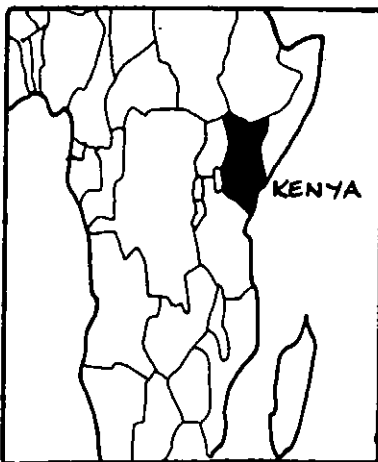


ACTIVITY SUGGESTIONS

- Would you like to live like Americo? Why or why not?
- Like Americo, many street children have been abandoned or driven away by their parents or step-parents. Imagine what life was like for Americo leading up to the time he was driven from home.
- Do you think Americo is ever lonely or afraid? Do you ever feel lonely? Or afraid? In what situations? Try to illustrate your loneliness or fear by a sketch or a painting. Ask your friends if they are ever lonely or afraid. Then, ask adults if they are ever lonely or afraid. Are the situations described by children and adults similar?
- Find out what kind of jobs children have who work on the streets in your city. Are any of these jobs dangerous? What skills are required to do the jobs? Are these jobs solely for youngsters or do you know of any adults who have these jobs, too? If you had to start working, what type of job would you do? Why? Could you earn enough money to survive?
- Americo's dream is to have a home of his own, and to sleep in peace. What dreams do you have?
- What might Americo's life be like in 20 years? What might your life be like in 20 years?

PROFILE 2: STREET CHILD

Beatrice, a 16-year old prostitute from Nairobi, Kenya



"I have been on the streets since I was 11 years old. I had to drop out of school when I was [eleven] because there was no money for school fees, and I had to look after all my younger brothers and sisters when my mother went out to work."

Home then for Beatrice was a one-roomed shack in Mathare Valley, one of Nairobi's shanty-towns, which she shared with her mother

and five younger brothers and sisters. Her three older sisters had already left home. So Beatrice was in charge of her younger siblings while her mother worked hard as a housemaid, leaving the house before dawn and returning after dark.

The going was tough for the 11-year old, and there never seemed to be enough money. "Even food and clothes were a problem." In the end, Beatrice left home. "I couldn't stand it. So I left to come to this place."

"This place" is *chuom* Kadude, a big patchwork tent of plastic in one of the shadier alleys of the city of Nairobi. In the plastic shacks that make up the *chuom*, furniture is made of cartons, sacks and paper. The tents are overcrowded, filled with youngsters who have fled from problems at home. Here they live by their own rules. They fight and snatch things from each other, but for many this jungle discipline is better than the harshness of the

homes they come from.

And there is camaraderie in *chuom* Kadude. Children form small groups to share what they have, and sleep together in their own alternative 'families'. When the police try to arrest them -- for loitering, begging, glue-sniffing, stealing -- the children drive them away by hurling faeces at them.

With her friend Njoki for a tutor, Beatrice quickly learned the tricks of the oldest trade in the world. By day she would sell sexual services to older men, and then at night return to the *chuom* for the company of street 'boys' in their mid-twenties and early thirties. Beatrice made little money from prostitution. Sometimes the only payment was a bag of potato chips. She contracted gonorrhoea, for which she receives treatment at a clinic.

She quit home for a better life, but the streets offered little comfort. Beatrice owns up to sniffing glue "sometimes". She used to smoke *bhang*

(marijuana), but she claims to have given it up.

Four years after she began this street life, Beatrice discovered she was pregnant.

"I decided to go back to my mother," she says. Back at home, Beatrice found not much had changed. Three of her younger siblings were dividing their time between school and working on the streets. She joined her younger brothers and sisters at the market, picking up food from the street when the wholesalers unloaded their wares from the trucks to the stalls. While home provided security during the last few months of pregnancy, three months after the birth of her son, Beatrice took her child to the *chuom* to join the growing ranks of street families. She sometimes talks optimistically about quitting the street life and finding sponsorship to be trained as a tailor. "I want to help myself and my mother," she says.

From: *KENYA: Child newcomers in the urban jungle* by Dorothy Munyakho published by UNICEF International Child Development Centre, Italy (1992). This publication is one in a series of Innocenti Studies entitled *The Urban Child in Difficult Circumstances*.

ACTIVITY SUGGESTIONS

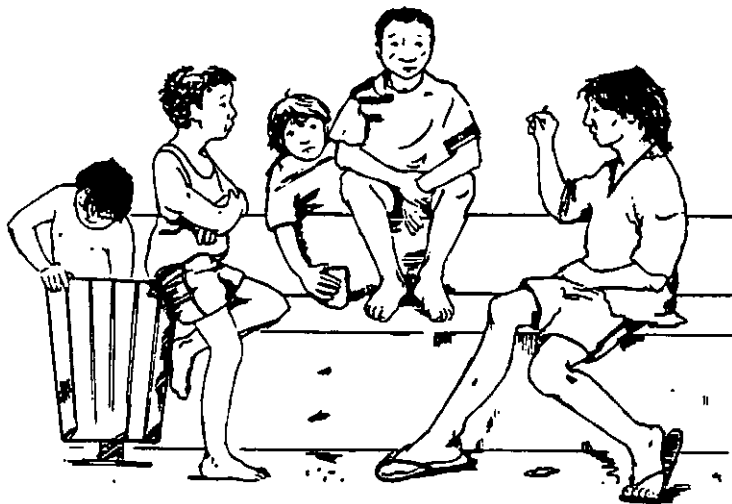
- * Imagine what a day in the life of Beatrice was like when she was (a) 11 years old and still living at home; (b) 13 years old and living in the *chuom*, and (c) 16 years old and living on the streets with her child.
- * Street occupations are hazardous to children's health. The risk of catching AIDS and other sexually-transmitted diseases, such as gonorrhoea, is a serious -- even deadly -- one for street children trying to survive by prostitution. Scavenging on garbage dumps carries the risk of tetanus and skin diseases. If you have a job, what health risks are you exposed to when you work?
- * Spending their days and nights on city streets exposes children to lead poisoning and noise pollution, and the risk of accidents with vehicles. Poor water and sanitation facilities carry health risks, too. Describe the health hazards in your neighbourhood.
- * Beatrice dropped out of school when she was eleven years old. How do you think you would feel if you had to drop out of school? Write a poem that describes what your life would be like without a school education.
- * Drinking alcohol, inhaling petrol and glue, smoking *bhang* (marijuana, a mixture of dried leaves and flowers of

the Indian hemp plant, used as a drug) and chewing *miraa* (an intoxicating leaf) are all part of the culture of Beatrice and other street children in Nairobi and other city streets.

Does anyone in your family smoke? Carry out a small survey by asking persons who smoke why they started. Is there a drug problem in your community? Try to find out if there is and why some people take drugs. With your teachers and parents, discuss the consequences of taking drugs.

PROFILE 3: STREET CHILD

Roger, a 12-year old gang leader in Manila, the Philippines



Roger is twelve, but experience-wise he could be 21 years old. He is already a leader, a *kuya* (older brother), of a group of children who live off Manila's streets, supporting themselves from begging, scavenging, pushing carts or peddling. Junjun, 9, who is in Roger's gang, says a leader is the oldest and biggest gang member who provides and protects the others.

Under Roger's rough leadership, the children are able to survive the hassles of the street - and even enjoy it. Junjun says they play a lot, running and skipping and

going after cars. Junjun says his friends help him earn money.

Roger's gang doesn't believe in pilfering, but begging is an art to be learned. Through his friends, Junjun says that he has learned to use his eyes, his voice even his body posture, to hopefully evoke pity from a passer-by. The children learn a set of codes and words that an outsider to that group may not understand, giving them a sense of belonging and unity.

Roger has learned how to deal with the fights among the group, being both a judge and

a carer to the other children.

Many children, like Roger, have grown up in the streets and don't know any other life. Life has dealt them a raw deal, but a number have responded with zest, determination and creativity.

When asked, many would say they would rather be off the streets. But it seems like society has thrown them out and slammed the doors shut. They might as well learn how to live with the harsh reality - and survive, says Roger, a child who knows what he's talking about.

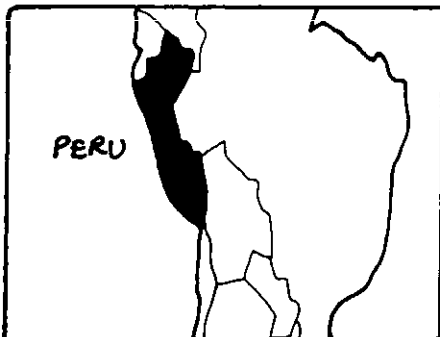
Text from: *Philippines Daily Inquirer*, 9 May 1993; illustration by Elaine Nipper from *Who are the street children? an exploration of the lives of children from poor families in Brazil* produced by The UK Committee for UNICEF, 1993

ACTIVITY SUGGESTIONS

- Street children often join together to form gangs. Belonging to a gang is a strategy for survival. It is also a way of satisfying the need for emotional ties and protection. Have you ever been a member of a "gang". If so, what did your gang do? What was your role in the gang?
- Roger is the leader of his gang. Why do you think this is so? Who was the leader of your gang? Why was he/she leader? Do you think a group or gang should have a leader? If so, what should the leader be like?
- Members of street gangs often meet in the evenings to play and sleep together. Each gang has its own special place or territory which other gangs respect. Where and when did your gang meet? What contact, if any, did your gang have with other gangs?
- When you joined your gang did you have to prove yourself before you were accepted? Do you think proving yourself to other gang members is a good idea? Why?
- Many street children depend upon petty theft to pay for their needs. So people assume all street children like Roger and his friends are hoodlums or a criminals. They do not try to understand why these children might break the law or why they are poor. They often humiliate and even beat street children. Have you ever been in a situation where you have felt humiliated? Describe it. Do you know people who are discriminated against? What are the causes of this situation? How can you help someone who is humiliated or excluded by others?

PROFILE 4: CHILD LABOURER

Marie's story



Marie is 17 years old and lives in Calca, a town in Peru. She is the youngest of 12 children. When she was small her mother became a widow. Life for the family was very difficult. Then, her mother ran off with a man, and abandoned her children.

"An older sister looked after us, but because we were so many, I was left to get on with things on my own. The work I was doing was looking after

animals, and it was difficult because there were a lot and sometimes nobody gave me food, so I was usually hungry."

When Marie was 8 years old, her older brother, a baker with a house and family in Calca, said he would take Marie because she wanted to learn to read and write. She was helped at school by her teachers, but life for Marie was still very tough.

"My brother and his wife

didn't bring me here as a gift though; they brought me to work. After school, I worked in my brother's house, washing, selling bread and looking after the kids, as well as studying. My brother made me work till about midnight, then at 1 o'clock I had to get up to make the dough for the bread, so I only slept for an hour. At 4 o'clock I went out to give the bread to the schools. School started at 8 o'clock, but I used to come in late as I was still working giving out the bread."

Then, Marie's sister-in-law took her to work in the kitchen of a house in Lima. She had to wash and iron clothes and cook. She had one day free every week, but she was not paid much:

"I had only a few bits of clothes and I couldn't really afford to buy anything. I was

very innocent, very young, I knew nothing.

"The man who owned the house got sick and went into hospital, so I was left alone in the house with another employee who was a man.

The lady of the house used to come in very late and so we were always left alone and my bedroom door didn't lock. The man used to smoke drugs.

One night he raped me. I couldn't tell anyone because he threatened to kill me if I told anyone. I got pregnant. I stayed in that house until I had the baby.

"Then I got a letter saying that my mother was very sick. When I got to Calca, I found out

that my mother wasn't sick at all, but my brother had found out that I had a baby and he was afraid that if I stayed in Lima I would have more. That is why he sent a letter to me to come.

"I was in my brother's house for a while until they threw me out. They said it was because my baby didn't have a recognised surname. They said that I shouldn't have brought a kid like that into the house."

Marie stayed in Calca and worked hard doing such jobs as washing clothes for teachers to feed her baby, Coco and herself. Then she joined a handicraft centre

which gives women work and teaches them. At the centre, which was run by nuns, Marie was given a small allowance and every day she worked on the looms while Coco was looked after. Now Marie plans to set up a weaving co-operative with others from the centre:

"We have no money but we are all agreed that we are going to do it!"

Marie's mother died a year ago. She hardly ever sees her family because they live in the mountains. She never sees her brother in Calca because he treated her so badly.

Adapted from a case study that appears in *Keep Us Safe*. One of three books designed to introduce the UN Convention on The Rights of the Child to 8-13 year olds, this book covers Protection of the child from abuse and exploitation. The series is published by UNICEF-UK (55 Lincoln's Inn Fields, London WC2A 3NB United Kingdom) and Save the Children Fund (Mary Datchelor House, 17 Grove Lane, London SE5 8RD, U.K.), 1990.

ACTIVITY SUGGESTIONS

- Who do you think treated Marie well and who treated her badly? Give reasons for your answer. In your work experience, can you give examples of people who have helped you and people who have exploited you?
- Often people view parents, family and teachers as children's protectors, and police and employers as children's enemies. Do you agree with these stereotypes? Talk to children in your neighbourhood about their work experiences. Ask them who they consider to be champions and exploiters of children.
- When Marie was 8 years old and started working for her brother, she was expected to work long hours as well as study. Work out how much of your day is spent studying, doing household chores, earning money, playing, eating and sleeping. Compare your day to that of Marie when she was your age.
- Discuss what kind of education you think Marie has received.
- Marie was sexually exploited. How do you think she felt after she was raped? What do you think she should have done? (See page 31 for some questions and answers about sexual exploitation.)

PROFILE 5: CHILD LABOURER

The life and death of Samroeng

Samroeng was 17 years of age when he died of malnutrition, poor treatment and the plastic and wire he

had swallowed while working in a "hell factory" in Bangkok, Thailand. The factory produced low cost electrical

fittings for neon tubes.

Samroeng and his sister were recruited for the factory by a person who came to the



Source: *Samroeng, a young worker from Thailand* published by the Centre for Protection of Children's Rights Foundation for Children and Child Workers in Asia Support Group, 1985

village in Surin Province in northeast Thailand, where Samroeng lived with his family. Farming people in this area are very poor, and the situation had been made worst by the failure of the rice crop. Samroeng's parents were offered a lump sum wage paid in advance for a year's work, and so Samroeng, along with other children in his village, were taken to Bangkok.

At the factory Samroeng and the other child workers were forced to work up to 15 hours a day with no holidays for very little pay and no benefits or welfare. They lived in their workplace, and were often beaten. The food was very poor.

All day the children sat on the floor. Their work was to peg the electrical cord on wooden bases with screws. They were told by their employer to use their mouths to bite off the electrical cords. The work was monotonous and the children were often so

exhausted they forgot to spit out the wire and plastic. So they swallowed them accidentally.

After six months of working in the factory, Samroeng complained of acute chest pains. His legs were swollen, and he developed chronic nausea. He became weaker and weaker. One girl reported: "He could not even walk when he was sent home alone on the bus." Samroeng collapsed unconscious in a marketplace in Surin Province. He died on his way to the hospital.

A doctor at the hospital who tried to force the boy's heart into action did not know why he had died so suddenly. Curious, the doctor decided to trace Samroeng's life history. He found out about the factory in Bangkok where Samroeng had worked. At Samroeng's village he also found two more children who could not walk. They had just returned home from the same factory.

Villagers told him that six more children from the village had written home complaining of bad health, but they could not return because their parents could not afford to give back the deposited annual salary to the factory owner.

The doctor and police raided the factory, and rescued 20 more children. The Child Rights Protection Centre in Thailand later took up the case to demand wage compensation for the children. The court finally ordered the factory owner to pay the children for their working hours during holidays, and overtime during weekdays and holidays, with a small deduction for food and boarding. The minimum adult wage was taken as the standard for calculating the compensation.

This decision is a landmark in the history of Thai labour because it was the first time that a child slavery case had been sent to court and children awarded compensation.

Samroeng's family did not get any compensation from the court's decision, but his death has pointed the way to a better deal for thousands of other unfortunate children.

From: *Bangkok Post*, February 1984 and *Samroeng, a young worker from Thailand* published by the Centre for Protection of Children's Rights-Foundation for Children and Child Workers in Asia Support Group, 1985

ACTIVITY SUGGESTIONS

- How do you think Samroeng felt when (a) he was "bought" by the factory owner in Bangkok and had to leave his family and home in northeastern Thailand; (b) when he arrived in Bangkok to begin living and working in the factory. Make up a play about his life in the village and in Bangkok.
- Discuss the difference between being employed and being exploited. Give examples.
- In Thailand, the law states that no child under 12 years may work. Children between 12 and 15 years of age may work only in conditions which are not dangerous to their health or prevent their physical growth. They may not work between 10 pm and 6 am or on holidays. Restrictions are also placed on the types of work youths between 15 and 18 years of age can take. Samroeng's story demonstrates that there is a wide gap between the law and practice. Discuss why you think this is so.
- The legislation governing the age limits for employment varies according to the country and the type of occupation. In general, the minimum age for light work (not likely to harm the child or prevent him/her from going to school) is 12 years old. For hazardous work, the limit is between 16 and 18 years. Find out about the legislation governing age limits for employment in your country.
- Interview child workers from your neighbourhood. Find out their age and why they are working. Ask about the type of work they are doing, how many hours they work a week, and what they like and dislike about the job. Have them list 5 improvements they would like to see in their workplace. Brainstorm how these improvements might take place. Would you like to do any of their jobs? Give reasons. Do you think they are being exploited?
- Samroeng had no choice in the decision to work in the factory in Bangkok. If it was your decision, would you choose to work? If so, what kind of work would you do? Why?
- Decisions about whether a child should work and the kind of work he should do are often made by the parents or other adults responsible for the child. Interview some parents of child workers. Find out why they think children should work. (Answers might include: "We need the money to survive." "The child is learning skills of a trade that will benefit him when he is older."; "Working in a factory is safer for a child than leaving her alone at home."; "It keeps the child from loafing around doing nothing."; "Domestic chores frees us adults to work outside the home.") Ask the parents what they think are the disadvantages of children working. (Answers might include: "There is less help at home; "A child is unable to attend or do well in school."; "A child is treated badly at work."; "A child has had to move away from the protection and care of her family."; "No training is provided to the child.")
- The implication of the court's decision in Samroeng's case is that children should receive the same minimum wage as adults. Opinions are divided on whether a minimum wage for children would hurt or benefit a child. What do you think? Here are some reactions:
"By making child labour more expensive, employers will turn more to adult workers, and so reduce adult unemployment. The cheapness of their labour is the main reason for the use of children and consequently child exploitation."
"Like the prostitution crackdown, it will cause the employers to be more secretive. That will result in more abuse and detention of child workers."
"No-one has been able to stop exploitation of child workers completely. So a minimum wage will be beneficial at least to those children who are rescued to be able to get compensation legally."
"A minimum wage will only legalise what is illegal. Children should not work in the first place. We should give them what they want most. Education."
Do you agree with any of the above statements? Discuss in class other ways to help prevent child exploitation.

Street educators

SOURCES

Reprinted from: "Street Educator: the Street Child's Link to the World" in *I am the Future...I am a Child of the Streets* CHILDHOPE Annual Report 1990-1991 published by CHILDHOPE. For further information contact CHILDHOPE USA, c/o U.S. Committee for UNICEF, 333 East 38th Street, 6th Floor, New York, NY 10016, USA

SUGGESTIONS FOR USE

radio broadcasters, Journalists: As background notes for a programme or article on reaching out street children;

NGOs, community workers: As a guide to aid programme development and staff training.

HELP WANTED: Street educator: male or female; low salary; hours include evenings; dangerous working conditions; bad neighbourhood; work guaranteed to tear you up emotionally; tenuous job security; university degree preferred; apply within.

May we introduce the street educator: a member of a new but growing profession, due unfortunately to the growing numbers of children and youth on the streets of the world's cities.

He or she is tough, but likes kids (that's only a start, but a necessity). The street educator likes kids enough that he or she will continue to reach out to the child and peer through until the child can be seen through all the layers of grime, of disappointed hopes, of hardened distrust of adults.

The street educator is usually a member of staff of a particular agency which includes service to street children. The goal is to protect the children's rights, introduce them to services available (which may be few), and strive for reconciliation of the child to the family (if practical) and the community, and maximise the child's opportunity to survive, stay healthy, learn, and mature (in that order). Forms and approaches vary infinitely with the nature of the agency, the culture of the community, the

ages and characteristics of the children, and their current survival patterns. But one thing is common to all street educators: they spend a lot of time on the streets, meeting and talking with children. We might say, "befriending children", but it takes a while for a street child to trust an adult as a "friend" -- and for good reason.

The street educator likes variety and surprises, and is not bothered by breeches or decorum, or even the gross and horrible, on occasion. "Good listener" is putting it mildly: -- it is being empathetic, while sitting on a curbstone, with five other human beings, and being distracted by one child who is complaining about glue being poured on his hair by the police. Despite being a rebel at heart and an activist, the street educator must be able to understand, and deal constructively with, "establishment" representatives such as police, health agencies, eligibility workers of social institutions, business persons, and adult

community leaders. And all on behalf of the children. Or better yet, street educators are behind-the-scenes coaches who help children approach the adult power-brokers that control their destiny.

Street kids fall through the cracks. Street education is a profession that is growing up through the cracks -- grass roots style -- to serve them. To qualify, you must have an unshakeable faith in humanity and a belief that the only way to help people (kids included) is to help them gain the confidence to help themselves and solve their own problems. The dirtiest word among street educators -- and they have many(!) -- is "assistentialism" or the welfare mentality. Street kids made it on the streets on their own -- whether they ran away from abusive situations, or were pushed out of the family (or absence thereof) by lack of support. Now is no time for another person (or agency) to show up and offer dependency. It's too late for that. Now -- although still children -- they must quickly

mature in their ability to support themselves and live as responsible adults. The philosophy of the street educator is: the community, having failed these children once, now owes them the opportunity to gain socially-acceptable skills for survival, to continue their education, to contribute creatively to others in their own community, and to become responsible citizens. Maybe to have a little good clean fun, too -- after all, they are still children. At heart, aren't we all?

Raw material for street

educators -- besides the character qualities described or implied above -- may come from a number of backgrounds. Obviously, native intelligence is key -- (it takes a lot of "smarts" to deal wisely with very savvy kids) -- and needless to say, some of the most outstanding in the field are what we might call "experience trained" -- they, too, grew up on the streets. Naturally, if any readers aspire to become street educators, we cannot recommend childhood street life as your school of choice! So what remains?

While natural common sense is great, an advanced education is highly recommended, especially in the humanities, liberal arts and social studies, from which intellectual resources can be drawn to explain the root causes and dynamics of social change and social decay. If it were to be classified -- which it still is not -- street education would probably fall into a slot as its own specialised "method" of social work, combining certain strands of casework, group work and community organisation.



Illustration by Elaine Nipper from *Who are the street children: an exploration of the lives of children from poor families in Brazil* produced by the United Kingdom Committee for UNICEF 1993

Note: Of all professions, that of street educator is key to all that CHILDHOPE does or represents. It is the first, and sometimes the only, link of the street child to the rest of the community and the most effective work on the front line of battle -- the street. CHILDHOPE has begun a partnership with UNICEF/Latin America to design a specialised curriculum to train street educators throughout the region.

What street children think about street educators...

At an Asian conference on street children in May 1989 children from the streets of Manila

summarised what they liked best about the Street Educators they knew. Here's what they thought:

We like a Street Educator

- who is a friend who is sympathetic and shows affection
- who provides encouragement, protection and inspiration
- who gives immediate service
- who knows self-defence
- who spends time with us playing, sleeping, working

We like an approach

- that is non-threatening, sincere
- that protects us from the police and other sources of harassment
- that is relevant
- that provides food when we need it
- that gives importance to what we do

From an article written by Heather Jarvis in *Who are the street children? an exploration of the lives of children from poor families in Brazil* produced by the United Kingdom Committee for UNICEF 1993

ACTIVITY SUGGESTIONS

- Life on the street is a bitter struggle. It helps if children have someone to turn to when something goes wrong: a friendly policeman, a generous friend, trustworthy companions. Do you have somebody that you can turn to for help when you are afraid or in trouble? Describe this person. What makes you trust him/her?
- Who, among you and your friends, do you think would make a good street educator. Explain your reasons.
- If you were a street educator, how would you make initial contact with street children? Use drama to present your ideas. Invite some street educators to view the drama and discuss it with them afterwards.
- "If I were a street educator, I would....." Complete this statement.
- Interview some street educators to find out what they like and do not like about their job.
- Put on an exhibition about street children and street educators in your neighbourhood, and invite local community leaders to see it.

ARTICLE

Informal education for Nairobi's street children

SOURCES

Kenya: Child newcomers in the urban jungle by Dorothy Munyakho. This publication is one in a series of Innocenti Studies on The Urban Child and Family in Especially Difficult Circumstances published by UNICEF International Child Development Centre, Florence, Italy (1992)

Education for All 2000 Bulletin no. 8 (July-September 1992) Focus: Street children by UNESCO

"The Parking Boys of Nairobi" by Dorothy Munyakho in *Against All Odds: Breaking the Poverty Gap* published by The Panos Institute, London, 1989.

SUGGESTIONS FOR USE

teachers, curriculum developers:

As an model for developing a practical

approach to educate street children;

radio broadcasters, journalists:

As an example of how a non-governmental organisation can help to reach out to street children

The needs of street children are often not being met by formal schools because the schools are generally too rigid in their teaching methods and use a curriculum that is not relevant to the children's

needs. In fact, the formal schools may be the very *reason* some children take to the streets. With no school books, crumbling school buildings and discouraged teachers, little is learnt and

many parents are reluctant to send their children to school.

There are, however, a number of organisations trying new ways to educate street children. One of them is the Undugu Society of Kenya

(*undugu* means 'brotherhood' in Ki-Swahili). The Society was set up in 1972 by Father Arnold Grol, a Dutch missionary in Nairobi. The priest noticed that there were large numbers of young boys roaming the city streets, smoking *bhang*, sniffing glue and petrol and working in many street occupations such as helping to park cars. He was determined to do something for these 'parking boys'.

Grol's first idea was to organise activities such as football, boxing, music and drama for the boys to "keep them off the streets". He thought they were idle, and needed something to occupy them. But in these get-togethers, the boys talked about their problems which turned out to be not idleness but survival. Grol responded by collecting clothing donated by well-wishers. But then he started to realise that hand-outs of this kind actually undermined the ability of the boys to help themselves. The boys needed to see themselves as having a role in society, and not simply living on its fringes.

The Undugu Society of Kenya decided to provide basic education and skills to help empower the street boys.

Through its Basic Education Programme, Undugu offers literacy and numeracy skills to over 700 street children in four slum schools.

Unlike the 8-year primary course offered in formal schools, the Undugu curriculum runs for three years. In the fourth year, children learn a variety of practical skills such as carpentry, tailoring and sheet-metal working which can equip them for work when they graduate. This unorthodox primary curriculum has been approved by the Kenyan Government. This is considered a major triumph.

Recently, the Undugu Society began to try another informal education approach -- part-time schools for part-time students. Machuma schools are special schools tailored to meet the needs of many children involved in collecting waste materials for sale. Flexibility is the key. During the morning the children are taught numeracy skills that will help them to count their sales money, and thus avoid being exploited by middlemen. In the afternoon, the children are free to go to the garbage dumps to ply their trade. Undugu runs five Machuma schools, with an enrollment of around 145 children.

Undugu also helps needy

children from slums by providing scholarships to prevent them from dropping out of their formal school in the first place. In 1991, 399 scholarships were arranged. Initially, parents approach Undugu for these scholarships. A social worker is sent to their home to see how much this kind of help is required. Then an agreement is struck whereby the parents contribute an agreed sum towards the scholarship. This cost-sharing arrangement means scholarship families do not lose their confidence or feel dependent. Undugu also works within slum communities to address the problems of family distress before children turn to the streets.

The Undugu Society of Kenya is the country's most well-established and largest organisation helping street children and children in difficult circumstances. Much of its success is due to the fact that it listens to the children they seek to help, and tailors its services to meet these children's needs. Yet, the Society's efforts only scratch the surface. If, as it is estimated, there are 130,000 such children in Nairobi alone, Undugu is currently helping just one per cent of them.

EDUCATIONAL RESOURCES

A Comic about street children

Pied Crow Magazine Issue No. 54 is about street children. It is a continuous and sad story about children who live alone in the streets and slums. The picture story, "Mkosi's story" takes place in just one day, and so covers only a small part of a street child's life. The intention of the story is to increase understanding about the plight of street children. For further information, contact *Pied Crow* Magazine, CARE-International in Kenya, P.O. Box 43864, Nairobi, Kenya.

Questions children ask about sexual exploitation

SOURCE

Reprinted from *The Rights of the World's Children: a Development Education Kit* published by UNICEF (1989). If reproduced, please credit original source. For further information, write to: UNICEF, 3 U.N. Plaza, United Nations, New York, NY 10017, USA

SUGGESTIONS FOR USE

teachers, youth workers: As a guide to help answer children's questions about sexual exploitation;
radio broadcasters, journalists: As the basis of a programme or article directed at children or the parents of children.

Here are questions frequently raised when one talks to children about sexual exploitation, with some suggested answers:

Q. Should you always have to keep a secret?

A. Some secrets should not be kept. If anyone asks you to do things you don't like to do, or if you feel confused, uncomfortable or frightened, you should refuse. Find a trusted adult to tell.

Q. But do adults listen?

A. Very often adults do not listen enough when you tell them about things people have done to you. But you shouldn't give up. Keep trying until someone listens.

Q. Are there occasions when it's all right to tell a lie or break a promise?

A. To keep safe, sometimes it is necessary to tell a lie or break a promise in order to frighten somebody who may be dangerous to you.

Q. What kind of children are exposed to violence or sexual exploitation?

A. It is wrong to believe that the victim is usually a teenage girl. Girls and boys of all ages are exposed to sexual assaults, and victims are often young children and even babies.

Q. What kind of people commit sexual offences?

A. Strangers are not the main dangers. In 85 per cent of the cases¹, the offender is a member of the child's immediate family or someone the child knows and trusts -- a parent, relative, older friend or neighbour. Many of the offenders have been exploited themselves and most of them have problems in relating naturally to people their own age.

Q. Might not the child himself be the reason for exploitation?

A. The adult is responsible -- always. An adult can never justify committing acts of violence or exploitation against children. Nothing a child does can ever justify such acts.

Q. Am I always safe at home?

A. Half of the acts of sexual abuse are committed within the home or family. But most children have access to adults they can trust. That person might be one of the parents, the teacher, an aunt or uncle, or neighbour, or maybe the parents of a good friend. It is important that the child tell someone that he/she is being exploited. In many cities there are emergency telephone numbers available to get in touch with people who can be of help in such situations. It is important to teach children not to put themselves into difficult or dangerous situations and to reach safety, whenever possible.

Q. Does sexual abuse happen only in poor "problem" families?

A. Child sexual assault occurs in all kinds of families -- rich or poor, large or small, well-educated or not.

Q. Does sexual exploitation involve violence?

A. Sexual exploitation seldom involves violence because offenders known to a child do not usually need to use force. Instead they use promises, threats, and bribes, and take advantage of the fact that the child is powerless.

¹ Report of the New South Wales Child Sexual Assault Task Force to the Premier, March 1985, Australia.

PRACTICAL GUIDELINES

Practical advice for AIDS educators working with street children

SOURCE

Reprinted from: "Knowing where to start" by Judith Ennew in *AIDS Action* newsletter issue 11 (August 1990). If reproduced, please credit original source.

SUGGESTIONS FOR USE

street/AIDS educators: As guidelines for educating street children.

'Survival sex', international sex tourism, and sexual abuse affect the lives of millions of children living in poverty worldwide. Children often become victims of adult sexual exploitation and are sexually active amongst themselves. Since street children are therefore at increasing risk from HIV, they have become a subject of concern to AIDS educators.

Very little information is available on the lifestyles, health and rate of HIV infection among street children, although isolated studies indicate HIV is a problem. But, as with other sectors of society, the time to start preventing further spread of HIV is now. Community outreach workers, health promoters and street educators should work together to develop appropriate methods of health education and improve access to existing services: in most cities, street children do not have access to treatment for their health problems because they do not have identification papers or a permanent address, are not accompanied by an adult, or are simply unable to pay for treatment. Educating street educators and street leaders, so that they can become street-based health promoters, is of central importance.

Dr. Judith Ennew from

Streetwise International provides some practical advice for AIDS educators and others planning to work with street children:

There are three main principles to remember when planning educational programmes with children who survive on the streets:

- the main obstacle to successful programmes is our own attitudes;
- the main resource in any programme is the children themselves;
- AIDS education can only succeed in the context of overall personal development: you cannot expect children to protect themselves if they have no sense of their own worth.

Starting with yourself

- Examine your own, and your society's, attitudes and prejudices towards street children, their sexual and other behaviour and AIDS. What do your colleagues believe and say about these children?
- Find out what the children think and believe about themselves! Don't be afraid of approaching the children: it's OK to say 'hello.'
- Recognise that sexual intercourse takes place between children, as well as in the sexual exploitation of

children by adults. Be aware that sexual abuse takes place in families, orphanages and prisons. Do not deny the children's sexuality or sexual experience, or lower their self-image, by making them feel 'bad' because they earn money by prostitution or engage in homosexual relationships.

- Beware of creating special groups. For example, many projects make the mistake of separating girls from boys, giving food, shelter and clothing only to the girls. This encourages female dependency. If you make differences between groups of children, you must have good reasons for doing so. Discuss these with the children.
- Remember that street children should not be seen as passive recipients of care. They are survivors in their own right and must be respected as such.
- Beware of creating dependency. Most projects start with the idea of providing food and shelter. You do not have to give food unless children are hungry, and they may have no need for special buildings. As one project director, Fabio Dallape, points out: 'Be cautious in presenting yourself as Father Christmas with

your hands full of gifts. Nothing is free in life and the children know it. Do not put them in a world of dreams' [your dreams].

- Finally, examine your motivation for working with street children, as well as that of other volunteers. Avoid allowing the vulnerability of these children to satisfy the emotional needs of the adults concerned.

Use local resources

- Remember that the children themselves are the main resource. Programme staff must get to know and understand them.
- Use the children themselves as educators. Identify the 'gang' leaders, or street educators who have spent years on the streets themselves. Don't assume that you must start with videos and comics because children enjoy these. Personal contact is the best way for messages to be passed on and remembered. People of all ages who are not accustomed to learning with posters, books and videos often have a different perception of two-dimensional media. If you want to use video, or slides, why not make your own with the children?
- You do not need vast amounts of money or large purpose-built premises to start up a local programme. Use existing local resources (a church-run day centre?) and involve families and communities. Some organisations may be willing to provide resources or funding e.g. medical associations, business community or the national Red Cross.

- Share resources and experiences with other projects. Children have a range of problems and require a range of services. Many of these services already exist. The problem may be one of access. Sometimes street children are chased away from hospitals and clinics because of their bad reputation. Avoid providing parallel services, but try to ease access to, and delivery of, existing services. This will often involve adapting existing services and working to change the attitudes of staff.
- Pass on your own experience of working with street children to other health professionals and educators.

Discussing health and sex

- Work towards improving the general health and self image of the children. Like most children living in poverty, their health will already be poor. Giving them the knowledge and the facilities to improve this will increase their self-respect, as well as help resistance to infection and/or the development of AIDS.
- Discuss safer sex in the context of the children's other concerns, such as broader health issues, personal safety, economic survival, job skills, legal and other rights, housing, drug taking and so on.
- When you encourage condom use in sexual relationships, emphasise that this applies to sexual contact with friends as well as with adults/clients/ strangers.
- Help the children gain access to condoms and teach them how to use them. Showing a picture of a penis gives very little idea to a child

who may not identify with body parts drawn in outline, especially if the rest of the body is not drawn. Discussion and practical demonstration, using a banana or piece of wood carved to look like a penis, works much better. Allow the children to play with condoms and become familiar with them. They might blow them up as balloons! Turn their play into education.

- Be prepared to discuss anal intercourse with all the children, not just the boys. There is widespread evidence that girls practise anal intercourse to avoid pregnancy. Bring topics like this into the general discussion of sex and reproduction.
- Don't emphasise death as the worst thing about AIDS. Although death is a very real threat to street children (they live violent and dangerous lives), they are more concerned with day-to-day survival. Ana Filgueiras, a project worker in Brazil, suggests: 'If you tell them AIDS makes you very weak, that's something they're afraid of. They know that when they're weak, they can't survive on the street.'
- Above all, don't over-publicise the issue of street children being a 'risk group' for HIV infection/AIDS. This will only increase discrimination against them.

Further information: Streetwise International, The Old Maltings, Green Lane, Linton, Cambridge CB1 6JT, United Kingdom

Helping street children

SOURCES

Philippines: Children of the Runaway Cities by Maggie Black. UNICEF Innocenti Studies, 1991 published by UNICEF International Child Development Centre, Piazza S.S. Annunziata 12, 50122 Florence, Italy. If reproduced, please credit source(s).

SUGGESTIONS FOR USE

radio broadcasters and journalists: As successful projects to include in a programme or article that is exploring ways that street children can gain education and dignified employment. The examples may also serve to break down stereotypes that people have of street children.

teachers, street educators: As ideas for education programmes for street children.

Programmes directed at street children tend to fall in three different categories: "centre-based", "community-based" and "street-based" programmes. These describe the main locus of programme effort, but it is not uncommon for one programme to encompass more than one type of activity.

Centre-based programmes

Centre-based programmes provide shelter or a substitute home for children who are parentless or homeless. They range from institutions providing a total living and learning environment for their charges to the more casual drop-in centres where children, used to the freedom of the street, can come for a bath,

food, some sleep and a sense of fellowship with a kinder world. A centre may serve as a temporary refuge, and efforts are often made to reunite children with their families or rebuild the filial and parental bonds where these are in danger of breaking.

Example: BRAZIL - Casa de Passagem, Recife

In Brazil, an estimated half a million girls under the age of 20 make their living as prostitutes. Many of these girls are undereducated and have been forced to work as prostitutes as a way to help support their families. Others have fled their homes because of the sexual and physical abuse they experienced there.

But in Recife, a city in north-eastern Brazil, some of these girls are being given a chance to learn skills that will help them get safer jobs. Some are becoming health educators for other girls living on the streets. All this has come about through the programmes of Casa de Passagem (Passage House) which was started by Ana Vasconcelos.

The Casa is a place of refuge for street girls in Recife. It provides shelter and health care for those who have nowhere else to go. It also tries to reunite girls with their families. Girls are free to come and go as they please, but no drugs or knives are allowed. Everyone must take part in the daily running of the house: each girl is given a task such

as cleaning or cooking.

Girls are taught to read and write. Classes are given to teach the girls such skills as dressmaking, weaving and catering. There are discussion groups for the girls to examine their own lives, to make them feel better about themselves and to realise they are not alone. One way the girls learn to appreciate their own worth is through the Health Theatre.

The Health Theatre is composed of a group of girls who meet to discuss their concerns about the dangers of prostitution, AIDS and other sexually-transmitted diseases. They develop their ideas into scripts that provide much-needed health information. The girls review the scripts with staff at the Casa, and then they create a play around the issues. The play is performed on the streets and at various locations in the community. Following the performances, the girls hold open discussions with their audiences. In this way they reach out to other girls who are prostitutes or at risk of becoming prostitutes. The girls also make up plays about issues such as drug abuse, housing, unemployment,

civil rights and neighbourhood action.

Another way the girls from Casa spread information to other teenagers about women's health, sexually-transmitted diseases and AIDS is through pamphlets, posters and an illustrated booklet they have produced themselves. They have also helped conduct surveys on violence against young girls in Recife and on the nature of street life. These surveys have helped the Casa to plan future programmes, and they have given the girls a chance to develop writing and interviewing skills.

Through their work of spreading health messages in their community, the girls have built up their self-esteem. They are learning practical ways to create a safer and more hopeful future for themselves and others.

SOURCES: *It's Only Right! A Practical Guide to Learning About the Conventions on the Rights of the Child* by Susan Fountain, produced by the Education for Development Section of UNICEF, New York, 1993; *Who are the street children? An exploration of the lives of children from poor families in Brazil* a booklet prepared by Heather Jarvis, Education Officer, The United Kingdom Committee for UNICEF, 1993

Community-based programmes

If centre-based programmes are primarily designed for hard-core street children, community-based programmes deal mainly with children who are living at home. Their focus is on the family and neighbourhood where the street child comes from, and what can be done within the community to help find other ways than child-earned income to solve their economic needs. Where it may be impracticable for families to

stop their children earning altogether, the community-based programme tries to ensure the work is not exploitative, and is carried out within hours and under conditions which do not damage school or recreational prospects. Above all it tries to ensure that the street child's relationship with home and neighbourhood remains secure. The community-based programmes offer the best prospects for preventive action.

Example: THE PHILIPPINES - Reach-Up programme in Olongapo

Outside the health clinic of the hillside community of Little Baguio II in Olongapo City is a monitoring board giving vital statistics of local children. There is information about how many families live in the community, how many women are in receipt of livelihood loans, and how many children are enrolled in the scholarship programme which keeps drop-outs in the classroom.

This monitoring board is a testament to the importance of community self-assessment. In 1987, a programme to "Reach the children of the urban poor in Olongapo" was started by the city's Columbian College, and ran a demographic survey of the locality. Soon afterwards, six neighbourhood clusters of 15 - 25 families were formed. By February 1988, a Council of Leaders was elected covering all the groups, and various committees set up, for health and nutrition, livelihood, education, water and sanitation, and - significantly and unusually - a committee for street children. The Columbian College programme was intended for children, but it took no short-cuts. Community organisation came first.

The community identifies its own high-risk families according to its own criteria: female-headed households, households with malnourished youngsters, families with street children. It gives them first call on social credit, scholarships and special services. Other projects benefit everyone: paved pathways, the water pump

and retaining tank, washing area and community toilets.

According to its own data, 16 out of 139 member families have children working on the streets. Out of 42 street children in Little Baguio II, 39 are enrolled as Reach-Up scholars whose school expenses are part paid by UNICEF funds and part by money raised in the community.

The *gabays* - community volunteers - supervise enrollment of the scholars, interviewing families and assessing the attitude of the children towards school. If recommended, a child's parents must sign an agreement with Reach-Up, with the *gabays* as witness. If the child skips school and behaves badly, a reprimand will be given and in time, scholarship funds withdrawn.

Typical loans drawn up by the Livelihood Committee are P1,000 (\$37) for *sari-sari* stores (little general purpose shops) and poultry-raising; P300-500 (\$11-18) for smoking fish and vegetable vending. Members of the Committee collect repayments, and when someone defaults, there is strong pressure to make good.

A watch is kept on pre-school health, and the association's leaders hope that by putting up a playground and basketball court for the older children, it will discourage the young from heading to Olongapo's bars, streets and nightclubs in search of recreation.

The changes wrought in Little Baguio II demonstrate that the community, once mobilised, can manage its self-improvement, given some incentives and guidance. Reach-Up's role has been critical, both in the degree of involvement, and the degree of its uninvolvement

in influencing decisions in the community.

Reach-up operates the same "hands-off" policy for all its activities among the 2000-3000 street children of Olongapo. Street educator, Bill Abaigar, works with 400 or so children whose links with their families still exist but are irregular. He encourages the children to form their own associations. There are now plastic bags and condiments vendors', bus washers', newsboys', pushcart boys', and scavengers' associations. They elect their officers and have their own sports teams and projects. Each levies money from the members and banks it in a savings account for which Bill is co-signatory.

Reach-Up style is "hands-off" the beneficiaries, but it is very "hand-on" in regard to Olongapo's range of programmes for the urban poor. Reach-Up is actively involved in implementing urban basic service (UBS) programmes, and serves as the secretariat for both the Inter-Agency Committee and for the Working Party on Street Children. It can therefore ensure that the UBS programme and the street children activities converge in an orderly fashion, without duplicating each other or introducing different criteria for self-assessment and loan or scholarship eligibility.

The "Reaching Up" programme is a model for the convergence of services, made possible by Reach-Up's involvement at every level. At city level, there is mayoral support and commitment, and social service backing. In the community, the *gabays* know what is going on,

which scholar is skipping school, which family is facing problems with their loan, which pre-schooler is not getting enough to eat.

The Olongapo model shows

that, using relatively few resources but with appropriate approaches, good coordination and community help, municipalities can put into place some kind of safety net for the needy

child.

SOURCE: *Philippines: Children of the Runaway Cities* by Maggie Black, UNICEF Innocenti Studies, 1991

Street-based programmes

Street-based programmes are those that focus on children themselves, but go out to them where they are living and working on the streets rather than attempting to draw them into residential care or into their families or communities. Many are outreach programmes run by existing drop-in or semi-residential centres. They involve a degree of recognition for the children's way of life since they do not attempt to

remove them from their chosen environment, but try to soften its negative impact on their experience of childhood and preparation for adult life.

NOTE: The programme run by Reach-Up in Olongapo, where children in different occupational groups have organised themselves into their own associations is also a street-based programme.

Example: THE

PHILIPPINES: Outreach programmes in Cebu

A church-based organisation in Cebu, *Dangpanan*, has premises close to the city's main market. Apart from running a home

for 20 girls rescued from the market area, *Dangpanan* works on a daily basis with women vendors, providing a sidewalk school and helping them to run their own day-care group. Without these efforts,

children would wander loose all day among the market stalls while their mothers are working.

SOURCE: *Philippines: Children of the Runaway Cities* by Maggie Black, UNICEF Innocenti Studies, 1991

ACTIVITY SUGGESTIONS

- Find out what programmes exist in your community that are directed at street children. Are the programmes centre-, community- or street-based? Interview programme workers to find out the aims of the projects. Then, interview children involved in the projects to find out what the projects mean to them. Ask them if they have suggestions for improving the programme.
- Design your own programme to help street children in your community. (It might be a good idea to work in small groups.) Determine the purpose of the project; who the programme is directed at (e.g. street children themselves, parents of children at risk, young children, etc.); who should run the project; what activities should be included; if a special place/equipment is needed to carry out the project; who needs to be informed about the project; what funding is necessary, and if so, how the funding will be raised; if people with special skills are needed, and so on. Present your ideas in a meeting with community leaders.

ARTICLE

A self-help project for street children in India

SOURCE

Reprinted from *It's Only Right! A Practical Guide to Learning About the Conventions on the Rights of the Child* by Susan Fountain, produced by the Education for Development Section of UNICEF, New York, 1993. The story is based upon an article in *The Times of India*, 17 September 1990. If reproduced, please include the above acknowledgement

SUGGESTIONS FOR USE

radio broadcasters and journalists: As a successful project to include in a programme or article that is exploring ways that street children can gain dignified employment. It may also serve as an example to break down stereotypes that people have of street children.

teachers, street educators: As one approach to consider when exploring local opportunities for self-help projects.

Manoj ran away from home when he was five years old. At nine, he barely made a living by carrying goods through the streets. Nizam, aged 16, spent

the past seven years unloading trucks. Gorakh, aged 14, recalls being beaten and forced to share his meagre earnings with older men. For

these and other boys who live and work on the streets of New Delhi, India, a harsh life is being transformed by an organisation called

'Butterflies'.

'Butterflies' provides educational programmes and self-help projects for street children. The organisers believe that, since these children are already self-reliant, they must be helped to develop skills that will improve their ability to support themselves, rather than make them dependent upon charity.

During one of 'Butterflies' monthly meetings, the fact that street children spend almost three-quarters of the money they earn on food was discussed. The children thought that if they could open their own restaurant, they could support themselves and have the security of knowing they would always have nutritious food to eat.

With funds from the Netherlands office of the

Caritas agency, 'Butterflies' was able to rent space in the Inter State Bus Terminus. Twelve boys between the ages of 7 and 17 then went through an intensive 10-day training on cooking, nutrition, cleanliness, looking after customers and book-keeping.

In 1990, the boys enthusiastically opened their restaurant. Fully aware of their monthly expenses for food and rent, the boys decided to take only half their salaries until they began making a profit. As one of them said, "you can't expect to be an overnight success in this business, one has to bear losses for a while...and try very hard."

Now business is improving. Some of the boys have begun to learn Chinese cooking, having decided that more variety in their menus would

improve business. Not only do they have reliable jobs, but they also have a place to live - a room behind the restaurant. And they are taking advantage of two hours of education per day, provided by 'Butterflies'.

The boys also decided to feed several other street children each day, free of charge. They dream of raising money to buy a van so that they can bring food they cook to parts of the city where there are large numbers of street children. They plan to finance this project by selling snacks in public places in the evenings.

Running a restaurant has not only given these children skills they will have for a lifetime. It has given them their first taste of control, accomplishment and pride.

ACTIVITIES

Child-to-Child Activities for children who live and work on the streets

SOURCE

Child-to-Child Activity Sheet 8.1. This is one of four Child-to-Child Activity Sheets that focus on Children in Difficult Circumstances. Child-to-Child Activity Sheets are resources for teachers and health and community workers. They are designed to help children understand how to improve health in other children, their families and their communities. The text, ideas and activities may be freely adapted to suit local conditions. For further information on Child-to-Child write to: The Child-to-Child Trust, The Institute of Education, 20 Bedford Way, London WC1H 0AL, U.K.

SUGGESTIONS FOR USE
Teachers, health workers,
street educators: For
adaptation to suit local
circumstances.

Introduction

Below are guidelines and activities adapted from the Activity Sheet 8.1 *Children who live and work on the street*. Many thousands of children live or work on the streets. Even those who have little contact with their home or a school have close contact with other children. Most children look for comfort and support from their friends. Children can help strengthen and build good relationships in their families and in their community. They can learn to respect one another and learn ways of improving their own health and that of others.

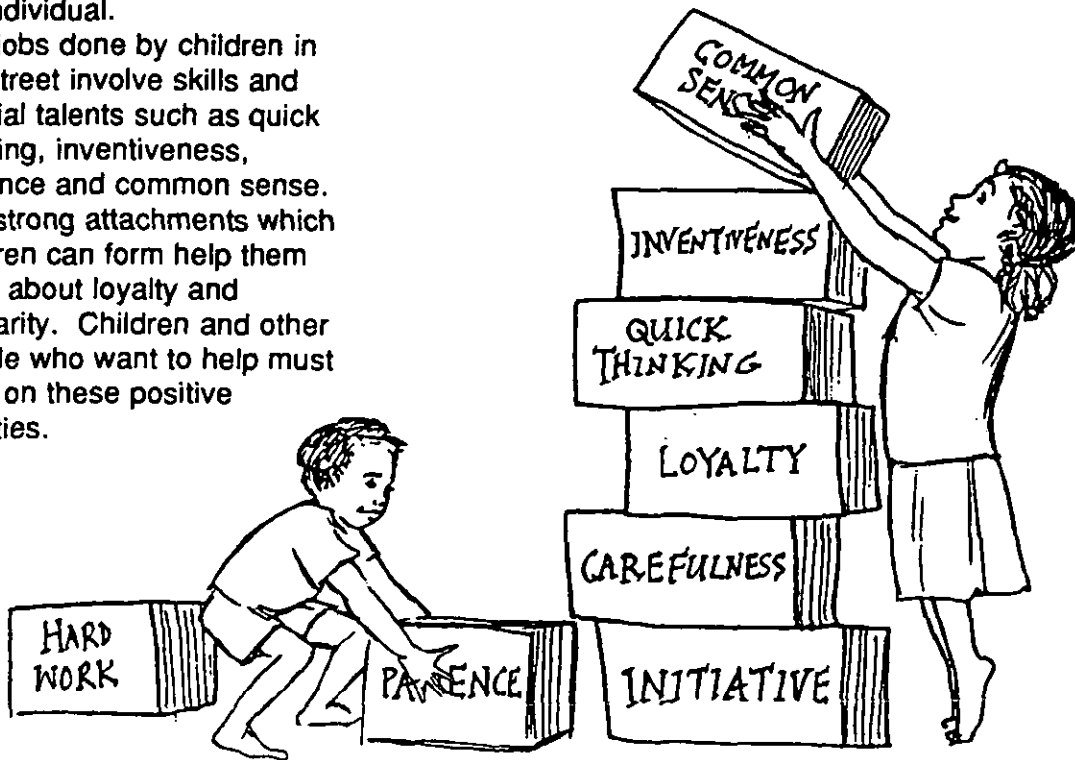
Helping children who live or work on the street

Special activities to help children who live or work on the streets can take place in the community,

at home, at school or at a special project base.

Here are 10 general guidelines:

1. It is best if the activities help children build up positive relationships with their families and community and give them self respect.
2. No two children are the same. Every child who lives or works on the street needs to be treated as an individual.
3. The jobs done by children in the street involve skills and special talents such as quick thinking, inventiveness, patience and common sense. The strong attachments which children can form help them learn about loyalty and solidarity. Children and other people who want to help must build on these positive qualities.



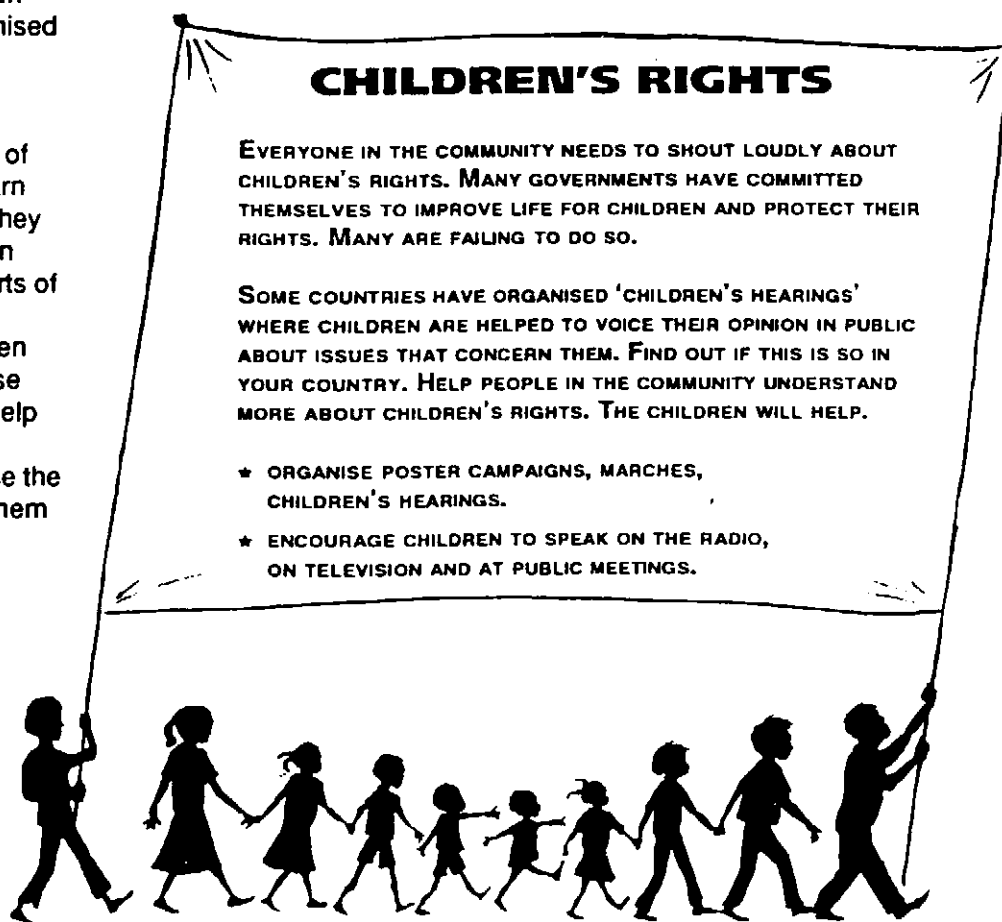
4. Most children who live or work on the streets would welcome educational activities which allow them to earn at the same time. Flexible schedules help.
5. Time spent on activities should be short and full of action. Children need space to move, play, laugh and dance.
6. As children are so independent, they need to be actively involved in planning activities. Let children suggest what they would like to do, and help them to make choices. Help them learn to listen to each other, and value other people's ideas.
7. A good teacher will help children solve their own difficulties, and not provide them with answers:
8. All activities should be relevant, even when the children plan to use their education as a way out of street life. Reading material can come from everyday things like road signs, shop signs or newspapers. Mathematics can be based upon marketing skills.
9. Those working with street children need to respect, appreciate and encourage them. People who have experienced difficulties in their own childhood often make sympathetic educators.
10. Talk to adults who are important to the children: their leaders or protectors, for example. Getting the cooperation and assistance of those closest to the children will be the best way to help them.

Activities in the community

People in the community need to understand that it is not the children's fault when they live and work on the streets. Instead of blaming the children and treating them as thieves or pests, people need to take positive steps both to help the children living or working on the streets and to prevent more children joining them.

Here are some ideas for community activities that have come from different parts of the world. They have helped children build links with people in the community:

- ♥ Community leaders have organised a place for children to meet together. Here the children sing, dance and play games. In some communities, special 'after school clubs' are set up for children whose parents both work. They enjoy doing activities with their friends in a place where they feel cared for and protected.
- ♥ Young people have organised a place where children buy a cheap ticket to watch films. The 'video shed' is a place where children make contact with people and groups who can help them with education, health or sports activities.
- ♥ Artisans have provided children with useful training. They help to build children's self-confidence and develop positive attitudes.
- ♥ Children have organised and run sports and organised games. Sport activities help strengthen the children's sense of discipline and earn them respect. They can bring children from different parts of a community together. Children take pride in these activities. They help to organise the activities and raise the money to keep them going.
- ♥ Health workers have organised workshops for children. Children who live or work on the streets know that health is important. Illness makes them miserable and prevents them from earning money. The most common diseases for children who live or work on the street are skin diseases, stomach aches, diarrhoea and pneumonia. Once the children learn how to prevent or to treat these ailments, they help to spread this information to their friends.
- ♥ Scout groups have organised literacy clubs, recreational games and health and environment projects* for parents and children. These joint activities help restore fragile relationships between children and adults in the community.



See OUTREACH issue 91 for information about community clean-up campaigns that can help to improve the environment as well as build links between children and adults that take part.

Activities at school

In a school where children are proud of the role they can play in helping one another, in spreading health messages to the community and in taking responsibility for their environment, there will be fewer difficulties with drop-outs and vandalism.

Special activities in the classroom or at school can do a lot to help children who may be thinking of leaving home or school. Children in school can be made to be more aware of the dangers of street life; they can help to organise and run special activities for out-of-school children; they can encourage drop-outs to return to school.

Here are some activity suggestions:

- ♥ Child-to-Child health activities link classroom activities with those in the community and home. These activities help to build children's confidence and make them feel useful and respected. For further details, write to Child-to-Child Trust at the address on page 37.
- ♥ Children who have faced the difficulties of life away from home and school can talk to other children about their experiences. Together they can write stories and songs and draw posters which can be used to raise awareness in the community. Concerts, competitions, exhibitions, parents days and open days all help the community to become closer and develop a better understanding of the needs of the school and its children.
- ♥ Older children can help organise safe play areas for children from the neighbourhood. They can discuss with their teachers how to set up play areas. They can organise and help care for materials and equipment. They may be able to persuade the head teacher that the school grounds can be used as a neighbourhood play centre after school hours.
- ♥ Sports activities can involve children who do not go to school. They can be included in teams or be invited to train or play regularly with school-going children.
- ♥ In some schools, special Child-to-Child committees have been set up. They include the head teacher, other teachers and senior pupils. The committees can plan ways to help vulnerable children in the school and the community. For example, the committees can run special 'catch-up clubs' to find children who have dropped out, and encourage them to return to school. Children in the top primary classes can become the 'catch-up club' teachers, and help children to catch up with school work they have missed.



Activities at home

Poverty and ill health can lead to many tensions in a child's home. Parents and other children at home can try to help each other understand the reasons behind these difficulties and try to work out their problems in a positive way.

Here are some activity suggestions:

- ♥ If a child is being bad tempered and aggressive at home, other children and adults can try to find out what is wrong. (Children are often better at doing this.) Try to think of things the child can do for the rest of the family which will make him or her feel important and useful.
- ♥ Parents whose children have a happy home and school life can teach them to care for and respect children who are worse off. If a child of a 'poor relation' is brought into the family, he or she should be treated with as much respect as the other children.
- ♥ Children can make toys to sell or for playing with younger children: footballs, toy cars, etc. Parents and neighbours can make scraps available and encourage toy-making projects.

- ♥ Children often find elderly people easy to talk to. They can often form important friendships. Elderly people enjoy talking to children and telling them stories which teach them about their culture and traditions. This helps to build a child's sense of belonging to a family and a community.



Activities at a special project base

A special project base for children living or working on the streets can be a useful place to link up the children with their parents, schools and the rest of the community. It is not helpful for the project base to provide special short term services which separate the children from people in the community who can give them the long-term support they need.

Here are some activity suggestions:

- ♥ Children, parents, teachers, employers and others can use the project base as somewhere to discuss problems with a project worker.
- ♥ Children and project workers can work together to make contact with their families and start re-building family relationships.
- ♥ Children with budgeting skills can help less experienced children learn to save and plan.
- ♥ Projects can organise special recreation programmes (sports, music, drama, crafts) which also include children living at home and going to school.
- ♥ Projects can link artisans with children to teach them income-generating skills, such as soap-making, market gardening, poultry keeping. Children can help to find people they like to help them.
- ♥ Children are good at expressing themselves through theatre, music and dance. Some street children earn their living through street performances such as puppet shows, acrobatics and juggling, singing and bands. Projects can encourage performances by children to help to make communities aware of the children's needs in a way that also earns the children respect.

Child-to-Child activities and street children around the world

- ♥ The Child-to-Child methods of practical teaching activities have been tried with street children in Belém, **Brazil**. Teaching sessions were directed at children, many of whom are responsible for younger siblings from an early age, and who have had little previous schooling and minimal opportunity to learn anything other than what they experience on the streets. Their experience of a consistent, affectionate adult-child relationship has almost always been replaced by one which views adults as exploitative towards them, and this they quickly copy. Many of the girls become pregnant before they are 15 years old.

To encourage attendance at the sessions, food and medical support (e.g. for pregnancies, injuries and general ailments) were offered at each session. The teaching sessions were kept short (maximum 30 minutes), were self-contained (because there was no guarantee that children would attend the next session) and were designed to be of immediate relevance to the local

situation of the children. Where materials reflecting other cultural experiences were tried, they failed. Timetabling was planned to fit in with the children's commitments (e.g. not at lunchtimes when they were likely to be busiest selling chewing gum, shoe shining, etc., and outdoor sessions were preferred by children so long as the weather was good).

Activities with the street children are ongoing.

- ♥ Child-to-Child has received reports from **Ethiopia** on some projects involving street children:
 "At the Night shelter, the older children are helping the younger ones with health, hygiene and agriculture."
 "The children have set up their own committees at the drop-in centre. Committees are: sports, drama, discipline, feeding programme and health clinic. Since the children have taken over, their self-image has improved."

"There was an explosion at the ammunition dump nearby and many people became homeless. The children at the drop-in centre were among the first to help and get food and blankets to those children and their families. The community have never forgotten this and since that time have lost their fear of the so-called 'street children' attached to this project."

♥ In Romania, child 'health messengers' organise activities within a number of action groups to promote ideas and decision-making

about health matters throughout the community as a whole. The 'Hot Heart Line' is the name of the health messenger 'action group' which organises joint activities between the health messengers and children in more difficult circumstances. In 1993, health messengers participated in two summer camps with children who usually live or work on the street and children from institutions. Despite some initial difficulties between the children, they soon mixed well and developed close friendships which have continued after camp.

ARTICLE AND ACTIVITIES

Convention on the Rights of the Child

SOURCES

Adapted from the following:

Children's Rights and You: a short introduction to the Convention on the Rights of the Child prepared and published by the NGO Group for the Convention on the Rights of the Child. The Group brings together a wide range of non-governmental organisations - professional associations, advocacy groups, development assistance agencies, etc. - who first joined forces to participate effectively in the drafting of the Convention, and are now focusing on its promotion and implementation. The full text of the Convention and a list of concerned organisations will be sent free on application to:

NGO Group for the Convention, c/o DCI, PO Box 88, CH-

1211 Geneva 20, Switzerland. Tel: [+41 22] 734 05 58; Fax: [+44 22] 740 11 45

Convention on the Rights of the Child, a package produced by UNICEF and the United Nations Centre for Human Rights. For further information, contact: UNICEF, UNICEF House, 3 U.N. Plaza, New York, NY 10017, USA or UN Centre for Human Rights, United Nations, New York, NY 10017, USA

Keep Us Safe, one of three books designed to introduce the UN Convention on The Rights of the Child to 8-13 year old, this book covers Protection of the child from abuse and exploitation. The series is published by UNICEF-UK (55 Lincoln's Inn Fields, London WC2A 3NB United Kingdom) and Save the Children (Mary Datchelor House, 17 Grove Lane, London SE5 8RD, U.K.), 1990

The Rights of the Child: a resource guide for grades 4 to 8 produced by UNICEF Canada (1989), 443 Mount Pleasant Road, Toronto, Ontario M4S 2LS Canada.

Who are the street children? produced by the United Kingdom Committee for UNICEF (1993), 55 Lincoln's Inn Fields, London WC2A 3NB, UNITED KINGDOM

SUGGESTIONS FOR USE

teachers, community workers, NGOs, radio broadcasters, journalists: To increase awareness of children's rights, and to stimulate action to promote and protect children's rights.

A human rights treaty - for children

Everyone is born with human rights. Laws are written to protect those rights.

The United Nations adopted the Convention on the Rights of the Child on November 20, 1989. It took effect on September 2, 1990, after it was accepted as law by the governments of twenty countries. By the end of 1993, 154 countries have ratified it.

The Convention covers all human beings under 18 years of age unless they have attained the

age of majority earlier. The rights it contains are to be granted to all children, without discrimination of any kind. The way the Convention is drawn up takes account of the different cultures, religions, political systems and degrees of economic development of countries throughout the world, so it should be applicable universally.

Several "children's rights" are in fact the same as those that every human being has, whatever his or her age, for example, protection from torture, access to health care and freedom to express an opinion

or belief.

Many of the rights, however, are special. Some of them deal with situations and issues that concern children in particular, such as primary education, opportunities for play and adoption. The others are designed to take account of the vulnerability and special needs of children, for example, protection in armed conflicts and arbitrary separation from parents.

The Convention is an international human rights treaty. This means that, when governments ratify it, they are

formally indicating their agreement to respect the rights set out and their acceptance of all the obligations involved. In this case, governments are committing themselves to ensuring that:

- the child's basic needs are met;
- the child is protected from cruelty and exploitation;
- parents are in a position to care properly and to the best of their

- ability for their children's needs;
- particularly vulnerable children, including those who cannot be with their families, for whatever reason, receive the best possible care;
- children are given appropriate opportunities to play an active role in society and to have a say in their own lives.

In short, the Convention aims to promote greater respect for the child as a human being than has been the case up to now.

Governments' commitments

Below are set out some of the main rights that governments commit themselves to upholding when they ratify the Convention:

Provide the child with...
 health care
 education
 vocational training
 social security
 opportunities for play and recreation
 the guarantee of due process of law

Ensure special care for...
 disabled children
 refugee children
 children of minorities
 indigenous children
 child victims of abuse, neglect, torture and armed conflicts
 children without families

Support the family by...
 respecting its responsibilities, rights and duties in protecting and caring for the child
 ensuring common respect of parents for the child's development
 ensuring an adequate standard of living
 enabling the child to stay in contact with both parents when the latter have separated
 promoting child-care facilities

Protect the child from...
 exploitation at work
 sexual exploitation
 abduction, sale and trafficking
 abuse and neglect within the family
 drug abuse
 unlawful detention
 torture
 capital punishment
 unjustified removal from the family
 traditional practices harmful to health

Allow the child to...
 express his or her views in matters affecting him or her
 seek and distribute information
 participate in cultural life and the arts
 meet together and join or form associations
 practise a religion
in accordance with the child's age and maturity

Balancing children's rights and the role of the family

The Convention on the Rights of the Child introduces two important concepts into international laws:

- that henceforth the best interests of the child becomes a major criterion in deciding on any question involving a child. This is particularly important, of course, when considering whether or not a child should be removed from the care of his or her parents, but in many other instances as well.

- that, as children grow older, they become increasingly able - and so must be allowed - to have an effective say about how their rights are applied in practice. This principle is essential if the Convention is realistically to cover babies, young children and adolescents alike.

This Convention sets out to balance the rights of the child as an individual and the vital caring and protective role that his or her family should play. So it gives special importance to the responsibilities of parents and guardians in bringing up and providing for their

child. That is why governments ratifying it undertake not only to do certain things directly for children (like making education services available and combatting exploitation), but also to do things indirectly for them, by helping the family carry out its tasks - and not interfering unless the child's safety and well-being are in danger.

Although the Convention is first and foremost a legal text binding governments, it is already regarded as a comprehensive set of guidelines for all actions directed towards child welfare and protection. Obviously, the more

those guidelines are known and respected by everyone, the greater the Convention's impact will be. But the implementation of the rights of the child is dealt with in the Convention as well....

How are the rights in the Convention to be put into practice?

- The governments of States that become parties to (i.e. ratify) the Convention - but *only* those States - have to submit regular reports on their compliance with its provisions.
- These reports are reviewed by a Committee on the Rights of the Child made up of ten independent experts elected by the States' parties. The Committee can also take into account pertinent information received from reliable sources,

e.g. inter-governmental bodies such as UNICEF and the International Labour Organisation, and non-governmental organisations recognised by the United Nations.

- If a government points to particular obstacles that prevent it from ensuring certain rights, or if the Committee is concerned about certain questions, the aim is to find acceptable solutions that may involve various forms of international cooperation and technical assistance. More emphasis is placed on dialogue and finding ways to facilitate implementation than on trying to enforce it by denunciation and confrontation.
- However, the Committee may always ask a government to provide more detailed information on areas of special

concern, or may request the United Nations to carry out studies on specific problems.

- As is invariably the case in the human rights field, the non-governmental organisations (NGOs) have a key role to play in making children's rights a reality. Their tasks are many and varied: making the rights in the Convention known, mobilising support, investigating alleged abuses, reporting on violations, proposing changes in policy, legislation and practice, etc.
- But, in the end, the Convention's impact on the lives of children depends upon how well each and everyone learns to use this tool for bringing about change, and how well we ourselves respect children in our own lives.

What can you do to help make the rights of the child a reality?

■ As an individual

- First of all, learn more about the rights in the Convention and the thinking behind it.
- Find out if your government has ratified the Convention or plans to do so.
- Encourage groups in your community - such as child welfare organisation, churches, women's and youth groups, schools, civic clubs and service organisations - to become aware of the Convention, make it known and look for practical ways of supporting the rights it contains.
- Become involved in their efforts. Joining forces works better.

■ As a group or association

- First and foremost, if your government has not ratified the Convention, find out why, and start campaigning with others for it to do so.
- The Convention requires States parties to make principles and provisions widely known; take advantage of this to learn how the Convention can back up efforts on behalf of children worldwide.
- Schools should be encouraged to integrate the Convention into their curricula in ways (including understandable language) that will stimulate children's interest and be relevant to their lives.
- The media should be encouraged to bear the Convention in mind when reporting on children's issues.
- Contribute to training in children's rights for the wider range of professionals directly or indirectly concerned by promoting or organising relevant workshops and seminars.
- Encourage the setting up of National Commissions, open to a wide range of participation, aimed at coordinating information about the Convention and monitoring its implementation. Make certain that the Commission's findings are made public wherever possible.
- See whether, in your country, an individual or body should and could be appointed to act as spokesperson on behalf of children and their rights.
- See how your organisation could link up better with national and international groups with similar concerns.

■ Some activity suggestions for students

- As a class/group, discuss the things that you think children need in order to live happy and healthy lives. Then, write out your own list of Children's Rights on a piece of paper. Decorate it to turn it into a special 'scroll' or

'charter'. Discuss how children can be sure of having these rights.

- Read the **Profiles of street children and child labourers** on pages 19 - 26. For each case, do the following:
 - * Decide what rights are being violated.
 - * Decide what needs to be done to improve the child's situation. What should the government do? What should NGOs do? What could the child do?
- Discuss in your class/group the terms "love" and "friendship", "affection" and "understanding". Outline their opposites, and discuss the effect such emotions can have on the everyday lives of you and other people in your class/group. Sit in a circle and take turns to recount evidence of affection, love or understanding that each of you received the day before from your family, from friends, teachers, shopkeepers, strangers. Then, take turns to describe the love, affection and understanding that each of you have shown to others.
- What do the terms "neglect" and "cruelty" mean? Discuss how these can be both physical and emotional. How do you think neglect and cruelty affect the healthy development of a child? Put two plants in the corner of your classroom. Water, fertilise and talk to one while "neglecting" the other for one week. What happens to the plants? What conclusions can be drawn? Use a chart to show results.
- Investigate child protection agencies in your area (e.g. police, Children's Aid Societies, drop-in centres, shelters, churches etc.), and find out all the things that these agencies do to help protect children. You could visit one or two, or invite speakers to visit the class/youth group. The information you collect may be helpful to children, especially children living on the street. Think of ways you can let them know what you have found out. One way is to prepare an information booklet. You may need to make sure the booklet is understandable to children who cannot read.
- Your friend is being treated cruelly by a person he thought was his/her friend. There are positive and negative ways for your friend to deal with the situation. Discuss how he/she should handle it. Where can he/she go for help? What would you do if you saw a child being badly treated?
- Below are summaries of some of the Protection articles in the Convention. Protection Articles are those rights which require adults to care for children by protecting them from psychological, emotional, physical and sexual maltreatment. Select one of these articles, and design a poster to illustrate the right. Place the poster in a public area such as a community centre, health centre or library for everyone to see:
 - * The right to protection from maltreatment by parents or others responsible for her/his care (Article 19)
 - * The right to protection from economic exploitation and work that is hazardous, interferes with her/his education or harms her/his health or physical, mental, spiritual, moral and social development (Article 32)
 - * The right, if below 18 years of age, not to be sentenced to capital punishment or imprisonment (without the possibility of release) for offences committed. (Article 37)

For further information on the Convention on the Rights of the Child, please write to:

Centre for Human Rights,
United Nations Office at Geneva
8-14, avenue de la Paix,
1211 Geneva 10,
Switzerland

UNICEF,
Palais des Nations
1211 Geneva 10,
Switzerland

UNICEF,
Division of Public Affairs,
UNICEF House,
3 U.N. Plaza,
New York, NY 10017,
USA

ARTICLE

Empowering children

SOURCES

From "Ecuador: small people set a great example" by Consuelo Arboñez in *First Call for Children*, A UNICEF Quarterly/1994/No.3 (July-September, 1994)

SUGGESTIONS FOR USE

teachers, youth workers, environmental groups, community leaders, children: As inspiration for organising youth environmental improvement activities.

Children living in urban slums can help improve their environment, and give themselves hope for their future. The following article describes some children's efforts:

They are young, dynamic and 'green'. They are children

and adolescents from 24 towns and cities in 21 provinces of

Ecuador who have turned into committed and vigilant

environmentalists.

As part of the 'Small People Set a Great Example' campaign, sponsored by the Central Bank's Working Youth Programme and supported by UNICEF, 160 groups of children from poor communities are working on ways to clean up their environment.

Almost 50,000 children helped draft a plan of action to be implemented by the Ecuadorian Government as soon as it had ratified the Convention on the Rights of the Child in 1990. In that plan, the children identified three main areas of concern: nutrition, lack of housing and deterioration of the environment. The government programme which emerged from this initiative is designed to ensure children their right to a healthy environment.

Recently, young Ecuadorians, who form 38 per cent of the country's population of 11 million, have been active in understanding and demanding their rights. In 1990, 186,000 children voted in a children's election, which was followed by the first National Children's Summit in 1991.

This Summit encouraged

the young participants to launch new activities in Quito, the capital city, where they identified the highly polluted Manchagara River as the city's most serious problem. But the solution was beyond the children's reach, so instead, they voted to clean up and reforest the slopes of the Pichincha Volcano to help prevent the landslides that regularly occur during the rainy season.

Silvia Delgado is a 15-year old from one of Quito's impoverished districts. She was part of a group of young people that decided to prevent seasonal mudslides. "After the rainy season, we collected a lot of garbage, planted trees and painted murals about how the environment should be," she says. Silvia's group also drew up an ecological map of Quito.

In another project, the children identified severe lead pollution from gasoline and organised themselves into three groups - promoters, reporters and rangers - to work on the problem. The promoters, often older children, encourage an interest in environmental issues among younger children; the reporters write and publish a newspaper

with letters and reports from around the country; and the rangers roam around the city jotting down the licence plates of vehicles emitting toxic fumes. They pass on the numbers to the national traffic department which has signed a special agreement with the children.

The children's activities have prompted wide support from local authorities and technical assistance from more than 40 community and environmental organisations. More than 50 local councils and the mayors of Quito, Guayaquil, Rioamba and several other cities have signed agreements committing them to implement environmental protection measures.

Until now, local people, who suffer the effects of environmental degradation, have been passive, leaving outside experts to diagnose and 'fix' their problems. "This time we decided to let the children do it," says Soledad Moscosco, a sociologist and coordinator for the campaign. "It seems to be the most effective approach because we're creating new citizens who can act democratically."

EDUCATIONAL RESOURCES

African Jigsaw

A musical entertainment

Music by Peter Rose, words by Anne Conlon
Commissioned by the Education Dept., World
Wide Fund for Nature UK

Produced in association with Josef Weinberger

Price: word booklet £2.50; score £8.95; audio
cassette £7.50, all plus package and postage

This musical entertainment is a series of twenty-three songs interspersed with seven narrations. It describes life in an African city through the eyes of many of its inhabitants, and examines some of the forces which have drawn so many people into the city. 'African Jigsaw' is about Africa, but the situation it describes, of moving populations and overcrowded cities, also exists in many parts of the world. For further information, contact WWF-UK, Publishing Unit, Panda House, Weyside Park, Godalming, Surrey GU7 1XR England tel: 01483 426444; fax: 01483 426409

OUTREACH 96/p.46

The children's movement in Brazil

SOURCES

State of the World's Children 1993
published for UNICEF by Oxford
University Press, 1993
Please credit original source.

SUGGESTIONS FOR USE

teachers: As an example to use in project work on law and justice, on democracy at work and on street children.

radio broadcasters, journalists: To cite in programmes/articles on the Convention on the Rights of the Child as an example of what is being done locally to uphold the Convention.

The killing of street children in Brazil has rightly brought worldwide condemnation, see box 1. Less well known are the efforts of thousands of

individuals and organisations in Brazil to build a children's rights movement.

Under two decades of dictatorship, the law itself had

become an instrument for the oppression of children in Brazil. Thousands were sent off to harsh correctional institutions simply because

Box 1: THREATS TO BRAZILIAN YOUTH

The last figures on Brazilian youth, published by the National Assembly, are as follows:

- from 1988 to 1991, 5,611 five to seventeen-year-old children were murdered in Brazil;
- of these victims, the majority (71% in Sao Paulo and 86% in Rio de Janeiro) were murdered with guns. Most of the bullets had been fired into the chest or head, indicating that these children were executed;
- in Brazil, there are 500,000 prostitutes aged 17 years or less;
- at least 4,000 children wander the streets of Rio de Janeiro. In Sao Paulo, the number is as high as 4,529;
- child torture is common;
- a high number of children and teenagers are murdered by 'death squads' or 'extermination gangs' made up partly of officials, partly of civilians (there are no official figures on this type of crime);
- in Brazil the cost of murdering a child can be as low as US\$10 - US\$40.

These details cast some doubt over new figures which tell us that there has been a drop in the number of children murdered. There are suspicions that the police could be improving its 'techniques' of torture and of making the victims disappear.

From 'The State of Brazil's street children in 1994' by Brazilian film maker, Octavio Bezerra, in *Moving Pictures Bulletin* issue 22, June 1994 published by Television Trust for the Environment (TVE)

WHY ARE CHILDREN AND ADOLESCENTS KILLED IN BRAZILIAN CITIES?

- Children and adolescents are often used in the drug trade and may be killed if they disobey their controller.
- Local traders and inhabitants of a locality become frustrated and alarmed at adolescent 'criminals' who return to their illegal activities despite several arrests.

- Many are victims of gang warfare.
- Certain sectors of the police forces take the administration of justice into their own hands and kill indiscriminately.

(These reasons should be understood within a larger historical context of a country convinced that law and public authority can be assumed by private citizens, and that poor children can be treated as marginal second-class citizens.)

From: *Who are the street children? An exploration of the lives of children from poor families in Brazil* produced by the United Kingdom Committee for UNICEF 1993

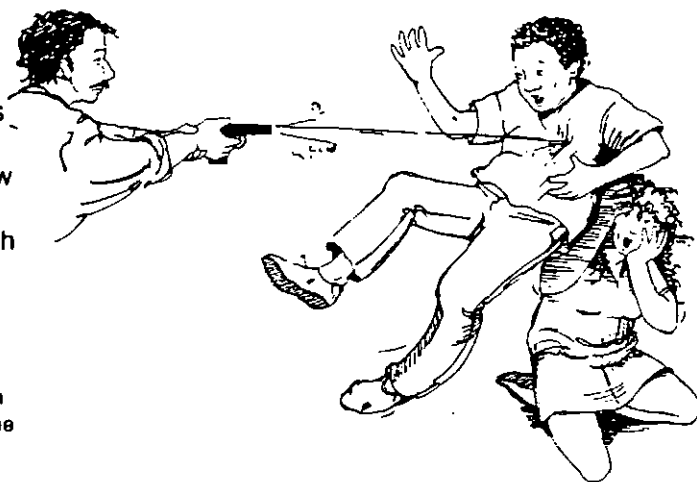


Illustration by Elaine Nipper from *Who are the street children: an exploration of the lives of children from poor families in Brazil* produced by the United Kingdom Committee for UNICEF 1993

Box 2: CHILDREN'S CONGRESS, 1986

In May 1986 a congress of street children was held in Brasilia, the capital of Brazil, to talk about the situation of street children.

The congress was organised by a group of independent voluntary organisations, with support from UNICEF. Over 400 street children from all over the country came - in shorts and often barefoot - to participate. Many of the children, aged between eight and sixteen, travelled two or three days by bus, and some came in planes provided by the Brazilian air force. The children hoped to use the congress to draw attention to their often unbearable situations. It was the children who chose the congress themes such as family, health, work and finance.

Whenever they could, they explained their stories to the press: "I came here to say what I thought. We, the street children, need affection. We need respect, lodging, food and schools," said Ricardo Menezes, a 13-year old who works when he can.

As a result of this congress, and other efforts (including another congress in 1989) to change public attitudes in Brazil, street children are no longer generally viewed as criminals to be pitilessly prosecuted but rather as vulnerable members of society to be protected and provided for.

From: Who are the street children? A teaching kit for 10-17 year old students produced by UNICEF, Geneva (1990)

they were poor and abandoned. Such children had no legal rights, and abuse by police and other authorities had become the norm.

When democracy returned in 1985, the same laws and institutions remained in place, and many of the same attitudes and practices prevailed in the judiciary, the police and in the large and overcrowded

institutions. But now it was at least possible to begin campaigning for change. In the same year that elections were held, 200 of the non-governmental organisations (NGOs) working on behalf of Brazil's street children formed themselves into a national street children's movement. From its experience of working with such groups, UNICEF was able to help bring interested parties together and to provide a wide range of advice. The new Government, which openly acknowledged the problems, set up a children's agency that actively encouraged NGO participation.

The most fundamental task of the new movement was to restore the very idea of children's rights to Brazilian society and its institutions. The drafting of the country's new Constitution offered a perfect opportunity. With the support of many in the Catholic Church, the media, and the legal and medical professions, the children's rights movement began a national campaign which, in the last six months of 1986, saw almost 3,000 articles and 72 television programmes on children's rights, see box 2. In May 1987, the President of the Constituent Assembly was handed a petition signed by 1.3 million Brazilians supporting the idea that children's rights should be built into the new Constitution. The children's rights movement had arrived.

Constitutional change was achieved. But this had to be followed by changes in law and policy. Supported again by the Church, by the media

and by reform-minded judges and government officials, a campaign began to replace repressive legislation with a new Children's and Adolescents' Statute. Under the proposed law, the power of the courts to deprive children of freedom was to be limited to cases in which the law had been broken. If possible, abandoned children were to be returned to their families. If not, then they were to be put into the care of institutions that would be as small and family-like as possible. Children in care would be allowed to attend ordinary schools and remain a part of the community.

Once again, thousands of individuals and organisations mobilised in support of the new law. In 1990 it was approved by Congress and ratified, without changes, by the President.

There is still a long way to go before anyone can be content with what has been done to protect children's rights in Brazil. But the constitutional and legal changes that have been brought about are the essential foundations for progress. Institutions for children are beginning to provide training and to help with income-earning opportunities. Many states have set up children's and adolescents' defence centres, often staffed by volunteers. Almost every state and municipality now has a council for the rights of the child, on which NGOs and government have equal representation. Today, abuse of children no longer goes unprotested.

ACTIVITY SUGGESTIONS

- Find out if your country has ratified the Convention on the Rights of the Child. Are its provisions being violated? What changes in national law and policy are being made to enforce it? To get answers to these questions, contact officials in your national, regional or local government, NGOs working for your country's youth and/or the Committee for UNICEF in your country. For UNICEF addresses, write to: UNICEF Headquarters, UNICEF House, 3 UN Plaza, New York, NY 10017, USA
- Organise a children's congress in your town or neighbourhood to discuss the situation of children in difficult circumstances in your locality. Discuss with street children and street educators what issues should be tackled, and then invite street children, parents, local government officials, NGO representatives, members of the business community and local police and members of the media to participate in thematic workshops.

SUGGESTIONS FOR ACTION

How city mayors can help

SOURCE

Taken from: *Mayors as Defenders of Children* produced by UNICEF, UNICEF House, H-6F, 3 United Nations Plaza, New York, NY 10017, USA

SUGGESTIONS FOR USE

radio broadcasters, journalists: To promote local government participation in projects that can help children in difficult circumstances.

mayors, local government officials: As a guideline for action.

At the World Summit for Children in New York, September 1990, local governments were recognised as important agents of change for their ability to complement national efforts and international action to improve conditions which, on a global level, result in the often preventable deaths of tens of thousands of children every day, and the suffering of many more.

Inspired by the World Summit, the global initiative, **Mayors as Defenders of Children**, was launched in Dakar, Senegal, in January 1992. Here are some examples of concrete actions a mayor or local government could take up as a Defender of Children:

- Identify components of the national programme of action to implement the goals of the World Summit for Children which city/government can adopt and translate into a municipal plan of action;
- Promote meetings and discussions on children's issues among local officials, civic organisations, schools and community groups to help define the municipal agenda on children;
- Organise a Children's Forum where children's groups can discuss their thoughts, ideas and recommendations about problems confronting them, and make these known to the local government and the public;
- Initiate a city-wide awareness-raising campaign on the Convention on the Rights of the Child and support citizens' groups in monitoring the extent to which children's rights are respected and protected in the locality.
- Support community participation initiatives for improving health and nutrition services for women and children;
- Commit greater attention and resources to providing low-cost water and sanitation services to under-served sectors of the city or municipality, drawing on national and international resources in addition to local resources when feasible;
- Commit to improving and protecting the urban environment, for example, by creating urban green spaces and children's play areas, implementing clean air regulations and promoting innovative waste disposal and recycling methods at the community level (see box: Innovation in Curitiba);
- Form local task forces or working groups to examine and develop municipal responses to the situation of homeless and displaced families and of children in especially difficult circumstances (including street children, children in exploitative work, children in conflict with the law, child victims of natural disasters etc.);
- Promote the creation of a network of day-care services and early childhood development

- programmes for young children;
- Lead an advocacy campaign to keep children in school, increase girls' attendance and spread literacy among adults, particularly through the use of radio, television, folk media and other methods of communications;
- Hold an annual review of municipal programmes affecting children, and reorient development plans and programmes to make them more responsive to children's needs, as indicated in the World Summit Plan of Action and the Convention on the Rights of the Child;
- Forge cooperation with mayors of other cities, for example, through Twin or Sisters Cities agreements and other inner-city networks, in support of the Dakar Declaration and Outline Plan of Action.

Box: Innovation In Curitiba

Located some 300 km south of Rio de Janeiro is Curitiba, a city with two million inhabitants. Curitiba has its share of problems. Not least is the lack of money: the city's coffers are almost empty because of recession and the Brazilian foreign debt. But the city has come some way in addressing some of the issues that plague cities in the South: transportation, recycling, health care, job-training, family planning and environmental education.

The key to Curitiba's success? Human resources, and number one on the list of contributors is Mayor Jamie Lerner. Lerner is an urban planner by profession. In his four terms as mayor, he has galvanised an environment and development campaign like no other in Latin America, nor probably in the rest of the world.

City transportation

Some of the programmes that have been introduced are citywide in scope. For example, a bus network complete with feeder lines, express lanes and tubular glass stations for quick and easy access has meant city roads are not teeming with cars and the air is not choked by smog.

"We basically designed a bus system that works like a subway system," says Lerner. "Since we could not afford a subway system we came up with this idea. It has worked and it is about 300 times cheaper than a subway system."

In the past decade, the bus

system has become so successful that 1.2 million people -- or 75 per cent of the work force -- use it. As well as the system being comprehensive and fast, employers are subsidising some of the costs for each of their employees.

Improving life in the favelas

As in many other Latin American cities, Curitiba is crowded with these ramshackled *favelas* or shanty towns. But in Curitiba's favelas, there is a palpable sense of hope instead of ominous desperation.

Visually there is also a difference. Dirt roads and open spaces are not strewn with rubbish and other health hazards. In 1990, the City Council calculated how much it would cost on a per bag basis to hire a company to clean up the informal dumps. Then it launched a "Don't Throw Away Your Garbage - We Buy It" programme that offered an equal sum of money per bag to the residents of the favelas to clean-up the many open-air waste pits which had become breeding grounds for disease-carrying rodents. Under the programme, every person was provided with a much-sought after free public transit ticket for each bag of garbage they delivered to the municipal collection truck. This was a big incentive, because the favelas were located some distance from the city centre and public transport was the only means for residents to commute.

The city also donated a certain amount of money for each bag collected to a neighbourhood association for use in community projects, such as community gardens.

The recycling programme was enhanced in 1991. With the declining economic situation in Brazil, the consumption of fruit and vegetable products dropped. The City was able to buy surplus food directly from the producers close to the city at a very low price and offer the residents a 4 kg. bag of food in exchange for a bag of garbage. This reduced the waste of good food, and increased the disposable income of poor families, enabling them to spend more money on other necessities. The programme also assisted the local farm economy and boosted the nutrition of families in the favelas. A recycling centre on a farm employs homeless youth and reformed alcohol abusers.

Along with rubbish recycling, there are a host of other favela programmes. One of these supplies a school with scraps of rubbish that are used to make toys. Another programme teaches children to grow flowers and vegetables, which the city purchases for use in parks and offices. In order to help parents in the favelas, a series of school buses are parked in strategic areas. These buses are makeshift classrooms that teach various job skills.

In the early 1970s, the

population of Curitiba expanded almost threefold from 500,000 to 1.4 million. A rural exodus, brought about by soil erosion, farm mechanisation and a host of other factors, was responsible for the migration to the city. Today, people still head for Curitiba, but now camps are set up on the outskirts of the city to prevent the spread of favelas.

Despite resistance from the Catholic Church, there are family planning clinics throughout the city. AIDS, a widespread problem throughout the city, is a particular focus of these clinics. Results from these health, economic and social development schemes include a declining infant mortality rate and illiteracy rate.

Lerner's views

There are still many problems to resolve in Curitiba, but there is optimism about the future. So why is this city a shining example of hope and progress when other

Latin American cities are not?

Says Lerner, "It is a matter of political will. You have to be committed to solving problems. Unfortunately, this has not been the case in many other cities. Corruption is a problem...Some politicians feel very comfortable with the *status quo* because it is not threatening."

Lerner also believes that a kind of statistical disillusion has overwhelmed Brazil's other cities. "People say there are 17 million people in Sao Paulo," Lerner says. "They say there are 500,000 street children in Rio and 2 million people in slums. People cite these figures and say the situation is hopeless. But these figures are not true, but they are convenient."

Lerner is not afraid to speak out about the problems of Brazil. Dedicated to protecting the environment, he is especially critical of the situation concerning Brazil's foreign debt.

"We have wasted a whole

generation because of the foreign debt," he says. "It is crazy. We built huge energy projects with money when we could have resorted to conservation and saved just as much energy."

Of Curitiba, Lerner says, "We have our problems - both environmental and social. But we must deal with both environmental and social problems. Some developing nations take the attitude that environment problems are a low priority. But eventually, these problems will catch up with you. So now is the time to deal with them. Money might also be a problem, but it is not always the answer."

SOURCE

Adapted from "Curitiba, Brazil's City of Hope" by Joe Grasse in *Our Planet* Vol. 4, No. 5, 1992. *Our Planet* is a bi-monthly magazine of the United Nations Environment Programme (UNEP), P.O. Box 30552, Nairobi, Kenya. The article may be reprinted provided *Our Planet* and the author are credit as the source and the editors are notified in writing.

RADIO SPOTS

Life is harder in the city

SOURCE

Adapted from Developing Countries Farm Radio Network's Package 27 script 9 and Package 17 item 11. If reproduced, please give credit to original source. For further information, contact: Developing Countries Farm Radio Network, 40 Dundas Street West, Box 12, Suite 227B, Toronto, Ontario CANADA M5G 2C2

SUGGESTIONS FOR USE

teachers: For village or classroom lessons, flip charts, plays, stories, songs, etc.

radio broadcasters, journalists, community workers, NGOs: To be adapted for local radio broadcast or as a source of information for magazine and newspaper articles, leaflets, fact sheets, posters, extension visits. DCFRN participants who prepared the original radio spots find that they are effective when repeated - in official and national languages - on a regular basis.

Here are two radio spots aimed at rural people who are thinking of moving to the city. The purpose of these radio spots is to encourage people to think of the gains and losses of such a move before deciding to leave their village or farm.

No. 1

CONTROL: *Theme music.*

VOICE 1: What's life in the city like? There's no security for anyone. The cost of living is high, and housing is extremely expensive. The amount of pollution is a big worry, and, if you do not have the right education or skills for life in the city, it's hard to find a job. Would you want to leave the tranquility of the countryside to be in the middle of all that?

VOICE 2: Don't imagine the city is going to solve all your problems. Please think about what you and your family are likely to encounter in the city.

No. 2

CONTROL: *Theme music.*

VOICE 1: Often the city dazzles us with its cars, buildings, big stores, with its people and its style. But there are things in the countryside that you don't get in the city.

VOICE 2: In the countryside, the extended family has always provided many necessary social services, like caring for the sick, the old and the very young. When people move away from their families to the city, they often lose this vital support: they can become frustrated and lonely.

VOICE 1: We country dwellers might not have some of the things that the city has to offer, but we do have cooperation between one farmer and another, something which is rare in the city.

Another useful script from DCFRN:

DCFRN's package 23, script 7 "A better life in the country" is a story about Juan, a young farmer, and his family who decide to leave their village and move to the city to start a new and better life. But life in the city is not what they had imagined. The story is presented in the form of letters. The first series of letters is written before Juan and his family move to the city, and these letters are between Juan and his Uncle Silvio who moved to the city many years ago. The second series of letters is written once Juan arrives in the city, and these letters are between Juan and his brother Pedro who still lives in the village.

VIDEO RESOURCE

The Karate Kids Project

SOURCE

Street Kids International
56 The Esplanade, Suite 202 Toronto, Canada M5E 1A7
Tel: 416-861-1816 Fax: 416-861-9386
If reproduced, please credit original source.

SUGGESTIONS FOR USE

street educators, community workers, teachers:
To show to - and discuss with - street children.

On the streets of the world's cities, children are vulnerable to a variety of health problems, and over the last decade, HIV/AIDS has been added to the list. The animated action-adventure video *Karate Kids* is part of a cross-cultural HIV/AIDS education programme for street children developed by Street Kids International (SKI) in cooperation with the World Health Organization, the National Film Board of Canada and many other partners. Created to fulfill the need for simple, explicit AIDS health education for street youth in the developing world, the cartoon is now distributed in twenty languages, being used by educators in over 100 countries.

The package includes the 22-minute karate adventure cartoon on video, a training book for educators, and a pocket comic

book. *Karate Kids* is shown in community centres, in theatres, on the back of trucks, in hospitals, schools and prisons. In Thailand alone 3,500 copies of the cartoon are in distribution, and 2,500 street workers have been trained by the Thai Red Cross to use the cartoon in a group discussion.

As *Karate Kids* is distributed primarily in video format, it is easily copied - which is encouraged. An advantage of the cross-cultural format established by *Karate Kids* is that it can be easily adapted to new language versions, independent of the original producers.

After three years in distribution, field evaluation has shown that the greatest strength of the *Karate Kids* video is that it stimulates discussion, often where no discussion was taking place before. Educators in Brazil,

Mexico, Canada, Tanzania and Thailand report that the cartoon stimulates lively dialogue about sexual health, street life and AIDS, often for the first time. CARE workers in Ethiopia report, for example, that viewers are willing to participate in a condom demonstration after seeing the cartoon. Since the material is explicit, it is most useful in the hands of educators who are comfortable with the subject matter.

Karate Kids has provoked some criticism, first, from authorities who do not accept the need for this kind of sex education for youth, and second, from people who feel that it should stand alone as a comprehensive AIDS education "lecture" on video. One evaluation study of the immediate impact of the cartoon on knowledge and attitudes of

children indicates that *Karate Kids* alone does not provide a complete AIDS education lesson. On the other hand, a cross-cultural Participatory Evaluation Survey indicates that significant impact on knowledge is achieved when there is opportunity for a discussion after the showing of the video.

A subtle but significant contribution of this project to development communications is not only that it teaches street kids things that they need to know, but it treats them with respect, in a voice that they can relate to on their own terms. Watching *Karate Kids*, street children see themselves on television for the first time. The characters in the cartoon have dignity, they take care of themselves and their friends, and they have personal power to meet the challenges of the street. The cartoon acknowledges street children as actors rather than victims, with legitimate needs and rights, rendering them visible in a world that too often ignores them.

Karate Kids Two

With the international success of *Karate Kids*, Street Kids International has been

encouraged to produce a second cartoon. *Karate Kids Two (Karate kids and the Big Fire)* is about substance abuse.

Youth substance abuse and particularly inhalant use - sniffing things like glue, gasoline or spray paint - is a major health problem shared by children all over the world. There is a great need for a new tool that can help youth workers talk to kids about drugs in a constructive way.

From early 1993, SKI field-tested story ideas with street kids, youth workers and consultants in several countries. It became apparent that Karate Hero's advice about inhalants and drugs had to be rooted in his own experience. Kids often use drugs to feel better. They need to know that Karate has been there, too, and that he understands how hard their lives are, and they want to know how he survived to become the street leader they look up to.

So the new *Karate Kids Two* cartoon tells Karate Hero's story - how, when he was young, he and his sister Nina got involved with sniffing solvents and using other drugs on the street. The story emphasises the rewards of friendship, self-respect and life

skills in contrast to the powerful but potentially self-destructive comforts of substance abuse.

The cartoon has been created by the same team that made the first *Karate Kids* adventure -- director Derek Lamb, animator Kai Pindal and Producer Christopher Lowry with support from SKI director, Peter Dalglish. Funded by the Health and Welfare Canada "Partners for Children" Fund, Swedish Save the Children, the Government of the Netherlands and other donors, the cartoon is directed at boys and girls aged eight to fourteen, and will be available to community-based youth workers worldwide in fifteen languages in 1994.

For more information on Karate Kids contact Street Kids International, "Karate Kids Distribution" at the address above.



PUBLICATIONS

Innocenti Studies: The Urban Child in Difficult Circumstances

Addressed to a non-specialist audience, this series (ISSN 1014-8795) presents the results and conclusions of technical case studies carried out by the UNICEF International Child Development Centre. The publications are available in English, and are attractive and highly readable. Included in the series are:

- *Children of the Runaway Cities: The Impact of Urban Poverty on Childhood and Family Life in the Philippines* by Maggie Black (1991) 41 p. Available in English
- *Brazil: The Fight for Childhood in the City* by Anthony Swift (1991) 41 p. ISBN 88-85401-01-5 Also available in French
- *Italy: Too Little Time and Space for Childhood* by Ray Lorenzo (1992) 44 p. ISBN 88-85401-07-4 Also available in Italian
- *India: The Forgotten Children of the Cities* by Amrita Chatterjee (1992) 44 p. ISBN 88-85401-08-2
- *Kenya: Child Newcomers in the Urban Jungle* by Dorothy Munyakho (1992) 45 p. ISBN 88-85401-09-0

Each publication is US\$ 9.00 and is available from UNICEF International Child Development Centre, Piazza SS. Annunziata 12, 50122 Florence, ITALY. Tel: (39-55) 234 5258 Fax: (39-55) 244 817

Children in difficult circumstances: street and working children

FILMS AND VIDEOS DISTRIBUTED BY TVE

The following films and videos are available to TV stations, non-governmental organisations (NGOs) and other educational organisations in Low and Middle Income Countries through the MOVING PICTURES service of the Television Trust for the Environment. For further information contact: TVE Distribution and Training Centre, Postbus 7, 3700 AA Zeist, The Netherlands Tel: (31) 3404 20499 Fax: (31) 3404 22484 * indicates certain restrictions

GROWING UP

1993
Length: 60' (education video 30')

Languages: English, French, Spanish

Production Co: Central TV/TVE/UNICEF

Producer/Director: Julian Ware/Bruce Sorrentino

This film looks at the prospects of eleven babies born within a year of the UN Earth Summit in June 1992: eleven healthy babies, born with equal abilities - but in very unequal parts of the world. One baby, Panjarvanam in India, faces a bleak future working as a child labourer in a firework industry.

ANAK HILANG (THE LOST CHILD)*

1992
Length: 75'
Language: Indonesian with English subtitles

Production Co: Johns Hopkins University
Producer/Director: Slamet Rahardjo Djarot

This film, a mix of fact and fiction, is about the life and hopes of Basra, a 12-year old from the slums and streets of Jakarta, Indonesia

TASI, OH TASI!

1992
Length: 75'
Language: Indonesian (with English subtitles)

Production Co: Johns Hopkins University
Producer/Director: Arifin C. Noer

Set among the rice fields of a coastal community in West Java and the overcrowded slums of Jakarta, TASI OH TASI! is a story of despair and hope. Tasi comes from a family with too many children and a spendthrift father who works as a fisherman and farmer. When the catch dwindles due to overfishing and rats devastate the rice harvest,

her feckless father resorts to marrying Tasi off at an early age to repay his debts. Disgusted by her new husband, Tasi runs away to Jakarta and becomes a prostitute in order to survive. Through a montage of interviews and flashbacks, Tasi reflects upon her tragic life and questions what sort of a future there will be for her son. Arifin Noer's compelling film is a vivid portrait of Indonesian village life, illustrating how the problems of an expanding population and worsening environmental conditions directly affect the lives of children.

HUMANITAS*

1992
Language: English, French, Spanish

Production Co: TVE
Exec. Producer: Bruno Sorrentino

Producer: Ian Potts
Directors: Ian Potts and Michael Keating

Formed to examine humanitarian issues and to bring them the same level of expertise and experience as is normally reserved for economic, political and security problems, the Independent Commission on International Humanitarian Issues (ICHIH) has issued a series of in-depth reports that analyse problems and propose actions to achieve solutions. This series of six films illustrates the issues raised in the reports: Vanishing Forests, Bitter Harvests, Street Children, Disappeared, Indigenous Peoples and Refugees. The film on Street Children shows that if we fail to act, the swell of violence and social evils which threaten our societies can only increase.

In 1992 TVE produced three further films to add to the

series. The first 30' film looks at modern warfare where the majority of victims are civilians. The second looks at disasters, and the way in which they are affected by poverty and inequality. The 40' minute overview film discusses how the major geopolitical issues of today can be refocused to become more people-centred.

RAISED VOICES

1993
Length: 30'
Language: English
Languages: English, French, Spanish
Donor Agency: UNICEF
Production Co: Moving Times

Distributors: TVE and UNICEF
The United Nations Convention on the Rights of the Child gives children the right to freedom of thought and expression. This compelling UNICEF documentary shows how children are working successfully to make their voices heard. In Brazil, for example, a street children's organisation helps children's rights to become law.

DEVELOPING STORIES

Series 1
II: LIFE AND DEBT
1992
Length: 50'
Language: Portuguese with English, French and Spanish subtitles
Production Co: Octavio Bezerra Prod.
Cinematograficas/BBC
Producer/Director: Octavio Bezerra

This powerful and disturbing drama-documentary examines the tortuous links between Brazil's huge external debt, the devastation of the Amazon rainforest and the killing of street children in Rio de Janeiro.

UJELI: A CHILD BRIDE IN NEPAL

1992
Video tape
Length: 60'
Language: Nepali (with English subtitles)
Distributors: TVE and UNICEF

This film is a dramatisation of the story of 10-year old Ujeli, a Nepalese girl. Against the advice of teacher and a doctor - who warns about the dangers of early childbearing - Ujeli's parents arrange for her to get married. Excluded from school and forced to labour very long hours, Ujeli takes on the responsibility of an adult woman, including motherhood. This tragic tale emerges from a country where it is estimated that 40 per cent of all women are married before the age of 14. Nepal's maternal mortality rate of 850 per 100,000 live births is considered amongst the highest in the world.

EARTH TALES

1993
Length 4 x 20'
Language: English
Production Co: North-South Productions, Bos Bros., AVRO, AVALON-NFU Studios (NZ)

Producers/Directors: Michael Scott-Smith, Richard Keefe, Rob Mooy, Burney Bos, Loes Wormmester,
Distributor to Developing countries: TVE
Ragpickers is the story of Laxmi and Manjunath, a sister and a brother who flee their village in Bangalore. But as soon as they arrive in the bustling city, they get caught up in the cycle of poverty, exploitation and violence of most street children. They are lucky enough to move into a group home run by a benevolent

woman who encourages the children to start up a business collecting the neighbourhood rubbish. Laxmi defends herself and the business against small-minded prejudice and helps

to eradicate a corrupt police ring victimising the street children. This is the third of four dramas in **Earth Tales**, a series for 11-16-year-olds which look at global

problems which young people today worry about. Each programme is set in a different region, providing a unique insight into the cultural and economic factors that help shape the

way the characters view environment and development issues. The other tales are from Zimbabwe, New Zealand and Holland.

UNICEF FILMS, VIDEOS AND RADIO

The following film, video and radio resources are available from UNICEF. Video tapes are available for duplication on to any video standard or format. Films are distributed in 16mm only. Radio programmes may be ordered on cassette or on individual reels. Non-governmental organisations, broadcast and cable stations and other institutions may order these resources from: UNICEF Headquarters, Division of Information, Chief Radio/TV/Film Section, UNICEF House, 3 United Nations Plaza, New York, NY 10017 USA Tel: (+1) 212 326-7290 Fax: (+1) 212 326-7731

WHO WILL HELP PAULINO?

1985
Film and video tape
Length: 27'
Language: English, French, Spanish, Portuguese
Co-produced with Global TV, Toronto, Canada
This film explores the growing problem of 'street' or abandoned children - a problem which is not restricted to Brazil but exists worldwide. It examines the causes and the resulting social and economic impact on the local community and society. Emphasis is given to alternative community-based approaches that cultivate in these children a sense of dignity and pride in their ability to stand on their own feet.

THE TARAZANI OF KHARTOUM

1989
Video tape
Length: 10 minutes
Language: English
A UNICEF/BBC Co-production
In Sudan, famine combined with civil war and political

instability displace hundreds of thousands of people and force them towards the capital, Khartoum. Among those who suffer most are children. Driven from their homes and villages, these children, who call themselves Tarazani - little Tarzans - are forced to turn to life in the streets where they can fall victim to drugs. Sunday Tuc, a 14-year old Tarazani, seeks to escape the dangers of street life by joining a UNICEF-assisted courier service.

TOMORROW'S CHILD

1990
Video tape
Length: 50 minutes
Language: English
Production Companies: UNICEF/BBC
Case studies in four countries dramatically illustrate the need for governments to implement the Convention on the Rights of the Child. This programme examines the problems of street children in Brazil, child labour in Bangladesh, children at war in Mozambique and teenage

mothers in the United States.

THE CONVENTION ON THE RIGHTS OF THE CHILD

1990
Video tape
Length: 2' 36"
International soundtrack
Languages: English, French, Spanish
Production Co: UNICEF
A new legal instrument, binding all nations, was presented to the 1989 session of the United Nations General Assembly. The Convention on the Rights of the Child is part of a drive to give greater protection to children's rights - the right to survival, development and freedom from exploitation.

STREET GIRLS

1993
Video tape
Length: 14'
Language: Spanish
A view of life in the streets of Nicaragua where teenagers sleep in abandoned buildings, sniff glue and earn money through prostitution.

The story is told through the daily lives of two young street girls.

CONVENTION ON THE RIGHTS OF THE CHILD AUDIO PACK: NO LIFE FOR A CHILD

Cassettes, 1989
Length: 6 x 15'
Language: English
A UNICEF/BBC Co-production
These programmes examine the lives of children whose human rights are systematically violated. Each programme features a specific situation -- ranging from the right to basic health care to the right to protection from armed conflicts. They reveal the need for greater legal protection, which will be provided by the Convention on the Rights of the Child. These programmes were recorded in India, Mexico, Mozambique, the Philippines and the United States, and are accompanied by a listener's discussion guide.

OTHER FILM AND VIDEO RESOURCES:

STOLEN CHILDHOOD

1989
Length: 6 x 30'
Production Co: North-South Productions
Series Producer: Richard Keefe
Distributor: Video Arts Television
60-62 Margaret Street, London W1N 7FJ, UK
Tel: (44) 71 636 9421
Fax: (4) 71 436 7426
On November 20, 1989, the United Nations General Assembly finally adopted the Convention on the Rights of the Child -- a

historic milestone in the fight for the safety, health and happiness of children around the world. The six individual films in this landmark series look at children from seven different regions of the world to illustrate how children are at risk -- from abuse in the home, exploitation as cheap labour and from poverty, violence and hunger -- and to illustrate just what is meant by the Rights of the Child.

HOW ARE THE KIDS?

1990
Length: 56'
Language: English subtitles
Producers: Marie-France Delobel, Jaques Grandclaude
Directors: Jerry Lewis, Lino Brocka, Rolan Bykov, Euzhan Palcy, Giro Duran, Jean Luc Godard, Anne Marie Mieville
Production CO: C9i
Communication
Distributor: C9i
Communication
52 Rue Luther, 1040 Bruxelles, Belgium

Tel: (32) 2 734 9600
Fax: (32) 2 735 6025
A collection of six short drama by top international directors, each made to illustrate one of the individual rights all children are entitled to. For example, in OCA, director Lino Brocka encapsulates his outrage and despair at the way children in the Philippines are exploited and discarded - forced to work in defiance of one of the fundamental rights enshrined in the Convention on the Rights of the Child.

CHILD KILLERS OF BRAZIL

1990
Length: 25'
Language: English
Production Co: Granada
Producer: Don Jordan
Distributor: Granada LWT International
The London Television Centre, Upper Ground London SE1 9LT, UK
Tel: (44) 71 620 1620
Fax: (44) 71 928 8476
Death squads are the main contributors to the high murder rate in Rio de Janeiro. In areas patronised by wealthy tourists, vigilantes and members of the police are paid by wealthy businessmen to 'clear out' the streets of thieves and racketeers, many of them street children. The police have launched a crackdown on such corruption, but this film shows that the root causes of the problem lie in the massive inequalities in income and status throughout Brazil.

THEY SHOOT CHILDREN DON'T THEY?

1990
Language: English
Length: 49'
Production Co: Alma Associates
Producer: Giancarla Forte
Director: Judy Jackson
Distributor: BBC Enterprises, Woodlands, 80 Wood Lane, London W12 0TT UK
Tel: (44) 81 576 2415
Fax: (44) 81 576 2867
This film, set in Guatemala, is a harrowing account of the emotional and physical damage done to children who have been abandoned and live in the streets or who have seen their families killed. Judy Jackson links the plight of the street children to the wider political and economic problems in Guatemala and, through exposing their bleak future, asks whether international aid only extends the children's suffering by keeping them on the brink of death.

A GUERRA DOS MENINOS

(The Children's War)
1990
Length: 50'
Language: Portuguese (with English subtitles)

Production Co: Synapse Communications
Producer: Clara Moraes
Director: Sandra Werneck
Distributor: The Cinema Guild, 1697 Broadway, New York, NY 10019, USA
Tel: (+1) 212 246 5522
Fax: (+1) 212 246 5525
This film describes the infamous death squads in Brazil's major cities that exterminate street children because they are seen as litter in the plazas, and a threat to tourism.

SHADOW CHILDREN

1991
Length: 30'
Language: English
Production Co: Perigrine Productions
Producer: Charlotte K. Beyers
Director: Harry Mathias
Distributor: The Cinema Guild 1697 Broadway, New York, NY 10019 USA
Tel: (+1) 212 246 5522
North Americans frequently discuss children living on the streets as delinquents. But this film shows that street children in San Francisco and many other American cities leave home only after years of neglect and/or sexual, physical and emotional abuse. Interviews with street children reveal that each day is devoted to finding food and shelter. They 'dumpster dive', looking for food in rubbish dumps. Many kids beg, but they say people pass them by, assuming the money will be spent on drugs. Because police patrol the public parks, the children sleep in churches, hedgerows and abandoned buildings. Dreams of securing a legitimate job at a fast food restaurant are often shattered when an employer finds out the child employee is underage. Many are forced into prostitution to survive. They become vulnerable to drugs, violence and disease. A shocking number of parents do not want their children back.

HELPING STREET CHILDREN: ONE PRIORITY AS MOZAMBIQUE TURNS TO PEACE

Video tape
Length: 3'27"
Language: Arabic, English, French, Russian and

Spanish
Programme no. 294
Distribution: The video may be borrowed from your local UNIC or United Nations Development Programme (UNDP) Office or it may be purchased for US\$50.00 from the AV Promotion and Distribution Unit, UNDP, Room S-805A, United Nations, New York, NY 10017 USA
This segment on UNICEF assistance is part of a series of UN In Action videos the UN Department of Information (UNDPI) has produced.

IN SPITE OF ALL

1993
Length: 6 x 15'
Language: Arabic, English, French, German.
Production Co: TransTel
Directors: Michael Albus, Michael Posmerening, Brend Mosblech, Wolfgang Woywod, Heide Nullmeyer
Distributor: TransTel
Distribution, PO Box 101 707, D-5000, Cologne 1, Germany
Tel: (49 221) 389 2726
Fax: (49 221) 389 2766
Fifteen-year-old Nasri lives on the northern outskirts of Bombay where, until recently, thousands of displaced people from other parts of India lived in squalor. Her neighbourhood now has shops, schools, street lighting and a health centre - but many mothers are reluctant to bring their children to a doctor. To combat childhood illnesses and preventable diseases such as anaemia, Nasri and some of her friends have been trained as mini-doctors. They visit homes on a regular basis, examine children, and educate mothers about immunisation and nutrition. **Mini-Doctors** reveals that the children who participate in this unique community project not only provide an invaluable service - but many go on to become qualified doctors themselves. **Mini-Doctors** is just one of the programmes in the series **In Spite Of All** which features reports for children on children who persevere in the face of extreme hardships and trials in their everyday lives. Another of the programmes, **Light at the End of the Road** looks at two settlements in

Colombia for former street kids. The projects, initiated by Padre Javier de Nicolo, allow the children to escape poverty, hunger and despair of life on the streets, and rebuild their lives by creating a community and learning skills which they can use for the future. Produced by different filmmakers, the series looks at disability, disease, pollution, poverty, cultural identity, racism and homelessness. Viewed individually, or as a series, the programmes in **In Spite Of All** give a rare, positive perspective on issues affecting children around the world.

SHACKLED CHILDREN

1993
Length: 30'
Language: English
Production Co: CAPA
Producer/Director: Hubert Dubois
Distributor: ILO, Audiovisual Unit, CH-1211, Geneva, Switzerland
Tel: (41 22) 799 7949
Fax: (41 22) 788 3894
For four months each year in Egypt's Nile Valley, gangs of children are woken in the middle of the night and sent off in trucks to pick bales of jasmine flowers for KATO, an export company. To preserve their essence, the blossoms must be picked when it is still dark and humid: the children's tiny hands have the added advantage of not damaging the flowers. As director Hubert Dubois' shocking documentary shows, the jasmine pickers work a ten-hour shift, for low wages and without food or rest. If they slow down, the foremen hit them with sticks. Under the U.N. Convention on the Rights of the Child, children have the right to be protected from performing work likely to be hazardous, to interfere with education or to be physically, morally, socially or spiritually harmful. And yet the International Labour Office (ILO) estimates that 200 million children worldwide are forced to work every day. And because children are disenfranchised, they are often abused by their employers. **Shackled Children** is a grim film which investigates child exploitation cases in India, Egypt, U.S.A. and Russia.

The Consortium for street children

A number of organisations in the UK have been working hard to alleviate the plight of street children. In many countries they have, in collaboration with local charities and groups, initiated and developed projects which have brought hope and comfort to these children. But now these organisations see the need to:

- build a network of information and expertise that charities can share to develop efficient and cost effective strategies for working with street children;
- increase public awareness of the issues of street children through media and public information campaigns;
- lobby and advise national and international legislators and policy makers;
- monitor and promote children's right in line with the commitments made under the UN Convention on the Rights of the Child. They have, therefore, come together to form the Consortium for Street Children to focus and strengthen their work.

For further information about the work of the Consortium, contact:

The Secretariat, The Consortium for Street Children, CHILDHOPE, 40 Rosebery Avenue, London EC1R 4RN United Kingdom.
Tel: 071 833 0868 Fax: 071 838 500

Membership of the Consortium includes the following organisations:

ActionUK

c/o CIRM, PO Box 694, Rhyl, Clwyd LL18 1JU, UK
Tel./Fax: 0745 344060
Director: Ingo Abraham
ACTION UK is part of Action International Ministries, an interdenominational Christian organisation. It has large mission programmes working with street children in Brazil, Colombia, India, Mexico and the Philippines. The work of these missions include drop-in centres in the cities and ranch camps for children in rural settings. There are offices in USA, Canada, Philippines, New Zealand and the UK.

AHRTAG

1 London Bridge Street, London SE1 9SG, UK
Tel: 071 378 1403
Fax: 071 403 6003
Contact: Christopher Castle, AIDS Information Officer
The Appropriate Health Resources and Technology Action Group is an international development agency which supports the goal of health for all by promoting primary health care. It has a unique resource centre of primary health care materials, runs an information service and produces practical newsletters, manuals and publications. AHRTAG's work with street children has been through a partnership with SOS Crianca in Brazil supporting the development of the Hand-in-Hand Network. This network promotes the exchange of information and educational experiences concerning the health and rights of socially apart youth. It is particularly concerned with sexual health and AIDS in developing countries.

Brazil Network

PO Box 1325
London SW9 0RA, UK
Contact: Tais Silva
Brazil Network supports all links between British and Brazilian non-governmental organisations. It works to ensure that phenomena such as street children, are viewed in the light of Third World debt, unfair international trading practices, poverty and social injustice.

CHILDHOPE Europe

40 Rosebery Ave, London EC1R 4RN, UK
Tel: 071 833 0868
Fax: 071 833 2500
Director: Nicolas Fenton FCA
CHILDHOPE Europe is affiliated to CHILDHOPE offices in USA, Canada, Brazil, Guatemala and the Philippines, see page 59
Currently, it has programmes for street children in Albania, Brazil, Bulgaria, Guatemala, Philippines, Romania and South Africa.

Children of the Andes

Enterprise House, 59 Upper Ground, London SE1 9PQ, UK
Tel: 071 928 1878
Fax: 071 928 1886
Director: Richard Taylor
Children of the Andes (COTA) exists to rescue, protect and rehabilitate the street children of Colombia. COTA's main operational partner in Colombia is Fundación Niños de los Andes (director: Jaime Jaramillo) which works in the cities of Bogotá, Cajicá, Subachoque, Manizales and Tauramena. COTA also supports the following organisations in Colombia: Patrulla Aérea Colombiana, Medellín; Dame la Mano, Medellín; Fundación Educadora Infantil Carla

Cristina, Medellín, and Hogar Infantil el Dulce Hogar. COTA has support groups in Ireland, France, Germany and the USA.

The Child-to-Child Trust

Institute of Education, 20 Bedford Way, London WC1H 0AL, UK
Tel: 071 612 6647
Fax: 071 612 6645
Contact: Clare Hanbury, Programme Officer
The Child-to-Child Trust promotes an exciting approach to health education where children become active participants in the health care of themselves and others in their family and community. The Trust acts as a resource base for those wanting to incorporate the Child-to-Child ideas into their own projects and programmes. It produces health education materials, most of which are copyright-free. It assists in training programmes and loosely coordinates a worldwide network of health and educational professionals active in promoting the Child-to-Child ideas. It is associated with the University of London's Institute of Education and Institute of Child Health. Since it began in 1979, Child-to-Child has become active in over 80 countries and its materials are translated into over 15 languages. Child-to-Child materials have been used in many health education programmes with street children and some specialised materials have been produced for those working with children in difficult circumstances, see page 37.

Estrela Nova North East
19 Powell Street, Hartlepool, Cleveland TS26 9BN, UK

Tel: 0429 265379

Contact: Julia McNaught
Estrela Nova North East is a charity established in 1989 in response to an appeal from Estrela Nova Community Movement in Sao Paulo, Brazil, to support their community bakery and youth project which aim to provide young people with alternative opportunities and prevent them turning to the streets. Estrela Nova North East aims to give practical support to community initiatives in Brazil which help street children and those living in shanty towns. It also aims to raise awareness and interest about the lives of these people, and the issues which affect them. Fundraising events, talks and workshops are held both locally and nationally.

Future Hope (UK)

6 Queensdale Place, London W11 4SQ, UK
Tel: 071 371 1769
Fax: 071 620 0940
Contact: Elisabeth Woodthorpe
Future Hope (UK) is a branch of Future Hope (India) established in the UK for fundraising purposes to support street children in Calcutta, India. Future Hope has 107 children living in homes and with families in Calcutta who are receiving full time education, medical care, clothing.

International Child Development Programmes (ICDP)

PO Box 262, Watford, Herts WD1 7GS, UK
Tel: 0923 230121
Fax: 0923 212005
Contact: Nicoletta Armstrong, Coordinator
ICDP researches and

develops simple programmes and provides training to professional and para-professionals working in the field. It aims to help the mental and emotional development of children by re-activating child-caring skills and the network surrounding the children which have been suppressed by stresses related to social uprooting, social migration, war and disaster. ICDP is active in Bangladesh, Colombia, Ethiopia, Ghana, Guinea Bissau, India, Indonesia, Israel, Norway, Portugal, Romania, South Africa, Sri Lanka, Sweden, Uganda, UK, USA and Zimbabwe.

International Panned Parenthood Federation
Regent's College, Inner Circle, Regent's Park, London NW1 4NS, UK
 Tel: 071 486 0741
 Fax: 071 487 7950
 Contact: *Rupert Walder, Information Officer*
 IPPF works through Associations in over 140 countries worldwide to promote and provide family planning services.

Jubilee Action
St. Johns, Cranleigh Road, Womersley, Guildford, Surrey, GU5 0QX, UK
 Tel: 0483 894787
 Fax: 0483 894797
 Contact: *Aninha Capaldi or Kate Wyles*
 Jubilee Action is a charity working primarily with street children in Brazil, Guatemala, the Philippines and Thailand, with plans to launch new projects in India and Eastern Europe. Jubilee Action carries out direct aid and awareness programmes, supporting projects that are designed to inspire achievement and dignity through training and education. Jubilee Action was developed from Jubilee Campaign, an international human rights group supported by over 150 MPs. Jubilee Campaign helped to bring together the All Party parliamentary Group for Street Children for which it now acts as secretariat.

Let the Children Live!
PO Box 11, Walsingham, NR22 6EH, UK
 Chairman: *The Reverend Peter Walters*
 Let the Children Live! aims to

relieve children and young people anywhere in the world, but particularly in Colombia, who are in conditions of sickness, need, hardship and distress. It supports the work of five Colombian organisations, mostly run by the Roman Catholic Church. Between them, these provide care, accommodation and education for nearly 2000 children from the streets of the cities of Medellin and Cali.

Population Concern
231 Tottenham Court Road, London W1P 9AE, UK
 Tel: 071 637 9582
 Fax: 071 436 2143
 Contact: *Fiona Barr, Information Officer*
 Population Concern works with local partners in Africa, Asia, Latin America and the Caribbean to establish programmes which encompass family planning, maternal and child health care, education and improving the status of women. The organisation is the only one to have a fully developed information, education and advocacy programme to raise awareness about population issues in the UK.

SKCV Children's Trust
5, Trinity Road, Sale, Cheshire M33 3FB, UK
 Tel: 061 973 5042
 Contact: *Dr. Desmond Norton, UK Representative*
 SKCV Children's Trust is a non-sectarian, non-profit registered and recognised charity working with orphaned, sick and homeless young children in the Vijayawada, Andhra Pradesh, India. Established programmes include: Sevaniketan Boys' Home; SKCV night shelter; income generation projects; child care centres; special non-formal school; vocational training village.

The Society of Friends of the Lotus Children
Hyver Hall, Barnet Gate, Arkley, Herts, EN5 3JA, UK
 Tel: 081 906 8840
 Fax: 081 906 3944
 Contact: *Mrs Surina Narula and Miss Melanie Palmer*
 The Society's main objectives are to support projects in India which

- provide refuge, shelter and housing, wherever possible with families, for orphaned and other young people on and of the streets regardless of race, religion or caste;

- enable them to return voluntarily to education;
- provide opportunities for learning vocational, technical and manual skills so they become socially accepted citizens;
- give medical care to those who are sick or have deficiency diseases and, for those who are well, medical preventative care;
- provide refuge from the perils of child prostitution and drug abuse.

Street Kids
10 Laisteridge Lane, Great Horton, Bradford, West Yorkshire BD7 1RD, UK
 Tel: 0274 728530
 Contact: *Pranav Patel*
 Street Kids has several projects in India, all of which work at prevention of the causes behind street children: namely, by rural development children and their families will not have the need to migrate into cities. Specific projects include children's community village; tree planting, and renewable energy projects.

Street Kids International
56 The Esplanade, Suite 202, Toronto, Canada M5E 1A7
 Tel: 416 861 1816
 Fax: 416 861 9386
 UK Representative: *Anabel Loyd*
17 Larkhall Rise, London SW4 6JB, UK
 Tel: 071 622 5367
 Fax: 071 498 3268

SKI is a private, non-profit organisation dedicated to the promotion of independence and self-respect among street children through community-based organisations around the world. It helps local organisations to set up small businesses that provide jobs and training for street youth. SKI courier bicycle delivery services operate cooperatively with street children in Khartoum, Sudan and Bangalore, India. The "Small Business Incubator" in the Dominican Republic gives kids the tools to work cooperatively in an active small business enterprise. SKI conducts outreach activities including counselling, life skills training and sports in Lusaka, Zambia and Dar es Salaam, Tanzania. Working with Street-Wise in South Africa, SKI supports a clinic to meet the basic health needs of street children. SKI has also developed the Karate Kids Project, see page 52.

Womankind Worldwide
122 Whitechapel High Street, London E1 7PT, UK
 Tel: 071 247 6931/9431
 Fax: 071 247 3436
 Director: *Dr. Kate Young*
 Womankind works with women and girls in Africa, Central America and Caribbean, South America and South Asia. It funds project as diverse as an emergency telephone service for women who suffer from domestic violence in Santiago to education and literacy classes for village women and children in South India. Its largest project working with street girls is the Passage Houses in Recife, Brazil, see page 34.

World Association of Girl Guides and Girl Scouts
World Bureau, Olave Centre, 12c Lyndhurst Road, London NW3 5PQ, UK
 Tel: 071 794 1181
 Fax: 071 431 3764
 Contact: *Celia Griver*
 WAGGGS is an international non-governmental organisation comprised of organisations in 28 countries that provide services to over 8.5 million girls and young women. WAGGGS Member Organisations design their programmes to meet the needs of girls and young women in their countries. Their community programmes and projects are diverse. Among those offering programmes for street children are UK, USA, Gambia, Philippines, Brazil, Rwanda and Peru.

Other members:
 Calcutta Rescue Fund, PO Box 52, Brentford Middlesex TW8 8PS, UK
 Department of Applied Psychology, University of Cork, Cork, Republic of Ireland
 Wimbledon & District YMCA, 200 The Broadway, Wimbledon SW19 1RY, UK
 YMCA Indian Student Hostel, 41 Fitzroy Square, London W1P 6AQ, UK
Observer members:
 Amnesty International, British Section 99-119 Rosebery Ave, London EC1R 4RE, UK (Contact: David Maidment)
 Anti-Slavery International, 180 Brixton Road, London SW9 6AT, UK
 Defence for Children International-UK, The Old Store, Brinkley, Cambridge CB8 0SE, UK (Contact: Brian Milne)
 Save the Children, 17 Grove Lane, London SE5 8RD, UK (Contact: Hugo Slim)
 UNICEF, 55 Lincoln's Inn Fields, London WC2A 3NB, UK (Contact: Caroline Leveaux)

CHILDHOPE

CHILDHOPE, founded as a non-governmental organisation in 1986, acts as an international advocate for street children promoting international awareness and the development of innovative services for these youth and children. CHILDHOPE's objectives include:

- **Street Girls:** To support and develop programmes on the special health needs of street girls, see box 1.
- **AIDS Prevention:** To work on AIDS prevention among street children. Such programmes include the development of relevant education materials, training of personnel in AIDS prevention and incorporating AIDS prevention into already existing programmes for street children.
- **Protecting the Rights of Street Children:** To work in conjunction with local organisations to actively protect the rights of street children and seek legal prosecution for those who infringe upon their rights. One project is a hotline and community protection system in Rio de Janeiro.
- **Regional and Local Training Programmes In Street Education:** Having established its training programme for street educators within Latin America (see page 27), CHILDHOPE proposes to expand this training programme to include other regions of the world as well.
- **Income Generation and Vocational Education:** To support a series of model programmes in income generation for street children, including street girls.
- **Awareness and Advocacy:** To increase its efforts to raise awareness about street children among the international development community and in schools, see box 2.

Box 1: Helping street girls

During 1990-91, CHILDHOPE started an initiative on behalf of the growing population of street girls - girls who live in city streets in developing countries. What CHILDHOPE's research has found is that young women and girls are a growing portion of the street child population in many countries, and that they are twice exploited - once for being street children, and once for being female. The lives of these young women are frequently characterised by high rates of sexual abuse and sexual exploitation, high rates of early unwanted childbearing, and high rates of sexually-transmitted diseases, including AIDS.

To address this urgent need, CHILDHOPE organised a strategy meeting in Guatemala for organisations working with street children in Guatemala, Honduras, Bolivia, Brazil, Kenya, Senegal and the Philippines. CHILDHOPE also launched a health action programme in conjunction with these organisations to provide much needed health services and education to this high-risk population.

CHILDHOPE works closely with UNICEF, international children's organisations, government agencies, as well as with national and local groups in many countries. CHILDHOPE's chief goal, since its inception, has been to work with these groups to increase awareness about and provide effective and appropriate services for street children.

CHILDHOPE provides services only in conjunction with local organisations, public and private, by providing training and technical assistance, and by promoting awareness about the needs of street children on a local, national and international level. By working with local organisations, CHILDHOPE ensures that its efforts are culturally appropriate, culture-specific and sustainable.

The organisation has regional offices in Brazil, Guatemala, the Philippines, U.S.A., United Kingdom and Canada. If you want to know more about street children, contact:

CHILDHOPE USA,
c/o U.S. Committee for UNICEF,
333 E. 38th Street, 6th Floor,
New York, NY 10016, USA.
tel: (212) 983 1422

This office serves as the distribution office for materials and information for the global organisation. If you want to help a programme for street children in your country, inquiries should also be sent to CHILDHOPE USA. Arrangements with specific country programmes can then be made.

Box 2: A Sense of Belonging

Since its inception, CHILDHOPE has worked to raise awareness and concern for the tens of millions of street children in cities around the globe. In 1989, CHILDHOPE determined that the most effective way to reach a North American audience would be through development education. With funding from Radda Barnen (Save the Children Sweden), CHILDHOPE USA developed "A Sense of Belonging", a multi-disciplinary curriculum unit for upper elementary/middle school students.

Through five lessons contained in the unit, students: 1) explore issues of basic needs, rights and responsibilities and learn about the United Nations Convention on the Rights of the Child; 2) uncover their daily connections to the developing South in the clothes they wear, foods they eat and products they use; 3) identify basic conditions of underdevelopment in the South and compare those to issues of poverty and homelessness in the North; and 4) learn about their counterparts around the world, especially street children.

ISSUE 97: CHILDREN AFFECTED BY CATASTROPHES

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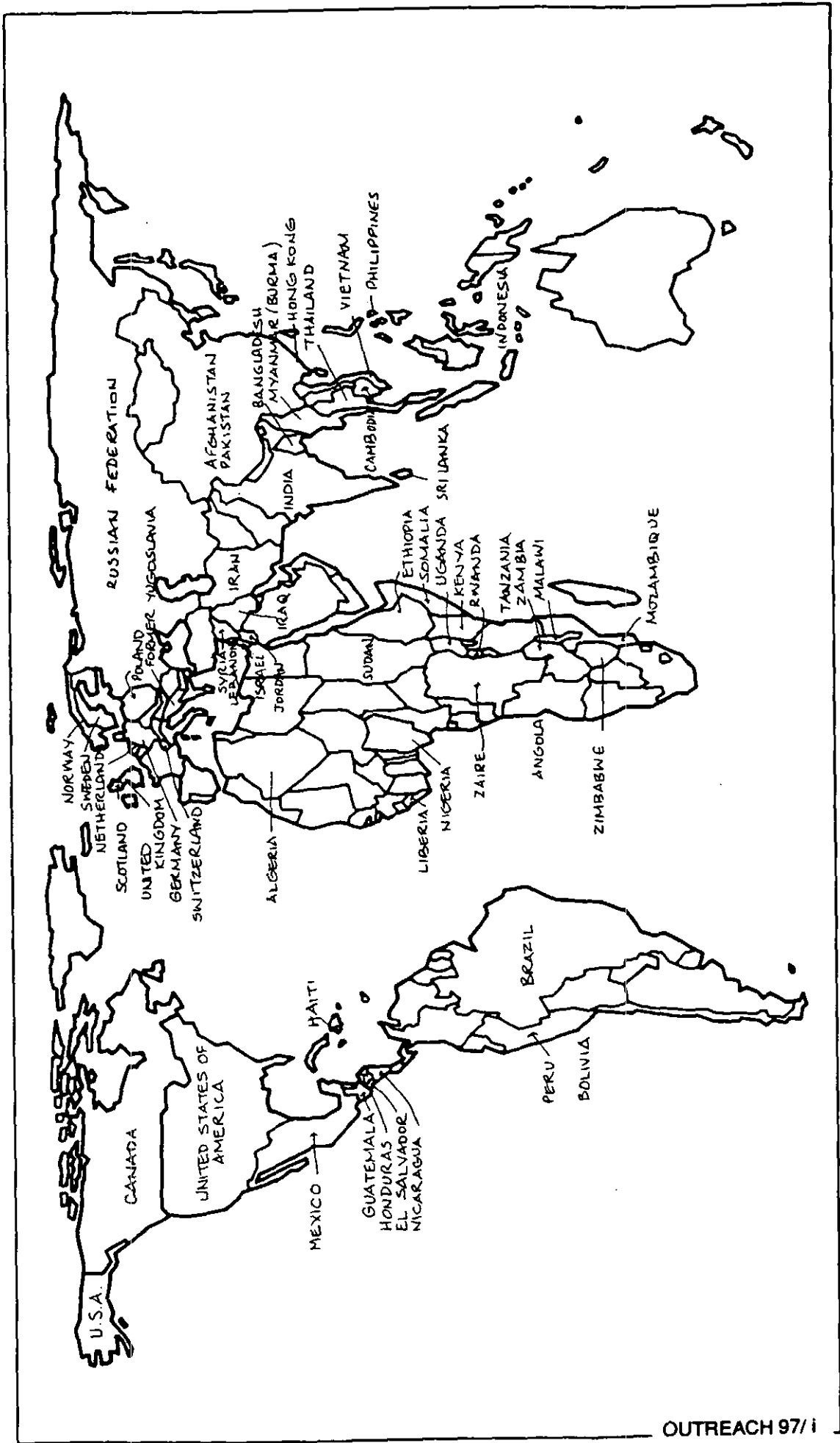
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LOCATION MAP

The map below shows the location of countries mentioned in OUTREACH issue no. 97:



How to use OUTREACH pack no. 97

At the beginning of each segment, there are suggestions as to how the material might be used by various multipliers. Here are some general suggestions:

Teachers, aiming to increase awareness of the plight of refugee children, might draw on the background information on the subject from pages 2-9, and have students try the activities on pages 10 -12 and the exercises from the profile on pages 21 -25 to gain some insight as to what it feels like to be a refugee child. This could be followed up with class discussions and activities on ways students can help refugees feel more accepted in their new community. For instance, students can 'adopt' refugee families in the community - friendship can go a long way in helping these families adjust to their new society; students can offer to tutor resettled refugees in either their adopted language or in any other subject; refugees can be invited into the classroom to share their experiences. Teachers can use the pack for project work on peace education, and on conflict resolution activities.

Radio broadcasters and/or Journalists might draw on the pack for general background information for a series of articles or programmes focusing on environmental, social and political catastrophes that have generated - or are generating - refugees from their region. Local community leaders and experts can be interviewed to present different perspectives and solutions to the situations. Alternatively, a series of articles/programmes might explore how well incoming refugees have adjusted to - and have been accepted by - their new communities. Interviews with local fieldworkers and representatives of aid agencies may help to identify ways that can ease the refugees' transition into their new society. A series entitled, "Disasters waiting to happen" can explore potential environmental, social and political catastrophes, such as floods, earthquakes, ethnic tensions, social unrest, the spread of AIDS, and the consequences upon children in these regions. Courses of action to avert or at least minimise the disasters could be considered.

Radio broadcasters, journalists, NGOs and/or community leaders in regions of conflict might draw upon the pack for ideas to launch a campaign aimed at treating children as "zones of peace" as described on page 55. The effect of war on local children should be highlighted, and ways to protect children's chances to grow normally in mind and body should be explored and implemented.

Radio broadcasters, journalists and/or editors of children's health and environment magazines and newspaper supplements might use the general information in pages 53 - 55 to initiate a land-mine awareness programme and/or a fund-raising campaign to destroy land-mines in the locality.

Throughout the pack there are activity suggestions for children and adults to help identify, understand and support individual children who may be in especially difficult circumstances (e.g. pages 27 - 42). In addition, there are activities that can be used to help groups of children work through the traumatic effects of war and violence (pages 42 - 45, 45 - 48 and pages 49-52). These practical ideas can be incorporated into articles/programmes by local media and in projects being implemented by teachers, parents, child care providers and field workers.

Children: casualties of war

SOURCE

Children and Development in the 1990s: a UNICEF sourcebook on the occasion of the World Summit for Children published by UNICEF
One in Ten Vol. 10 issue 2-3, 1991 produced by the Rehabilitation International/UNICEF Technical Support Programme. For further information, contact Rehabilitation International, 25 East 21st Street, New York, NY 10010, USA or UNICEF, 3 UN Plaza, New York, NY 10017, USA
 "More can be done for the children of war" in *UNICEF INTERCOM*, No. 56 April 1990 produced by Division of Information, UNICEF, 3 UN Plaza, New York, NY 10017, USA

SUGGESTIONS FOR USE

radio broadcasters, Journalists, teachers: As background notes for programmes, articles and projects on children in difficult circumstances.

Look at almost any war or armed conflict happening these days, and one finds the same horrifying pattern - children make up a sizeable proportion of the victims. It has been reported that in the 1980s, more than 1.5 million children died as a direct result of war.

Death is only the most dramatic and widely reported effect of armed conflict. For every child killed, it is estimated that three more have been wounded or physically disabled. Millions of children suffer from hidden wounds. The psychological and social effects of war on young minds are potentially more harmful in the long run than many physical injuries.

Child exploitation

The worst forms of child exploitation come with the willingness of adults to use children in war -- even using warplanes to drop bombs shaped like toys in order to attract children. When a child picks up one of these bombs, it explodes. These bombs are designed to destroy children because children are precious to their parents.

Children are also being used to fight wars. In recent

years, an estimated 200,000 under-fifteens have been recruited into armed forces, made to kill and to die and even to open the way across minefields at the cost of their lives and limbs. In Mozambique, children as young as age six were pressed into service by RENAMO rebels, according to government and other reports. Once recruited, the children are trained in ways designed to destroy their links with family and community and to alter their moral values, all in the name of teaching them to kill. Accounts exist of incidents where combatants have forced children to participate in the murder of their own families. Children are also used as guides and couriers. Caught up in hostilities, children may be taken as hostages, detained and tortured.

Land mines

Even after conflicts have ended, land-mines remain to kill and maim civilians. Since 1975, more than a million people, including an appalling number of children, have been killed or injured by land-mines. Children caught in the blast of an anti-personnel land-mine are unlikely to survive because

their small bodies are so vulnerable. Most are killed outright. Some die in excruciating pain before medical treatment can be given. Those that do survive are likely to be very seriously injured and often permanently disabled.

Damaged lives

Children are often witnesses or victims of violent hostilities and atrocities and may watch the destruction of their homes, schools and communities. Frequently, families are forced to flee their homes and villages altogether and extended families are scattered across a region. Displaced and refugee children, who number probably over 15 million, suffer the additional traumas of being uprooted from home and resettled. Children growing up in refugee camps may be deprived of identity and nationality as well as adequate food, health care and education. Many of these children will find it impossible to grow up normally, to acquire skills and to find a job and a place in society.

Children are separated from their parents for many reasons: the death, capture or

"disappearance" of parents; abandonment; abduction by the armed forces; or simply getting lost in the confusion of an evacuation. In the absence of family support, these unaccompanied children find coping with, and recovering from, the trauma of war even more difficult.

War affects a child's development. It affects the child's attitudes, relationships, moral values and understanding of society and life itself. Denied the security that promotes natural childhood development and subject to sustained stress over a prolonged period of time, many children express feelings of sadness and anxiety. Studies in Lebanon and other Middle Eastern countries indicate that children become obsessed with war in conversations, play and

drawings. To cope with conflicts around them, many children adopt defiance and violence as a way of life to compensate for the sense of powerlessness and diminished self-esteem that affects them in conflict situations. This makes armed conflict all the more likely in the future.

Children are indirect victims of war, too. Their development is disrupted by the closing of schools and clinics and the destruction of crops and roads. The mining of farmland prevents people from growing food and leads to increased malnutrition. In fact, far more child deaths and injuries come from malnutrition, diarrhoea and a handful of diseases that come with war than are caused by bombs, bullets or mines. In Sudan in 1987, a quarter of a

million children died as food itself became a political weapon of war. (And for every child who actually dies of malnutrition, many more are permanently disabled - stunted mentally and/or physically from prolonged starvation.) When conflict escalates, improvements in national health levels are eroded, vaccination and oral rehydration programmes disappear. In Nicaragua, the civil war during the 1980s reversed health benefits to children that had occurred since the overthrow of the Somoza regime in 1979. Smallpox was reintroduced to Bangladesh during that country's battle for independence, killing 42,000 people, of whom 18,000 were children. These were all preventable deaths.

QUESTIONS AND ANSWERS

The dispossessed

SOURCES

"Refugee flows swelling" by Hal Kane in *Vital Signs 1994* a Worldwatch Institute/W. W. Norton & Co, Inc. publication (1994); "A deluge of refugees" by Hal Kane in *World Watch* magazine Vol.5 No. 6 (Nov.-Dec. 1992) published by the Worldwatch Institute, 1776 Massachusetts Avenue, N.W. Washington, D.C. 20036 USA; "Refugees the rising flood" by Kathleen Newland in *World Watch* magazine Vol.7 No.3 (May-June 1994) published by the Worldwatch Institute; *New Internationalist* No. 223 (September 1991); *Refugee children - Did you know?* and *Refugee children: guidelines on protection and care*, both produced by UNHCR, Case Postale 2500, CH-1211 Geneva 2 Dépôt, Switzerland; *Child-to-Child and Children Living in Camps* edited by Clare Hanbury, published by Child-to-Child Trust, The Institute of Education, 20 Bedford Way, London WC1H 0AL, United Kingdom. If reproduced, please credit original sources.

SUGGESTIONS FOR USE

Journalists, radio broadcasters: As background material for a series on the dispossessed.
teachers: As background notes for project work on refugees or children in difficult circumstances.

Part 1: Why people flee their homelands

This section explores the root causes behind the growing numbers of people taking flight.

Q. What forces people to flee from their homelands?

A. Wars -- and especially civil wars -- drive more people from their homes than any other single factor. There are possibly more civil wars today than at any other time in history. From Sri Lanka to Rwanda, from Bosnia to the Philippines, bombings, shootings and campaigns of terror devastate communities, sending survivors fleeing for their lives. While people move out of fear for their own lives and freedom, the chaos caused by armed conflicts means many more flee

because they are unable to feed themselves in the midst of hostilities.

Q. Where and when are civil conflicts likely to erupt?

A. Civil conflicts are likely to erupt in weak states where there are struggles over who controls the government, how society is organised and who controls the power and privileges that go along with political control. These disputes are at their most heated during periods when a country is going through a lot of changes, for example, in the aftermath of a revolutionary struggle or at the emergence of a new state. When no party or faction is able to establish control, political conflict may lead to anarchy with no one able to provide security for the people. Somalia, with tens of thousands of dead, and millions of people fleeing their homes, is one example of such civil conflict.

In countries where people have limited representation in the government, where there are no free elections or where law enforcement is not impartial, there may be no peaceful way of resolving conflicts or dealing with human rights abuses. People may think that armed resistance is the only way to bring about change.

Sometimes other countries become involved in an internal conflict by providing financial or military support to one side or the other. This often prolongs the conflict and raises the level of violence. The conflicts in Afghanistan, Vietnam, Cambodia, the Horn of Africa and Mozambique were all exacerbated by superpower involvement.

Q. For what other reasons might people be forced to leave their homelands?

A. People may be persecuted because of who they are or what they believe in. Sometimes a person's life is in danger because they belong to a certain racial, ethnic or social group or are of a particular nationality. In Iraq today, Kurdish people are being arrested and killed simply because they are Kurdish.

Sometimes tensions between ethnic groups within a state call for mediation by the central government. When that government is unwilling or too weak to perform that role, then "ethnic cleansing" or other forcible segregation of populations may result, leading to a mass exodus. This happened in Palestine and the Punjab in 1948, and is happening in Bosnia-Herzegovina today.

People may also be in danger because of their religious or political beliefs. In Germany between 1933 and 1945, Jewish people were arrested and killed simply because they were Jewish. In countries like Syria and Myanmar (formerly Burma), political parties are banned. People who criticise the government are likely to be arrested in these countries.

Q. Does economic hardship cause people to flee their countries?

A. It is certainly a contributing factor. But simply being poor does not mean people will take flight in search of better economic opportunities. Worldwide, nearly one billion people live in absolute poverty, but only a small proportion of them flee their homeland.

While economic hardship is rarely a direct cause for flight, it does interact with other circumstances to heighten instability and aggravate conflicts. Political leaders, trying to avoid blame for deteriorating economic conditions, frequently turn to scape-goating, and minority groups often provide the most convenient target. When people are finding it hard to survive, disputes over the distribution of resources are more frequent and more explosive.

In poor countries where daily life is a constant struggle for survival, violent conflicts often disrupt food production and distribution. The ensuing famine and disease may become greater threats to the population than the fighting itself. In Sudan's civil war, for example, thousands of people have starved to death or succumbed to diseases that they would probably have been able to resist had the situation been more stable.

Q. Is it only when times are tough that conflicts arise and people take flight?

A. No. Rapid growth can have the same effect. Every process of development has winners and

losers, with some classes, regions or ethnic groups benefiting disproportionately. Sometimes these groups are the target of resentment. South Asians dominated trade in Uganda, among other African countries until the entire ethnic group in Uganda was expelled by Idi Amin. Sometimes groups assert a claim for self-determination in order to be free of what they see as the drag of less dynamic elements of society as in the case of secession of Eritrea from Ethiopia. Either reaction may provoke violent confrontation and cause flight.

Q. Is environmental degradation a root cause for people to flee their homes?

A. Often it is. Millions are forced to leave their homes because their land has become uninhabitable or is no longer able to support them. In some cases the cause is a natural disaster, such as an earthquake; in others, the catastrophe is caused by people. The latter may be a sudden environmental accident, such as industrial accidents at Chernobyl or Bhopal, or it may be as gradual as the spread of a desert or the retreat of a forest. Global warming - caused by emissions of carbon dioxide, chlorofluorocarbons, methane and other 'greenhouse gases' - is expected to raise sea levels in the next decades, flooding low-lying land and threatening the lives of millions of people. This could possibly create the greatest swell of refugees seen in our lifetime.

And there are "oustees", people displaced by development projects such as large dams that flood village areas. According to several estimates, India may have as many as 20 million displaced people whose homes have been flooded by hydroelectric and other dams.

Deterioration of natural resources, along with population pressures and chronic poverty can also lead to conflicts that force people to flee. Africa, for example, accounts for 10 per cent of the world's population and hosts more than 25 per cent of its refugees. It is no coincidence that those parts of the continent that are most affected by soil erosion, drought and other environmental disasters are also the main regions affected by armed conflict, recurrent famine and consequent refugee movements. In the Sahel and the Horn of Africa, the combination of rapidly expanding populations, drought, and competition between nomads and settled farmers has erupted into violence along a number of fronts, causing people to take flight.

Part 2: Official and unofficial refugees

This section draws a distinction between 'refugees' and other displaced people.

Q. What is the definition of a 'refugee'?

A. The United Nations High Commission for Refugees defines 'refugees' as people who flee their country because of a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership of a particular social group. Either a refugee cannot return home or is afraid to do so.

Q. Are all people who flee their homes 'refugees'?

A. Not according to the strict definition of the term: There are millions of people who flee and live in refugee-like situations but because they have not crossed national borders, they are considered to be a domestic problem and are not recognised by the international community as 'refugees'. And there are more and more people who are not individually persecuted but who flee to other countries from general violence, severe disruption of public order and the inability to feed themselves in the midst of armed conflict. Moreover, many refugees are intermingled with people who move not out of fear for their own lives and freedom but in search of a better life.

Q. Is it hard to distinguish between 'refugees' and other displaced people?

A. Sometimes, particularly in recent years. What sets refugees apart from other migrants, however desperate, and other people in need of humanitarian assistance, is their inability to count on their own governments for protection. Refugees know that they cannot expect, at home, the protection of the police; access to a fair trial; redress of grievances through the courts;

prosecution of those who violate their rights; or public assistance in the face of disaster. In a world made up of sovereign states, people who do not have access to the legal and social protection that a normally functioning government extends to its citizens, as best it can, must look to the international community for protection.

Q. How many people are uprooted from their homes?

A. At the beginning of 1994, the number of people who managed to cross an international border to seek protection, and who were recognised by other governments as refugees, was about 19 million worldwide. More than half of these refugees are children. (The numbers of refugees are growing daily. In mid-1994 as a result of civil war, a further 2.5 million Rwandans sought refuge in neighbouring countries in what has been described as "the world's worst humanitarian crisis in a generation".)

In addition, 2.7 million Palestinian refugees and their descendants live in Jordan, Syria, Lebanon and the occupied territories. And there are at least another 25 million people who have fled from violence and persecution but who have not crossed an international border -- the internally displaced. All told, roughly one in every 123 people on earth is among the dispossessed. Most of these people are in the Third World.

Part 3: The refugee child

What it is like to be a refugee child is explored in this section.

Q. Is being a refugee especially difficult for a child?

A. Yes. Refugee children are shattered by the loss of their homes, possessions and often their entire way of life. Perhaps forever. For reasons they may not understand, they are living in families without a home. Sometimes they no longer have a family. Often they are separated from friends. They flee their countries because they are in danger. If they are lucky they have time and space to pack a favourite book or toy. But often there is no room for such precious possessions - or time for gathering them. Sometimes refugee children escape with only their dreams, and they wonder how a normal life has turned into a nightmare.

Q. What happens if children are separated from their parents?

A. One of the saddest sights is the lost look on faces of refugee children who have been separated, abandoned or orphaned - stripped of any feeling of security because their parents and other family members were killed, imprisoned or forced to stay behind.

For infants and small children who are so dependent on their parents for their physical and emotional needs, their very survival is under threat when they are separated from their parents. Older children are likely to lose their sense of security and their role models.

Q. How do children lose their role models?

A. Under normal circumstances, parents provide the main role models for their children, contributing significantly to the development of their identities and to their acquisition of new skills and values. Separation from one or other parent, very often the father in circumstances of flight, can deprive children of an important role model. Even when both parents are present, their potential for continuing to provide role models for their children is hampered by the loss of their normal livelihood and pattern of living.

Q. Do children's roles change in refugee situations?

A. Often they do. If one parent is missing, a child may have to take on adult responsibilities. When a mother has to take over a missing father's productive tasks outside the home, for example, an older daughter may have to look after the younger children. As a result, the daughter's development may be neglected because of overwork, or lack of opportunity to play or to attend school.

Q. Can the journey from their homes be particularly difficult for children?

A. Yes. They may face danger, exhaustion, and constant misery every step of the way. They may witness people doing horrendous acts of violence to people close to them. In the chaos, they may get separated from their families. Often the children are forced to sleep in ditches, in forests, by the sides of roads, in train stations and on boats. While on the road to refuge, they may be hungry day after day. Weak and thin, children often get sick, and there may be no hope of finding medical attention. They can easily die from malnutrition and diseases such as diarrhoea, pneumonia, measles, cholera and malaria. When they finally arrive somewhere safe, they are tired, scared and hungry. Often they can find little food, little water. Only more danger.

Q. Refugees may come into contact with different cultures. How does that affect children?

A. In many refugees situations, the language, religion and customs of the local population in the place of refuge, as well as that of officials and aid workers may be quite different from those of the refugee community. In such cross-cultural situations, children frequently "lose" their culture much more quickly than adults.

There is a natural tendency for children to try to adapt and conform to a new environment. The mother-tongue is often the first to be lost, and with it a vital part of the children's identity. The longer-term impact of such changes will, of course, depend upon whether the child and family are temporarily in a country of asylum pending repatriation or are permanently resettled. In either situation, however, the consequence is likely to be a growing alienation between the child and parent.

Part 4: Life in a refugee camp

This section looks at what happens to refugees once they flee their homes.

Q. Where do refugees go once they flee their homes?

A. Some displaced people roam until they can return home or settle for good in other communities. But often refugees or displaced people establish temporary communities where they are allowed to settle; where they feel safer; where they can find assistance from others, or where there is food and water. The people who stay in transit and refugee camps may stay a short or a long time, sometimes years. From the camps, refugees may return to their homelands, or move on to settle in other communities or in other countries.

Q. Who runs a camp?

A. It varies. The camp administration might largely be run by people living in the camp community or it may be shared between the community and representatives of the host government. The administration may enforce strict control of the camp population or it may be flexible. Outside organisations such as the United Nations High Commission for Refugees and international relief agencies may play an important part of camp life.

Q. What is the United Nations High Commission for Refugees?

A. The UNHCR is part of the United Nations. It is one of the largest organisations that work with refugees. It is funded by voluntary contributions mainly from UN member states and regional groups like the European Union, and has offices in more than 70 countries. UNHCR carries out three types of work. First, it makes sure refugees are safe, and are not returned to countries where their lives are in danger. Second, it provides basic assistance to refugees such as food, clothing, and shelter. Finally, UNHCR looks for permanent solutions to refugee problems. It helps refugees to return home if it is safe to do so, or it helps them settle in new countries.

Q. What are refugee camps like?

A. There are many different kinds of camps for refugees and displaced people. Some are places

where people live in extremely harsh conditions. There may not be adequate food, water or shelter, and people may barely manage to survive. Malnutrition and infectious diseases may be common. People may fear that their basic needs are not going to be met, and this causes social disruptions. Other camps may offer a relatively 'normal' existence with adequate shelter and access to schools.

Q. What kinds of people make up a camp population?

A. The population of the camp may be stable, or it may change every day. The people may have much in common or they may have many differences such as religion, language and social/economic background.

Usually children make up half the population of the camp community. In some parts of the world, unaccompanied children are making up the majority of camp populations.

Q. What kind of help do children in refugee camps need?

A. They need safety, shelter, food, clean water, basic health care and education. Yet, too many refugee children lack these basic things. For example, the quality of food supplied to refugees often depends upon the availability of surplus supplies in warehouses. Refugee children do not necessarily eat what they most need, but what is available. This means their diet may lack essential nutrients, such as vitamins. Vitamins are crucial to growing children. For instance, a lack of vitamin C can cause scurvy, a disease common among refugees that causes weakness and makes gums bleed.

Refugee children who look clean, well fed and well clothed are likely to have needs, too. Many of them have hidden scars, and need emotional support to help them with problems such as withdrawal, depression and nightmares.

Q. Is it easy to provide education for refugee children?

A. No, but it is vital. Education is not simply reading and arithmetic. It also involves bringing groups of children together for organised activities such as story-telling or play. Every child needs this type of structure and routine, and it is especially so for children whose lives have been so disrupted.

It may take three to six months after a refugee crisis erupts before relief workers can deal with the educational needs of refugee children. Education does not have to be expensive. It just takes imagination (All that is needed to make a blackboard is an old crate and some black paint.). Teachers can often be found among the refugees themselves. Used creatively, education can give children the tools to cope with refugee life and face the future.

Part 5: Helping refugees

This section looks at the help given to refugees.

Q. How do host countries cope with the influx of refugees?

A. Some host countries try as best as they are able to accommodate refugees, but sometimes the countries are overwhelmed. More often than not Third World countries have to support the heaviest loads of refugees, but these countries are the least able to cope with the needs of others.

In the late 1980s and early 1990s, over one million Mozambican refugees sought refuge within tiny Malawi's borders. In the face of little support from the international community, Malawi -- the fourth poorest nation in the world -- struggled to provide asylum for the refugees. Despite its efforts, however, the refugee children in Malawi have been chronically malnourished and lethal epidemics such as cholera have been rife. The refugees have resorted to piecework, grubbing for insects or gathering weeds to eke out inadequate refugee rations. The strain on Malawi's resources has been considerable. For example, roads in Malawi have been ploughed up by trucks carrying relief supplies, and harvest yields have fallen because of increased pressure on cultivable land. The country is losing 3.5 per cent of its forest cover each year.

Q. Do all countries respond so favourably to refugees?

A. No. Some countries are openly hostile, and threaten mass repatriations of refugees. The world's richest nations have been tightening their borders to many seeking refuge and are guilty of returning many others to possible torture and death every year.

Many people are so desperate to escape poverty or persecution that they try to enter other countries illegally. Three million Mexicans, Salvadoreans and other illegal immigrants lodged applications for 'normalization' during the US's recent amnesty on illegal immigrants.

Q. Is the problem going to get worse?

A. Undoubtedly. The number of refugees continues to grow with each increase in international tension and military activity. As ethnic and social hostilities continue to ignite in regions of mixed ethnic heritage -- such as in countries that once formed the USSR -- then more and more people are going to be forced from their homes.

Many other pressures are building that are likely to create more tensions and refugees in the future. One is the rapidly growing numbers of young people who lack jobs, health care and even clean water. In Africa, 45 per cent of the population is under 15 years old. In Iraq, Iran and Syria, the figure is 47-49 per cent. In Honduras, El Salvador, Guatemala and Nicaragua, the figure stands at more than 45 per cent. This growing population will put considerable burdens upon land and other resources. As land becomes exhausted, people are likely to leave and head first to nearby cities. But the dim prospects they find in shanty towns may have them looking elsewhere for a livelihood.

Q. What happens if and when refugees return home?

A. Sometimes when fighting ceases or when political circumstances change, it is possible for many refugees or displaced people to return to their homes. But the story does not end there. Most leave behind overwhelming environmental problems in the countries or regions that took them in. The estimated 6 million people who fled to Pakistan and Iran during the war in Afghanistan lived in huge refugee camps or were scattered across villages and towns for 13 years. When they began returning home, the Afghan refugees left behind barren lands. Even the roots of trees and bushes had been dug up and used as fuel. The loss of vegetation ruined rangelands, disrupted watersheds and left serious environmental problems the Pakistani people will live with for years.

When they return home the problems that forced them to leave in the first place -- desperate poverty, conflict, environmental degradation, human rights issues -- have seldom disappeared. Furthermore, the hazards of war do not end with the coming of peace to a region. Remnants of war such as unexploded land mines and other booby traps endanger people, livestock and wildlife, and make land unsafe to farm. Unexploded remnants of war at sea or in rivers interfere with navigation and fishing.

Q. If curing the symptom -- endless migration from country to country -- is not the answer, what is?

A. Prevention is the most effective form of protection for people in danger of becoming refugees. The international community needs to take earlier and more effective action if it is to prevent potential refugee-like situations from degenerating to the point where people feel that flight is their only option.

Kathleen Newland points out in her article "Refugees: the rising flood" (*World Watch* magazine May/June 1994):

"The crises in the Horn of Africa, the former Yugoslavia, the Caucasus, and elsewhere have followed a broadly similar pattern of evolution, albeit under different circumstances: in each case, tensions arising from unresolved political, ethnic, religious, or nationality disputes led to human rights abuses that became increasingly violent. Left unchecked, this process often developed into armed conflicts that forced people to flee their homes, and often their

countries, in search of safety. By then, it has proved too late to avert widespread suffering, and far more difficult to assist and protect people or to achieve lasting solutions."

Newland stresses that if the refugee problem is to be managed, the international community needs to rely on the following elements of policy:

- Treaty obligations must be met. In particular, refugees should not be returned to the countries where they face persecution and should be allowed to seek asylum in safe countries.
- There should be tough, fair and fast determination procedures for asylum seekers, so that the system meant to protect refugees is not clogged up with people trying to use it as a back channel for voluntary migration.
- There should be generous international support for refugee assistance programmes, so that those states that live up to their obligations but are unlucky enough to live next door to a refugee-producing country do not bear unfair burdens of a kind that might tempt them to stop the flow of refugees.
- Countries should adopt more activist foreign policies to prevent the causes of refugee flows from developing to the crisis stage, and to bring about conditions in which refugees may safely return to their homes.

In "A Deluge of Refugees" (*World Watch* magazine, Nov/Dec. 1992) Hal Kane states: "Only by confronting directly the hatreds, racism and economic and environmental problems that cause people to flee their homes, can the spread of refugees be checked. Otherwise, already over-burdened countries -- such as Kenya -- that take in floods of their desperate neighbours may soon find their resources so stretched that they can no longer provide refuge. Worse yet, they may find more of their own people joining the ranks of the homeless and hungry."

In "Refugees reach all-time record" (*Vital Signs*, 1993-94), Kane sees the issue as a matter of security:

"Ultimately, refugees are about security. They flee from insecurity of all kinds -- environmental insecurity, personal insecurity, violations of human rights, armed conflict -- and they exacerbate security concerns in both their old and new homes. The least costly solution may involve a redefinition of what societies view as national security. Long-term personal safety, secure livelihoods, stable communities and physical health offer the greatest hope of reducing the flow of refugees."

EDUCATIONAL RESOURCES

New faces, new places: Learning about people on the move

1992 ISBN 1 870322 36 3 Price £9.00 plus p & p
Story book pack aimed at 4 to 7 year olds

Produced by Sue Greig
Published by Save the Children

Designed to be attractive and accessible to young children, this pack about refugees contains seven illustrated children's story booklets. Each booklet describes real life accounts of the experiences of children and families around the world who have been uprooted from home. The stories are presented in four units, which also include background notes for teachers:

Unit 1: Uprooted from home in Africa

Changusu is going back home

The story of Santino Atak Deng Bol

Unit 2: Across the sea from Vietnam

All about our camp

The story of Duy Tran Le

Unit 3: Palestinians living under occupation

Amal's story

Unit 4: From the mountains of Kurdistan

Isha's story

The Shoreh family move to England

The teachers' handbook suggests a range of activities designed to help young children make links between their own experiences and those of the children in the stories. The activities are grouped under four broad themes: leaving home; journeys; life in a new home; welcoming newcomers. In addition to classroom games and activities, there are brief background notes on human migration and refugees, and on the relevance of these issues to children's lives today. A comprehensive list of related classroom resources and useful addresses is also provided. The materials are designed for use in UK schools, but have more universal application. For more information, write to SCF, 17 Grove Lane, London SE5 8RD, United Kingdom.

TAKE REFUGE!

SOURCE

Helping the World's Uprooted Millions, A teaching guide to promote refugee awareness developed by Scholastic Inc. for the United Nations High Commissioner for Refugees and the U.S. Committee for Refugees. If reproduced, please credit UNHCR and U.S. Committee for Refugees.

SUGGESTIONS FOR USE

teachers, community workers: Use as part of an introduction to project work on refugees.
editors or children's environment and health magazines and newspaper supplements: To adapt for inclusion on a page focusing on the plight of refugees.

This game is inspired by the real-life drama of refugees who must flee out of fear for their lives and liberty.

MATERIALS

You will need a die, a gameboard, and playing pieces for two to four players. Make a copy of the gameboard on the next page. Cut it out and glue it to a piece of cardboard. Make a copy of the four playing-piece tokens at right and cut them out along the dotted lines. Fold each token along the solid line. Glue the base of each token to a small piece of cardboard so the picture stands upright (see picture). Colour each token a different colour with a crayon or felt-tip marker.

PLAYING THE GAME

After each player has chosen a token, the players throw the die to determine who will go first. The player with the highest number goes first. The other follow in order. If you land on a black square, you must follow instructions for that square. The first player to land exactly on square 58 is the winner. If you throw a number that is higher than the one you need, move to square 58 and continue the count by moving backwards from square 58. Then, wait for your next turn and try again.

INSTRUCTIONS FOR SQUARES

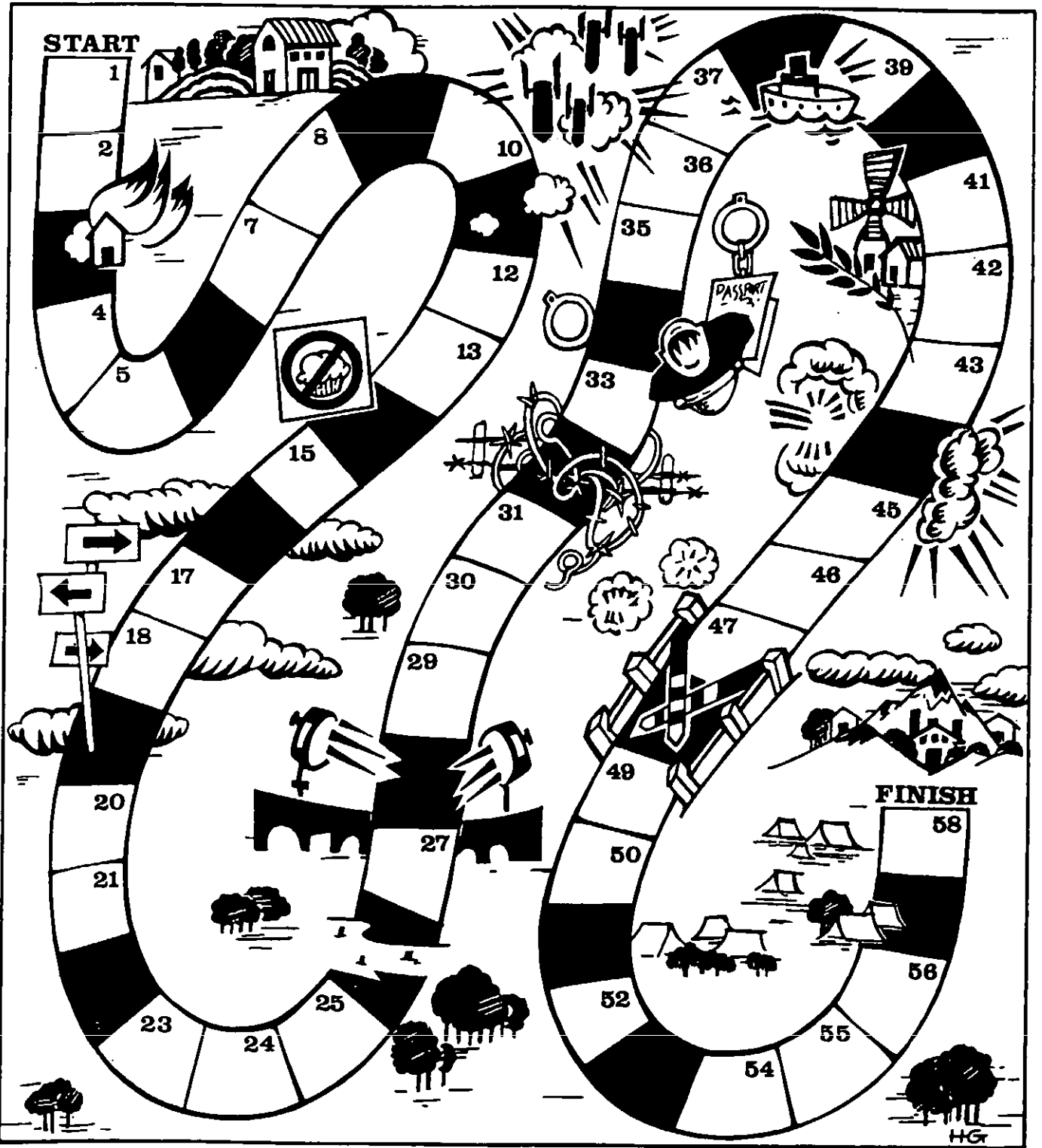
3. Your father opposes the ruling party, so its members burn your house. Return to 1.
6. The police catch your family leaving town in the middle of the night. Miss a turn.
9. Your family flees, but your mother needs to rest. Wait until the others pass.
11. Bombs explode around you. Miss a turn while you run for cover.
14. You need to look for food. Go back to 12.
16. You discover a shortcut. Go to 20.
19. You're lost. Return to 17.
22. You meet cousins who are also fleeing. All take shelter in 21.
26. You encounter a minefield and must detour. Go back to 23.
28. The police search for you. Hide in 27.
32. You're stuck in a barbed-wire fence. Miss one turn.
34. The police arrest you and send you back to your town. Return to 1.
38. As you cross a river your boat springs a leak. Miss a turn.
40. You are so hungry that you take food from a field. The farmer chases you back to 39.
44. You run across soldiers shooting at each other. Take shelter in 42.
48. Border guards will not let you cross into a safe country. Miss two turns.
51. You try another checkpoint and meet a UNHCR protection team. Move forward a space.
53. You wait to be interviewed on your claim to refugee status. Go back to 50.
57. In a camp, you wonder if you will be forcibly sent back home. Miss two turns.



GLUE
CARDBOARD TO
TOKEN

THE WINNER

If you are the first to land on 58, you are accepted as a refugee and given asylum in the host country. When conditions in your own country improve, you may decide to go back home voluntarily.



THE REFUGEE GAME

Knowing what it's like to be without a country

SOURCE

Adapted from *World Games: Teachers' guide on global challenges for upper primary and junior secondary students in Australia* by Pamela J. Peck, PhD, produced by the UN Pavilion at Expo 88 in Brisbane, Australia. If reproduced, please acknowledge original source.

SUGGESTIONS FOR USE

teachers, community workers:
As an exercise to increase awareness of and empathy towards refugees.

THEME

This activity simulates the plight and powerlessness that refugees face when their place of refuge is reluctant to receive them.

LEARNING OBJECTIVES

Students should be able to:

- * gain insight into what it feels like to be a refugee;
- * draw parallels between their own rules for accepting and rejecting people from other groups and the admission procedures for refugees established by their own nation;
- * realise that real people in existing countries face similar crises to those the students have developed.

DIRECTIONS

1. Divide the class into small groups of 6 to 10 people, each group representing a country of the world.
2. Ask each group to develop a crisis scenario for their country based upon one of the following: social disorder, military uprising, racial conflict or religious intolerance.
3. Each group then randomly selects one student to play the role of a refugee. The refugees are minorities in their own countries, and each must decide whether to flee to another country (i.e. a different group). The other members of the group decide whether to let the refugee go. They may expel the refugee if s/he elects to stay.
4. The refugees wait while each group establishes an admissions policy. Then the refugees must attempt to find a new group which will accept them. They move from group to group stating their country's situation and pleading their cases. Asylum is granted or denied. No country is obliged to take refugees; or they may take as many as they want.
5. All refugees must find new countries, or have tried to gain admission to all countries and failed.
6. Steps 1 - 5 may be repeated, allowing the 'refugees' a chance to be involved in the admissions procedure and giving the 'authorities' an opportunity to experience what it feels like to be a 'refugee'.
7. Following the simulation, ask students to form one group for discussion, including:
 - * How did the refugees feel throughout the process? What were the more difficult times? What were the more reassuring times?
 - * Compare the procedures for refugee admission adopted by the different 'countries'. In what ways were they similar and in what ways different? Were some more equitable and efficient than others? How do the procedures compare with the admissions policies of the nation?
 - * What existing countries in the world are experiencing crisis scenarios like those developed by the students? Gather newspaper clippings and research these crises. Brainstorm solutions to these situations.

AIDS Orphans

SOURCES

Adapted from: *Strategies for Hope: AIDS Orphans - A community perspective from Tanzania* by M. Christian Mukoyogo and Glen William, published by ACTIONAID (Hamlyn House, Archway, London N19 5PG, U.K.), African Medical and Research Foundation (AMREF, Wilson Airport, P.O. Box 30125, Nairobi, Kenya), AMREF Tanzania (P.O. Box 2773, Dar es Salaam, Tanzania) and World in Need (42 Culver Street East, Colchester CO1 1LE, U.K.); "AIDS orphans: Africa's lost generation" by Aaron Sachs in *World Watch* magazine (Sept.-Oct. 1993) published by the Worldwatch Institute, 1776 Massachusetts Avenue, Washington D.C. 20036 USA; "Where children play 'funeral'" by Rebecca Katumba in *First Call for Children*, April-June 1992. *First Call for Children* is a quarterly publication produced by the Division of Information, UNICEF, New York; *The State of the World's Children 1991* published for UNICEF (UNICEF House, 3 U.N. Plaza, New York NY 10017, USA) by Oxford University Press (1991) If reproduced, please acknowledge the above sources.

SUGGESTIONS FOR USE
teachers, youth workers,
journalists, radio
broadcasters: As an
 introduction to project work on
 AIDS or children in especially
 difficult circumstances.

In a grove of banana trees behind a dilapidated mud-and-wattle hut, about 20 children between the ages of four and nine play a strange game of make-believe they call 'funeral'. They use heaps of stones to mark rows of graves.

The sombre pastime does not surprise Esteli Namubiru, a 65-year old widow. She explains that in the village where they live there have been no weddings for some time, only funerals. People in the village are dying of AIDS.

Namubiru has lost three sons and two daughters-in-law to the disease. Now in her village of Kasensero, which lies about 108 kilometres from the Ugandan capital city of Kampala, the old woman spends most of her time looking after 18 children, aged between 18 months and 15 years old. Her neighbour, 70-year old Haji Ibrahim Busungu looks after nine orphaned grandchildren. His hopes for support in old age lie buried with his children.

How AIDS affects children
 What is happening in

Kasensero is a common story throughout Uganda and in Central and East Africa. It is but a portent of how the AIDS pandemic will affect the lives of millions of other children and families throughout sub-Saharan Africa during the 1990s.

As opposed to other parts of the world where the disease has taken hold mostly among homosexuals and intravenous drug users, in Africa HIV, the virus which causes AIDS, is almost always passed from men to women or from women to men, and often between husbands and wives. AIDS has, in effect, become a family disease in Central and East Africa, with every AIDS victim in Africa likely to leave behind several victims.

Babies born to women infected by HIV have a 20-40% chance of contracting the virus from their mothers. Almost all these children will die before the age of five. During the current decade, several million African babies will contract HIV from their mothers during pregnancy or childbirth.

But an even greater

number of children, themselves unaffected by AIDS, will lose one or both parents due to AIDS.* Already, more than two million HIV-negative children from the region have lost at least their mother to AIDS.

According to Dr. Susan Hunt, a UNICEF consultant, by the year 2000 about 28 million children from ten of the hardest-hit African nations will be missing at least one parent. This number amounts to one-third of those 14 years old and younger in those countries. Sub-Saharan Africa will then be home to about 90 per cent of the world's AIDS orphans.

AIDS orphans 'at risk'

AIDS orphans are 'children at risk' long before either parent dies. A family in which a parent is chronically ill with HIV/AIDS suffers much hardship. As the sick person is able to spend less time working on the land or doing productive work, the food or

*In sub-Saharan Africa, an 'orphan' usually means a child who has lost either one parent or both.

income available to the family dwindles. As more time must be spent looking after the sick person, crops are left unattended.

But as the family's food supplies and income are falling, the need for money increases -- especially to pay for drugs and medical treatment. To obtain cash, family possessions, such as livestock, furniture and even land may be sold off.

Children drop out of school because their parents cannot afford to pay fees or other expenses. In any case, the children must earn a living to help support the rest of the family. In the home, the burden of food preparation and child care is carried by young girls.

The roles of parent and child are reversed. Young children must now support and care for their parents. Children suffer from lack of parental guidance and affection. Since most people with AIDS die at home, children also have to cope with the anguish of seeing a mother or father, or both, dying. Even before developing AIDS, the person infected with HIV typically suffers bouts of severe illness for several years. During the last stages of the disease, the person can be bedridden and in great physical and emotional distress. At the same time, many children will also experience the death of a younger brother and sister from AIDS after one or two years of illness.

Traditional support dwindling

In the past, the extended

family -- grandparents, aunts, uncles, cousins -- tended to look after children who lost their parents. After the death of the second parent, orphaned children would be shared out among relatives, or kept together with an aunt or uncle serving as guardian.

But this safety net is often not there anymore. Migration to towns and cities has weakened the sense of family obligation. The fear associated with the disease is making many relatives reluctant to look after children who they suspect may be infected with the virus. They do not want the stigma of AIDS -- which to many people, still implies sexual promiscuity -- attached to their family. Family members find it hard to acknowledge that their relatives have died of AIDS, and so simply withdraw from orphans.

With growing numbers of people trying to live off limited land, households are not as able to take in extra members to feed, clothe, shelter and educate. In fact, where inheritance customs permit, a dead man's brothers may claim his property, leaving the widow and children impoverished.

AIDS is striking mainly adults in their most economically productive years. It is this age group (between 25 - 45 years) who in the past would have been most likely to accept nieces and nephews. Elderly grandparents are increasingly having to bear the burden of large numbers of orphaned children, with little or no support from the extended family or community.

While surviving orphans try to seek out relatives or friends on whom they can depend, these days more and more are ending up on their own. They need help to survive their loss, to meet their basic physical needs and to find acceptance in their communities. Without such help, they often end up wandering the countryside or on city streets, resentful and purposeless.

Meeting the challenge

The problem of meeting the needs of AIDS orphans and the needs of widows, widowers and relatives who are responsible for orphans represents a major challenge to communities, non-governmental organisations, governments and international agencies now and in the future.

Some community activists are beginning to recognise how important it is to openly talk about the grave impacts of AIDS. Father Methodius Ndyamukama, a priest in Tanzania, teaches that guardians can help orphans most by simply encouraging them to talk about their fears and problems. Just a little understanding is sometimes all children need to inspire them to find a way to support themselves. A few organisations have started to publicise the catastrophic effects of AIDS, and to provide direct help to the most needy families. In some parts of Uganda, a group of orphaned children might live with relatives, but their true caretakers might be a local *kabondo*. This is a group of Christian volunteers who visit

the children regularly, help fetch water or fuelwood, prepare food, wash their clothes and maybe even teach them vocational skills.

These community-based actions are key to managing the AIDS orphan crisis in Africa. Larger scale solutions involving orphanages would be inappropriate to many African cultures which place a high value on family and clan connections. Orphanages would be impractical, too. Governments would have to build scores of them to house the children expected to lose

their parents to AIDS in the coming years.

While orphans will have to be cared for within their own communities, assistance will have to come from both national and international institutions. Communities simply do not have the resources to meet all of the orphans' needs, which range from food, shelter and health care to education about safe sex and protection from exploitation.

What orphans can do
Those orphans lucky

enough to be well cared for could also be part of the solution. They can share their stories. They can help their neighbours and the rest of us to realise what a devastating effect AIDS has upon its victims and upon their families.

Only when people begin to acknowledge the scale of the AIDS pandemic and the far-reaching effects it has will action be taken.

(See film, "Orphan Generation" described on page 59.)

ARTICLES AND ACTIVITIES

Lives of Children in Especially Difficult Circumstances Part 2: casualties of armed conflicts, environmental disasters and the AIDS pandemic

SOURCES

The source is indicated in each section. If reproduced, please give credit to appropriate source.

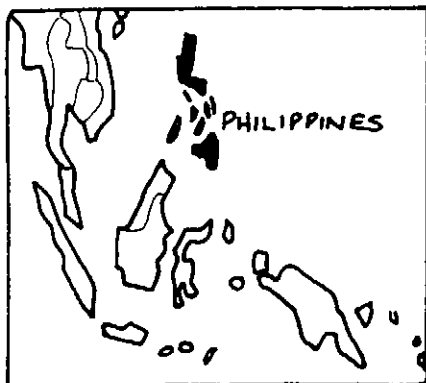
SUGGESTIONS FOR USE

Teachers, youth leaders: As exercises for student to help them identify with children in especially difficult circumstances, and so consider their problems in an empathetic way.
Radio broadcasters, journalists: As examples to cite in a radio programme or article on children in especially difficult circumstances.

On the following pages are profiles of children in especially difficult circumstances. These profiles indicate how the children survive, and describe some of the children's feelings. More profiles of children in especially difficult circumstances are in Part 1 which appears in OUTREACH issue no. 96.

PROFILE 1: VICTIM OF WAR

The shattered world of Rosanna, 13, from the Philippines



Rosanna remembers the day very well. She was sleeping in her uncle's house on a mountain on Negros Island, the Philippines, when her father and uncles suddenly awoke and fled from the house.

Shooting started moments later. In an instant, several armed men burst into the one-room hut and

fired at the figures lying on the floor. They had come for Rosanna's uncle who was gone. But they didn't miss Rosanna and two of her younger brothers.

Rosanna's left thigh was shattered and a bullet made a clean hole in her right cheek. Her brothers were hit in the arms. Rosanna was unconscious and lying in a puddle of blood on the *banig* on which she was sleeping.

But in a way she and her two brothers were luckier than other victims of war. A

helicopter came about six hours later and evacuated them to the regional hospital. The two brothers were discharged after the treatment of their minor wounds. But Rosanna's leg was amputated at the thigh.

Rosanna has recovered physically from the attack on her village. She has learned how to walk on crutches on the gentle slopes of her neighbourhood. But the naturally soft features of her face have hardened: she does not smile much now. Rosanna

has been out of school since the elementary school in the war zone closed a year before she was shot. Now another school has just reopened nearby. But the mountain path to get there is difficult, even for children with two healthy legs. And Rosanna's mother says Rosanna is still trying to gain the emotional strength to go back to school.

"I want to go back to school," says Rosanna, who was in fourth grade when her school closed. "I wish the fighting would stop."

From: *Filipino Children: Caught in the Crossfire* produced by UNICEF Manila 6/F NEDA Building, 106 Amorsolo Street, Legaspi Village, Makati, Metro Manila P.O.Box 7429 ADC; NAIA, Pasay City 1300 Philippines (1989)

ACTIVITY SUGGESTIONS

- Rosanna was physically hurt in the attack on her village. In what other ways did the war affect her?
- Find out about the civil armed conflicts in the Philippines: what are their causes; who are the victims?
- Many children like Rosanna get physically hurt in armed conflicts throughout the world. Children also are killed and maimed even after fighting has ceased, as this news report testifies:

"El Salvador, 6th April 1993: Three siblings died near the Guazapa volcano last weekend when one of them stepped on a mine that had been planted during the civil war. Ironically, their parents had returned to the area just a few days earlier. The children were four, six and eight years old. Parts of their bodies were found as far as 30 metres from the explosion site."

This incident took place after El Salvador began implementing a peace plan to end the 12-year civil war in January 1992. The scale of the problem of unexploded land mines worldwide defies imagination. There are an estimated 100 million deadly land-mines, one for every 20 children in the world today. It is estimated that land-mines have killed or injured more than 1 million people since 1975, the vast majority of them civilians, including children. Once laid, an anti-personnel mine can remain active for as long as 50 years. Most countries cannot afford to demine all civilian areas, and so mining has blighted fertile farmland, and hampered movement on roads and railways. Collect newspaper cuttings about people, especially children, who have been harmed by unexploded land-mines. Plot on a map where these accidents occurred. Find out if there are areas near your home that have been blighted as a result of land-mines. Discuss in class what should be done about the land-mine problem.

PROFILES 2 and 3: VICTIMS OF WAR

The following testimonies from children who have grown up in war-torn Lebanon are taken from: *They say peace is nice: what children of Lebanon think about fourteen years of war* by Jos van Noord published by UNICEF (1988). These personal statements present different reactions to the war which has shaped their lives and those of their families. The civil war in Lebanon has raged since 1975. During the war several groups in Lebanon used children and youths as soldiers. Children were also used for acts of sabotage.



Voices from Lebanon (1) Zeina

Zeina Mounzer is a quiet girl from Lebanon. Her family lives in Bscharoun in the Chouf mountains. During the war in Lebanon, the family moved about eight times, again and again, on the run from the war. Here she expresses her thoughts after experiencing nearly fifteen years of civil war:

"I just had my eighteenth birthday. My mother congratulated me. But I



thought: congratulations for what? I often think about the way I live in Lebanon. Is this what life is all about? When I get up at half past five in the morning, there is often no light. Breakfast? There is no gas and no bread. I look for textbooks and get ready to go to school. Frequently there is no bus at all. Lack of petrol.

Sometimes I reach school. But often the teacher is not there. Then I wonder if he has been kidnapped or if he was hit during last night's bombardment. My classmate Bassam who sits next to me is usually sleepy. He fights during the night at the front. Each time I see him I feel very relieved. I am afraid that one day he will not be there ever again.

After school, I frequently have to wait because the fighting blocks the road. When I come home, I start my homework, often by candlelight when there is no electricity.

Regularly, I hear fighting in the distance but you get used to that. If the firing comes too near we all go down to the basement. Sometimes it comes in the middle of the night. Several people have been killed in front of our door. That kind of thing happens here all the time.

It seems to me that I have no feelings left. I don't feel anything anymore. I don't feel excited. I don't feel sad or happy; I feel nothing. Our life has no value. Nobody thinks about the future. What can you expect when you don't even know if you will be alive tomorrow? I try my best at school, but it is very difficult with no hope of better times. Yet I am trying to bury myself in my studies.

My friends are very dear to me because in our situation friendship is a very precious thing. Our daily misery is a consequence of the absurd war. I hate the war."

Voices from Lebanon (2) Bilal



Bilal Amhaz is 12 year old and from Ba'albek, in the Bekaa valley.

"The war makes me sad because everything has been destroyed. My elder brother is dead and I find my mother crying every time I come home from school. I hate the war because it makes my mother cry so much.

Sometimes I dream that I wear my best clothes and visit all the villages and cities. At my school in Ba'albek they told

me how beautiful all those places are. But I am not allowed to go because it is too dangerous. It strikes me that all the birds have all gone from Lebanon. They could not stand the noise of the war any longer. The war has destroyed the beauty of Lebanon. Even the Spring is sad here. There is no electricity so we sit by candlelight. No one sings anymore. All we hear is the booming of guns. Often, I cannot get to school because

of all the shooting. In the evening when we are together at home, all we talk about is the war. I was born in the war and war is all around me. Grown-up people are so

stupid. When I ask why they are fighting, they do not answer me. I wish they would throw their weapons into the sea and that we could all sing songs together. That would be

much nicer. I would like to see the people in the streets smiling. We need peace so badly.

FOOTNOTE: Jos van Noord, the author of the book, *They say peace is nice: what children of Lebanon think about fourteen years of war*, from which the above extracts are taken notes:

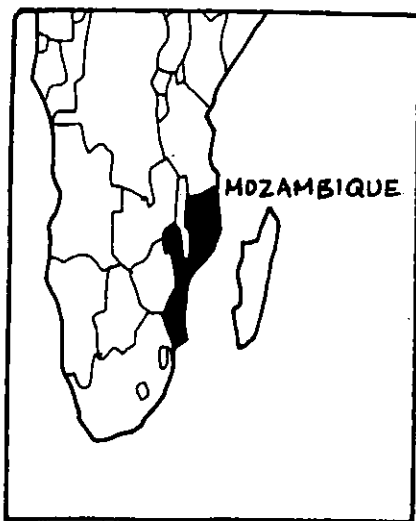
"What always strikes me during my conversations with children in scenes of conflict, whether in Mozambique or Eritrea, Cambodia or El Salvador, Iraq or Iran, Afghanistan, Beirut or Belfast: hardly ever do you hear the children talk about the war itself (no blood-and-thunder stories like 'how the bullets, bombs and shells flew about'). Ask them what they think and they will keep on talking about the consequences, but scarcely about the violence."

ACTIVITY SUGGESTIONS

- * Discuss in class how the lives of Zeina and Bilal have been affected by the conflict in Lebanon.
- * Often the cause of a conflict is rooted in the past, and children who are its victims do not know why the war is being fought. Find out about the reasons for an armed conflict in your region. Use libraries and interview older people to glean insights into the conflict. Try to find out why both factions are at war.
- * There are millions of children in the world today who, like Bilal, have never lived a single day without fear and dread of the horror that surrounds them. Imagine you befriend a child, like Bilal or Zeina, who has just lived through war. War is all the child has known or can remember, but now there is peace at last. What would you want to tell that child about what there is to look forward to? Create a play or a poem to express your thoughts.
- * While you might live in a peaceful part of the world, you may also have experienced fear for reasons other than war. Draw a picture or create a play about things and situations that make you feel insecure or afraid. How do you cope with this feeling?
- * What do you think and feel about war? Have you been personally affected by war? Write a song or draw pictures to show your thoughts on war.

PROFILE 4: BOY SOLDIER

Ernesto Alfredo M., a boy soldier from Mozambique



Ernesto Alfredo M. is twelve years old. He is small and fragile, with large soft, dark eyes. He was kidnapped from his home with his uncles and his mother by RENAMO (anti-government forces) in Mozambique. Like so many other boys, Ernesto Alfredo was made to serve the bandit chiefs and was trained to kill.

"There were many boys of my age being trained. Life with the bandits was very bad. We were not allowed to play, we were beaten and all we got to

eat were animal skins. The bandits would beat many people, some were beaten if they were ill and could not train, others were beaten if the bandits said they had not carried out orders properly... I myself was beaten many times." Ernesto Alfredo lowers his head and twists his hands nervously when he describes how he was captured by the bandits:

"When they came the first time, they stole food and killed my grandfather. First they tied

him up, then they killed him. Afterwards they hacked his body into pieces and laid it out behind our house. I was full of fear and anger. I felt so bad I wished I could just die. But there was nothing I could do."

The second time the bandits came it was to burn, rob and kidnap. They took Ernesto and the rest of the family -- but separately. His mother and uncles were taken

to what the bandits called 'the people's base', where the adult captives were kept. He never saw them again.

Ernesto Alfredo explains how he took part in an attack on the town of Chokwe.

"We -- some children and a few grown-ups -- were sent to raid for food, clothes and arms. We started to fire at some people who were running away. When we got into the

town, there were dead bodies all over the place. Maybe some of them were people I had killed, I don't know. I only shot, shot, shot, because I was so afraid."

Now Ernesto Alfredo is in a children's home in Maputo. He likes it here because he can play, joke, go to school and have friends. When he grows up he wants to be a teacher.

From: "Trauma" by Orlanda Mendes in *The New Internationalist* No. 192 (February 1989): Mozambique: the right to survive.

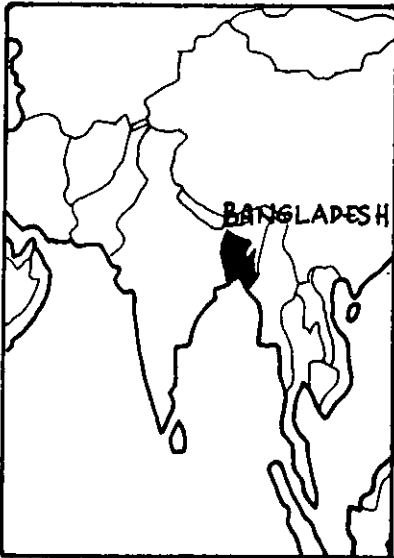
ACTIVITY SUGGESTIONS

- * Around the world, children are being pushed into battle. Teenage boys are recruited or press-ganged into armies, taught how to fire a rifle and are expected to use it. Children as young as ten years old have been used as messengers, and as spies. Some boys caught by opposing forces, have been tortured for information and killed. Find out if children in your country have been used in armed conflicts.
- * In most countries, young people may not marry or drive or vote until they are around 18 years of age. These restrictions are accepted by most adults as common sense. They consider children should not be allowed to make major decisions that could seriously affect their lives and the lives of others when they are so inexperienced in life or too irresponsible. Yet, a state may consider this same child to be experienced enough to go to war to kill another human being or be killed himself. Discuss this issue in class.
- * Sometimes, boy soldiers find it hard to adjust back to normal life. At school, for example, they may not want to talk to anyone. They may always be agitated and restless, or they may be aggressive and get violent. To help them feel part of the community once again, it is important for everyone to understand the problems of boy soldiers. Invite a social worker to the class to explain about the nature and origin of the war, how boys became soldiers and the effect of war experiences upon these children. Talk about how you can help boy soldiers adjust to normal life once more.
- * The causes of war are not unlike the causes of conflict which are within every child's experience in places like the school playground. Think of possible causes of conflict that might occur in the playground. Here are some specific situations that might arise:
 1. There is an argument over a ball game. Sam believes that the Louis cheated so that he could win. Louis denies it and demands an apology.
 2. Two friends have fallen out. Marie has been told that Helen insulted her behind her back. Marie wants to find out if this is true. Helen knows it is true but does not want to admit it.
 3. One child has shouted a racist comment at another child across the playground. It was said casually, but was taken seriously and the second child is very angry.

Do a role play about one of these situations (or one that you have thought of) in class, and then have a discussion about the situation. Think about every child's role in the situation, not just the two central characters. Ask the players what they were feeling at certain times in the play. Discuss ways to resolve the situation. Then, observe what actually happens in your own playground.

(The idea for this activity is taken from *Making One World*, an Education Pack on Development and Environment produced for the North-South Centre of the Council of Europe by the International Broadcasting Trust. The pack contains activities for different age groups to help raise awareness of some of the issues dealt with in the ONE WORLD 92 season of television programmes and action. This series included *Developing Stories*, see page 59). For further information contact North-South Centre, Avenida da Liberdade 229-4°, P-1200 Lisbon, Portugal.)

Rupoti, a cyclone survivor from Bangladesh



Rupoti was born about eight years ago; she does not know exactly when. She is from a minority Hindu community in Banskhali - an area of about 300,000 people in Bangladesh. She used to live just inside the embankment which protects the south-east coast of Bangladesh from the high tides of the Bay of Bengal.

Rupoti's father had no land, but like most of his neighbours, he supported his family of nine with meagre earnings from fishing. Each week he set sail with fourteen other fishermen in a small, hired wooden boat with rented nets, staying at sea for four or more days at a time.

The family lived in two small huts of woven bamboo and thatch. The cooking was done over a wood fire in a hole in the mud floor. Rupoti's elder brother, aged twelve, earned a little extra money by working all day on a tea stall. The family could afford to eat only salted rice, with a few onions or chillies, twice a day.



Rupoti had four younger brothers and sisters. Her grandfather lived with them. Rupoti, the only one of the family to go to the local primary school, expected that she would have to leave school to help her mother with the housework and care for the other children.

On the night of 29 April 1991, her father was away fishing. Rupoti slept on the floor next to her grandfather. At about 11.30 pm the cyclone struck the coast.

"We had all gone to bed soon after dark. The screaming of the wind and the sound of broken branches made it difficult, but eventually all the family was asleep."

Winds of over 140 miles an hour (225 km/hour) were soon followed by a tidal wave twenty-five feet (about 7 metre) high which swept in from the sea, battering everything up to three miles inland.

Rupoti's home was swept away. But in the water, during

the chaos and the confusion, her grandfather somehow managed to grab hold of her. He told her to cling to his back while he struggled to stay afloat. Half an hour later they were still struggling, nearly exhausted, when the remains of a thatched roof floated by. Rupoti and her grandfather clung to it for about six hours until it beached.

Early the next morning the flood waters receded, sucking people, animals and debris out into the Bay of Bengal. For eight days Rupoti and her grandfather searched for her mother and brothers and sisters. They never found them. Neighbours say they were washed out to sea. Rupoti's father never came back from his fishing trip and was later reported dead.

Rupoti's grandfather said later: "We were warned about the cyclone but the shelter was too far away. We did not dare leave our home and our few possessions for long or they would have been looted. Anyway, last time there was a cyclone it did not affect this area badly."

Now Rupoti is alone with her grandfather. He soon replaced their temporary shelter with a small house built from relief materials provided by Save the Children, which has also put in a new tubewell nearby. Anything Rupoti collects, such as firewood or gifts from local people, she gives to her grandfather. They both pray that they will be able to stay together.

But her grandfather is looking ahead. "I hope to find work before the free food runs out. But there are many

younger, stronger men also looking for labouring jobs, which is all I can do. Soon I will be too old to work at all

and Rupoti is too young to look after herself. We may have no choice but to go to the city to beg."

Source: Reprinted from *Children at crisis point* edited by John Montagu published by Save the Children and Andre Deutsch (1992). If reproduced, please credit original source. This publication is a collection of true stories celebrating the lives of over 60 children in 14 Asian and Pacific countries. The text is divided into three sections. "Survival and Protection" includes children who have survived natural disasters, conflict, exploitation, ill health or some condition which has made them homeless or dependent on institutions. "Care in the Community" describes the rehabilitation of disabled and vulnerable children and the sharing of new ideas and techniques of health care. The third section, "Preparation for Life", shows how children are caught up in the struggle between education and economic necessity. For more information, write to: The Public Affairs Department, The Save the Children Fund, Mary Datchelor House, 17 Grove Lane, London SE5 8RD, United Kingdom.

FOOTNOTE: Rupoti's family were among 139,000 people who died in the cyclone. A further 458,000 were injured. The resulting tidal wave razed more than 860,000 houses, drowned 440,000 head of cattle and destroyed hundreds of thousands of trees. Millions of people were left homeless. In Chittagong district alone, farmers lost about 58,000 hectares of land to sea water, and the salt level in the remaining soils increased tenfold. Save the Children was one of the agencies which brought emergency food and shelter to thousands of survivors and helped them to rebuild their lives.

ACTIVITY SUGGESTIONS

- Try to imagine what it was like for Rupoti on the night of the cyclone. Write a story or poem to describe what happened and how she might have felt on that night and during the days that followed.
- Families like Rupoti's that live on the coastal plains of Bangladesh are especially vulnerable to cyclones and flooding, although governments and voluntary agencies have tried to protect their land and give them early warnings of any emergency. Find out if your country or region has suffered from major flooding or other natural disasters, such as earthquakes, in recent years. Interview survivors to find out about their experiences. What protection and early warning measures now exist?
- Until now, Rupoti and her grandfather have managed to survive and stay together. But what about the future? What will happen if Rupoti's grandfather is unable to get employment? Make up and act out a play or puppet show that presents Rupoti's life now and how it might be in the future.

PROFILE 6: REFUGEE CHILDREN

Afraid of being left behind in Sudan

Joc, a barefoot skeleton of a boy, has no idea why he and his 12,500 young companions in a rag-tag children's army spent five years wandering 2,500 kilometres across the deserts of Sudan, Ethiopia and Kenya.

"I was walking because everybody ahead of me was also walking," he said, after the thousands of young Sudanese boys aged 9 to 16 arrived in Kenya. "I did not know why we

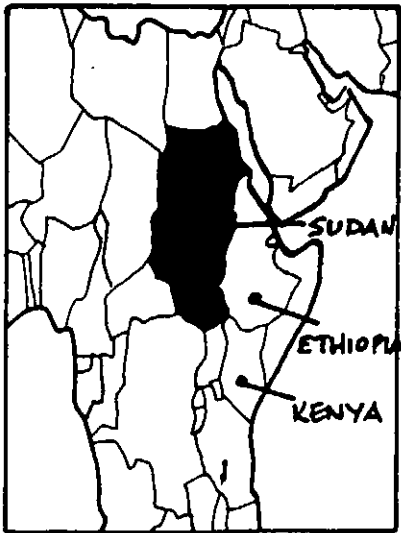
were walking or where we were going to. Most of all, I was afraid of being left behind alone, as everybody else was walking faster than me."

The plight of Joc and his comrades is one of the most tragic and pathetic legacies of a war so brutal that even children are regarded as little more than cannon fodder.

Authorities believe many of the 12,500 boys were taken from their families at a very

young age by Sudanese rebel forces trying to ensure a future supply of fighters. Some reports say one simple criteria for conscription into this children's militia was that a child had to have two molar teeth. Other reliable reports say the boys have been used as advance troops to clear minefields.

The boys and several adults arrived in Lokichokio, 25 kilometres (about 15 miles)



northwest Kenya in late May 1992 to escape fierce fighting in southern Sudan. There, they had spent the previous year after a tortuous journey from exile in Ethiopia. Just before they made their 12-hour trek through the desert to go south of the Sudanese border, the boys' "teachers" had told them to pack up and leave. The boys did not know why and they did not know where they were.

Many, like Joc, were suffering from a variety of diseases as a result of malnutrition. Joc was also sick with bilharzia -- a deadly, water-borne parasite -- since crossing a river on the way from Ethiopia to Sudan in 1991.

According to Mamar, who describes himself as a teacher to a group of 500 of the children, the boys' story began when they fled from southern Sudan to Ethiopia for "a better education". Mamar is a member of the rebel Sudan People's Liberation Army (SPLA) which has been waging a separatist war in the

Christian/animist south against the predominantly Islamic, Arabic-speaking north.

"In Ethiopia, we had schools and wanted to raise a well-educated new generation for a better future for our country," added Mamar. But it is no secret that many of the boys received paramilitary training.

Fifteen year old Alier says his nightmarish odyssey began when he was separated from his family during an air strike on his village.

"I was sitting at home with my parents and uncles, and then left the house with my eldest sister and brother to get water from the nearby well," he said. "On our way back we saw some aeroplanes flying low, heard some screams from our village and saw many people running away. We dropped our water and started running to our house where we found the gate wide open and nobody inside. Outside in the street everybody was screaming and running. My brother took me out of the

house and we rushed in the same direction as everybody else. The second day I lost my brother among the crowd. This was in June 1987, the last time I saw my brother and parents."

For the past five years, Alier and thousands of other boys have been wandering the desert with their "teachers". Alier says he wants help finding his parents, but adds, "If we do not find them, would you bring me back to the others?" It is obvious that the thousands of youngsters have formed their own substitute family -- providing a sense of security and belonging.

Many of the boys do not know if they are in Sudan, Ethiopia or Kenya. Asked their place of origin, they give the name of a town. They have no sense of national identity.

The boys have become adults ahead of their time, sharing the responsibilities of communal life. Under the supervision of their "teachers", they must gather firewood, carry water and perform all the other chores of basic survival.

FOOTNOTE: By sheer luck, about 4,000 of the boys were reunited with their families in Kenya. About 10,000 adults from southern Sudan crossed the border at the same time the boys arrived at the frontier. From the transit camp at Lokichokio, the other boys were transferred to a safer refuge at Kakuma refugee camp, 80 kilometres (50 miles) south of Lokichokio. There, efforts were made to trace the boys' families in Sudan, and interim care and education was provided to the children.

ACTIVITY SUGGESTIONS

Some of the following activities are adapted from ones that appear in *Keep Us Safe*. This book is one of three designed to introduce the UN Convention on The Rights of the Child to 8-13 year olds. This book covers protection of the child from abuse and exploitation. The series is published by UNICEF-UK (55 Lincoln's Inn Fields, London WC2A 3NB United Kingdom) and Save the Children (Mary Datchelor House, 17 Grove Lane, London SE5 8RD, U.K.), 1990

- With the aid of a map, plot the five year odyssey of Joc and the other boys on paper. How far did the boys travel in those five years?
- As in Alier's case, people in danger must sometimes flee from their homes quickly. They do not have a chance to bring all their belongings. If you had to flee for your life quickly, and you did not know where you were going or for how long, what would you take with you? Fill one bag with all the things you would take. In class explain what you have brought and why. When all the children in your group/class have filled a bag, see if anyone has brought anything which would be useful if (a) you needed to boil water; (b) someone isn't feeling well; (c) need to walk a long way in hot sun.
- War and famine meant Joc did not have enough nutritious food to eat. Find out if there are people in your community who do not have enough food to eat. Find out the reasons why.
- Alier has been separated from his brother and parents and he is not sure when, if ever, he will see them again. How do you think this makes him feel? Many children in difficult situations are separated from loved ones, or have lost their parents or friends. These separations and losses leave the children insecure and lacking in confidence. Have you ever been separated from a person you love? Draw a picture to show how this made you feel. Write a poem that describes the person you miss.
- What refugees like Joc are searching for is 'safety and security'. Discuss in class what that means to you. Also explain what the following words mean to you: refugee, exile, fugitive, runaway, escape, haven, refuge?
- Here is a game to play that can be used to explore ideas about safety. The game is called **Musical Hoops**. You need a good floor space (e.g. a playground), a supply of hoops (or string or chalk to mark out areas of 'safety'), and a musical instrument. Count out one hoop for every two children in the group, and space the hoops out on the floor. Explain that these are safe areas. The children must move round the floor, keeping off the hoops, while the music plays. But as soon as the music stops, the children must step into a hoop, with at least one foot. Anyone left out is 'dead'. Every time the music stops you take away one or more hoops. The children have to 'save' as many of themselves as possible. Go on until there is only one hoop left. After playing the game, discuss in class what it was like as it became more and more difficult to get into a 'safe area'? Who did you help to get into a hoop? Who helped you? How did you help each other? What was good about the game? What was bad?

PROFILE 7: REFUGEE CHILD

Reiza, an Afghan refugee

Reiza Gul is an Afghan girl. She is nine years old, and was born in a village near Jelalabad in Afghanistan.

Since 1978 Afghanistan

has been in a state of conflict. In 1980 Soviet forces invaded to support the government, and over the next decade they fought other groups in

Afghanistan who opposed their presence.

Reiza's village was shelled a number of times, and women and children were often badly



wounded in the bombing. Reiza's two cousins were killed by the bombs.

People began to flee the village. Reiza's family decided to leave, too. She left Afghanistan for Pakistan with her mother, three brothers and her grandparents. Her father, Ali Askar, was a primary school teacher in her village, but he disappeared two years before the family left their home.



The family sold everything they could. They then hired a camel to carry the children and some bundles of clothes, as close as possible to the border with Pakistan. They moved only at night as it was safer to travel in the dark. Reiza remembers the four day journey as a frightening one. They were caught in some fighting, but no-one was hurt. When they reached the

border, they got a ride in a truck which took them to a refugee village called Shamshatoo. There, Reiza's family stayed.

The refugees are given food, free education and health services by the government of Pakistan and the United Nations. But even with this help, life in the refugee camp is not easy. About 15,000 people live there. The land is barren with limited supplies of water and few trees to provide shelter or firewood.

Reiza lives in a house made of clay. Each day Reiza spends five hours attending a school organised by a religious leader. When she is not in school, Reiza helps her mother with the chores. She and her mother have to spend about three hours each day collecting firewood for their cooking stove. To help her mother, Reiza brings water from a spring at least three times a day. This takes about an hour.

Adapted from:

1. *Refugees: a resource book for 8-13 year olds* by Jill Rutter, published by the Refugee Council, 3 Bondway London SW8 1SJ United Kingdom in 1992;
2. *Keep Us Safe*. This book is one of three designed to introduce the UN Convention on The Rights of the Child to 8-13 year old. This book covers protection of the child from abuse and exploitation. The series is published by UNICEF-UK (55 Lincoln's Inn Fields, London WC2A 3NB United Kingdom) and Save the Children (Mary Datchelor House, 17 Grove Lane, London SE5 8RD, U.K.), 1990

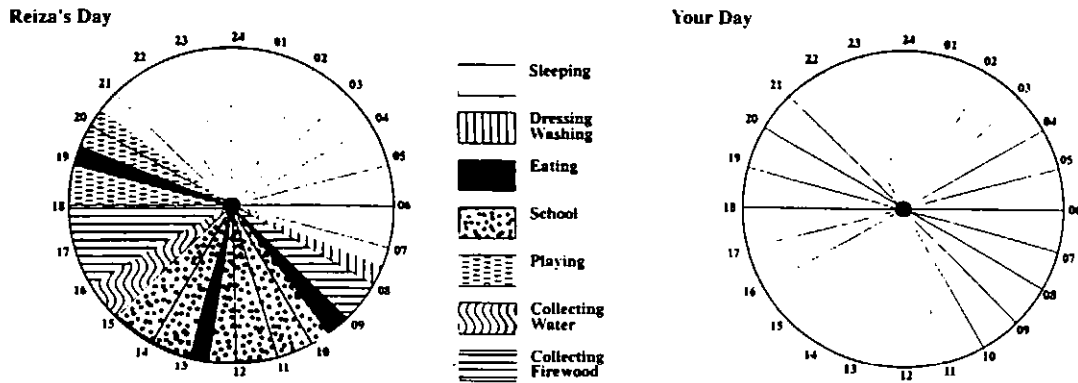
FOOTNOTE: Afghanistan has produced the highest number of exiles from a homeland. About 6 million refugees fled from the fighting in Afghanistan, almost all to Iran and Pakistan. Some have now returned. In many instances, they have found their homes destroyed; roads, railway tracks and fields had been mined, and schools demolished.

ACTIVITY SUGGESTIONS

- If you had to move from your home and were unable to return -- at least for a while -- who and what would you miss? Make a list.
- Refugees may be living in another country from where they were born and brought up. As a result, they may lose their sense of identity which is based upon family, friends and where they come from. Use words and pictures to describe your family, your friends and where you come from.

(The following activity is reprinted from *Refugees: a resource book for 8-13 year olds* by Jill Rutter, published by the Refugee Council, 3 Bondway London SW8 1SJ, U.K. If reproduced, please credit the Refugee Council.)

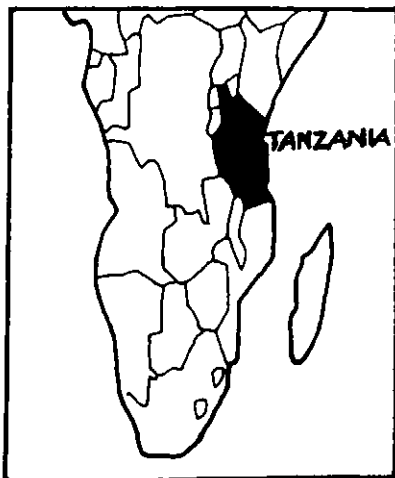
A typical day in Reiza's life is shown on the 24 hour clock below. Using the 24 hour clock, draw in your own school day. How is your day different from Reiza's day?



- How much time does Reiza spend collecting water and firewood? Why do you think she spends a lot of time doing these tasks? (*Huge concentrations of people moving to fragile environments such as arid and semi-arid lands put huge strains on the environment. Areas are stripped clean of bushes and tree for fuelwood. As forests are denuded, soil erosion results. Badly needed watersheds are damaged. Increased run-off means less water soaks into the soil, and groundwater resources dry up. Refugee women and children like Reiza must travel further and further to find the water and fuelwood they need.*) Can you think of practical ways to lessen and repair the environmental damage caused around refugee sites? (*Here are some ideas: limit camp sizes, and avoid using sensitive environments for camp sites; supply refugees with fuel or fuel-efficient stoves (e.g. haybox cookers or solar cookers); supply tents and building materials to reduce demand for wood; start reforestation schemes.*)
- Many refugees from Afghanistan are returning home. What do you think life would be like for Reiza if she were among them? Do you think she would have a hard time adjusting to normal life? Create a play to show what you think her future life would be like.

PROFILE 8: AIDS ORPHAN

John, a 16-year old AIDS orphan from Tanzania



Sixteen year old John is a tomato seller in Rubya market. Both his parents died of AIDS.



Now he lives with his three brothers in a run-down mud house surrounded by a poorly tended *shamba** on the outskirts of town.

His four sisters have lived with relatives since the death of their parents. The four boys are unwashed, unkempt, and look tired and listless. They

have only one set of clothes each. At night they sleep on sacks spread on the floor. They have no blankets, and only one grubby bed sheet. John attended the local primary school for four years, but his brothers Nestro (13) and Jackson (11) have never been to school and can neither read nor write. It is unlikely that four-year old Byabato will ever attend school either. His brothers simply do not have the money to buy him a uniform, books and pencils, and to pay the school fees and other expenses.

Apart from Byabato, all the boys work in the *shamba* when they have time, but they have not managed to plant beans or maize, and weeds are rapidly taking over the land. Nestro is responsible for fetching water and firewood, and for cooking meals. He is sometimes helped by Jackson, who also earns a little money hawking pieces of cooked fish from house to house. To buy the

fish, he has to walk down to Lake Victoria, 10 kilometres away, over rough, stony tracks.

Traditionally, the boys' three uncles on their father's side of the family should be helping them to manage. But apart from taking in their four sisters, the boys' relatives have given them little assistance. One uncle, who had a long-standing dispute with their father, has taken over part of

their *shamba* and told them he regards it as his property.

Four-year old Byabato used to live with another uncle's family, but he was frequently ill. Three months ago he was admitted to Rubya hospital. When he was discharged, the brothers decided that Byabato should live with them in the future.

* *shamba* - plot of cultivated land

From: *Strategies for Hope: AIDS Orphans - A community perspective from Tanzania* by M. Christian Mukoyogo and Glen William, published by ACTIONAID (Hamlyn House, Archway, London N19 5PG, U.K.), African Medical and Research Foundation (AMREF, Wilson Airport, P.O. Box 30125, Nairobi, Kenya), AMREF Tanzania (P.O. Box 2773, Dar es Salaam, Tanzania) and World in Need (42 Culver Street East, Colchester CO1 1LE, U.K.)

ACTIVITY SUGGESTIONS

- John and his brothers have lost their mother and father, and have been separated from their sisters. How do you think this trauma must have affected them? How do you think they are feeling? Have you ever lost anyone close to you through death or separation? How did it make you feel? How did it make you behave? Draw a picture to show how you felt or behaved.
- At some time we all have a close friend or relative who dies. Death means different things in different cultures and religions. To some people, death may be frightening. Many others believe it is God's will or destiny. What are your thoughts and fears about death? Discuss in class what happens when someone dies. Are there local customs related to death? Local ceremonies? Why do these take place? Who takes part in them? Are children included? How do these customs help people to express and share their feelings? Ask older members of your family about family and community customs about death. Old people have many memories of death, and you can find out what the different ceremonies mean. Create plays, songs and stories based upon what you discover about death in your culture.
- Because AIDS is both fatal and largely untreatable, people often react to the virus' presence among them in an extreme manner. They may be unable to accept that they - or people they are close to - have the disease. They may be horrified, desperate, extremely fearful, or even want to exact revenge. They may be superstitious about how the virus enters the body. To these reactions has to be added the stigma attached to an infection that is sexually transmitted. The stigma might be felt personally, or it may be felt by a whole group. Thus, a mother dying from AIDS may be ostracised by her family, and after her death, the stigma may be attached to her orphaned children. Find out as much as you can about AIDS, (see OUTREACH issue nos 52 - 54). Do you know anyone who is suffering from AIDS? How is the sick person treated by her family, friends and her community? Interview people to find out their reactions to the AIDS crisis, and how they would react if a member of their family and/or community contracted the disease. How would you react if a relative of yours became ill with AIDS?
- John must look after his three younger brothers. Have you ever had to look after younger brothers and sisters for a period of time? How did you find the experience? Put on a play which describes how you felt.
- John can no longer attend school and his brothers are unlikely to have an opportunity to go to school. Make a list of the things you like and do not like about school. Discuss your list with others in your class. How would you feel if you had to stop going to school? What do you think your future would hold without an education?
- Many children, like John and his brothers, find they have not only lost their parents, but lost their rights to parental property and to humane treatment. If you were in John's situation how would this make you feel?

Helping children in difficult circumstances

(Children over 3 years old)

SOURCES

Richman, N., Pereira, D., et al. (1991) *Helping Children in Difficult Circumstances: A teacher's manual* published by Save the Children, Mary Datchelor House, 17 Grove Lane, London SE5 8RD, United Kingdom;

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Mona Macksoud, *Helping children cope with the stresses of war: a manual for parents and teachers* published by UNICEF (1993), Programme Publications, 3 UN Plaza, New York, NY 10017, USA;

Jan Williamson, Audrey Moser, *Unaccompanied children in emergencies: a field guide for their care and protection* published by International Social Service (1988), General Secretariat, 32 quai du Seujet, 1201 Geneva, Switzerland.

If reproduced, please credit original sources.

SUGGESTIONS FOR USE teachers, parents, youth leaders: To help recognise and understand the effects of war and social conflicts on a child's development, and to adapt and adopt the suggestions for helping students with difficulties.

Children's development

Children with satisfactory development are able to:

- Relate well to others - the family, adults and other children
- Understand social rules, and the difference between RIGHT and WRONG, and enjoy giving affection to others
- Reason, create, imagine, plan an experiment; feel themselves to be of value in their family, school and community
- Look after themselves, e.g. keep themselves clean and tidy

Children's needs

Children have basic needs:

Physical needs - water, food, hygiene, housing, clothing, health care

Security and Affection -

Children need to feel secure and loved. They benefit from a good family environment. They gain confidence and security through communicating and playing with the people nearest them. Education within the family also contributes to their social development. Through the family, children learn the customs of the community in which they live and its social rules.

Praise and recognition -

Children need to feel accepted as they are, in spite of their faults.

They also need attention and recognition for their abilities.

Praise and recognition help develop their self-confidence and make them feel that they are of value.

Responsibility - Little by little, children should be given greater responsibility, both within and outside the home. In this way, they feel themselves to be useful, and this in turn helps them to gain self-confidence. They also learn to develop a sense of initiative.

Play - While exploring, experimenting and playing, children learn:

- the possibilities and limitations of their bodies
 - the physical nature of the world and the characteristics of objects
 - to solve practical problems
 - to relate to others
 - social rules
 - to confront difficult situations
- Children's make-believe games help them to understand and explore their daily lives.

New experiences - Without new experiences or stimuli, children cannot develop their knowledge or their abilities. For example, in order to learn to talk and to extend their vocabulary,

children need people who like to talk and communicate with them and who will encourage them to do the same.

Children's needs at different ages

Although all children have the same basic needs for a healthy development, taking the age of the child into consideration helps to identify these needs:

1) The pre-school child

Young children are very dependent on care within the family. They suffer a great deal when they are separated from their closest and best-loved relatives, and when they do not have their own family they need a substitute one.

However, being in a substitute family is not enough. They need adults who can give them individual attention and who can encourage them to play, talk and explore.

2) The school age child

At this age, children become more independent: they already help the family in the fields or at home. They are more aware of social rules of RIGHT and WRONG, and of social conflicts, particularly among family members.

They can take on greater responsibility at home and at school, and be involved in

discussing decisions that affect them.

3) The adolescent

Adolescents are in a stage of life when they undergo many physical and emotional changes. They are also in the process of separating from the security of their families and establishing their own relationships with the outside world.

Adolescents are more aware of their physical development and begin to have friends of the opposite sex.

They like to be treated and respected as adults, and are more involved in the taking of decisions that affect their lives. The greater their level of integration into school organisations, the better their attitudes towards education.

Adolescents need opportunities to reason and to express their opinions. They are also able to take on responsibilities.

Children in difficult circumstances

Disasters - floods, drought, famine, disease - and war and its consequences - violence, flight, displacement, loss, hunger, poverty, and so on - break up and disrupt a normal healthy pattern of life. The consequences of these difficult circumstances are that children's basic needs are not met:

Material needs are not satisfied - When children are cold, hungry and without shelter, they do not develop well and become sick quickly.

Lack of affection and security - When adults are worrying about their situation, they cannot give their children the affection and security they need for proper physical, mental and emotional development.

Displaced children, orphans and unaccompanied children may have lost the structure of family and community life that provided them

with protection and security.

When violence and catastrophe happen daily, children lose their knowledge of normal, good behaviour. They lose their trust in adults who act violently.

Lack of praise and recognition - When adults are too worried or unhappy to notice them, children may feel unimportant or useless. If they are not supported and cared for, they feel that they have been abandoned by the community and society.

Responsibilities

Inappropriate to age - War and other circumstances often force children to take on heavy responsibilities, such as orphans taking care of younger siblings. When children have to care for themselves, they have little time for play and to have fun.

Lack of new experiences - Children cannot play, concentrate or learn unless their basic needs are satisfied and they are stimulated. Interruptions to school life mean that the experience gained through schooling is irregular.

Children's reactions to difficult circumstances

The following reactions are common in children in difficult circumstances. Not all children have the same reactions: it varies depending upon a child's situation, the child's temperament, age, home environment and relationship with his/her family. Those who are separated from their families or who have witnessed the death of a family member are likely to have more marked reactions. A death in the family may move a shy child to withdraw, while an assertive child may become more aggressive:

Thinking a lot about experiences of violence

Children who have experienced horrific acts of

violence either directly or upon members of their families constantly relive the experience. A young child who, for example, saw her parents die in a hut set on fire by armed forces, cannot forget this horrific image.

Feeling afraid

The same child does not feel secure, she wants to be close to an adult and does not want to stay home alone. She is scared when she hears a shot, shouting or any noise that reminds her of her experiences of violence.

Feeling sad

Children feel sad because of their bitter experiences. They react with pain and sadness to the loss of loved ones, home and belongings.

Getting angry easily

They feel constantly irritated and lose their tempers at the slightest thing, without being able to control themselves.

Difficulty in sleeping

Children often sleep badly because they are afraid; they wake during the night at the slightest noise, and have nightmares about their experiences.

Lack of concentration and interest

Children are unable to concentrate or learn when they are suffering and afraid. They are easily distracted, both at home and at school, and are not interested in games or other activities.

Feeling ill and having pains

Fear and sadness can affect the body:

- lack of energy
- lack of appetite
- the heart beats violently, especially when the child is afraid
- headaches or bodily aches

Restlessness

Children are always restless and in constant movement; they want to do everything at the same time. They may be over-excited, or behave in surprising ways.

Not trusting other people

In particular, children do not trust adults, since they failed to protect

the children when protection was needed.

Lack of self-confidence

Children feel abandoned and have no self-confidence. They can lose the hope of having a good future. In particular, girls who have been raped lose confidence in others.

Children's reactions at different ages

Age affects the way a child understands events, the way he or she reacts to them, and the way he or she will absorb the help that is offered. Here are some general observations on how children react to very stressful experiences depending upon their age:

1) The pre-school child

Young children often become very fearful following stressful situations. It is common for them to react strongly to all things that directly or indirectly remind them of the situation. Very young children do not understand the concept of death: they expect the dead person to return. Those who lose a parent may develop a strong fear that other family members may be killed. They often use fantasy

Box 1: David

David is just three years old. He saw his father, with whom he was very close, being killed. He has been crying sorely for some days. He is always clinging to his mother's dress and following her everywhere like a small shadow. He screams if he thinks he is going to be left alone. He will not accept care from others - not even his older sister, whom he loves very much! He refuses his food, he does not want to play, he does not smile, and sits sad and silent. He keeps asking for his father over and over again, because he does not yet understand about death. The memory of what he saw will fade, even though his anxiety may stay behind.

Source: Jareg, E., "Helping children cope in especially difficult circumstances", *Lessons Learnt*, No. 2 (Redd Barna, Norway (1991)

activities as a way of trying to master the impact of what has happened to them by recreating the situation over and over in play
Signs of stress to watch out for:

- anxious attachment
- separation anxiety
- regression to earlier development steps (e.g. thumb-sucking)
- loss of new skills (e.g. bedwetting)
- nightmares and night terrors.

See example in box 1.

2) The school-age child

Around seven and beyond, children can identify more clearly with others. They are more able to recall events in a logical way, and to understand the meaning of what has happened to them. They know that death is final and irreversible. After a very stressful experience, children become very fearful of their environment and of others. Their sense of justice and moral and social behaviour may be distorted by war and other stressful experiences. Young children use fantasy to deal with very stressful experiences: in play activities or re-enactments they may prevent the stressful event from happening or have a different outcome to counteract their feelings of helplessness. This may make them feel more guilty, blaming themselves for not having done enough.

Signs of stress to watch out for:

- poor concentration, restlessness and learning disorders
- anxiety (e.g. rocking, stuttering)
- physical illnesses or complaints of 'aches and pains'
- physical aggressiveness towards others
- extreme withdrawal, (e.g. quiet, showing no feelings)
- depression
- regression to an earlier age
- sleeping problems

See example in box 2.

3) The adolescent

In a stressful situation,

Box 2: Faustina

Faustina had been taking care of her little brother of three. The family lost him in their burning hut one night when their village was set on fire. Faustina is eleven years old and goes to school, but she has difficulties in listening properly to what the teacher is saying and in doing her lessons. Instead she is always thinking of what happened that terrible night. Her teacher is angry with her for not paying attention. The teacher does not know what she is thinking about. Sometimes Faustina complains of aches in her head, stomach and joints.

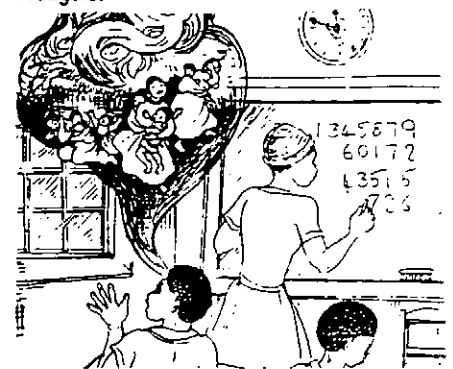
Faustina is sad. She also feels guilty, and that it's her fault that her little brother was lost. She wants to be alone, but at the same time, that does not feel so good. Sometimes she wants to talk a lot about what happened, at other times, she is silent. At the moment, she feels she can't talk about anything else. It is difficult to talk to her parents because they are themselves so sad and worried. At the moment, it feels as if they and she are living in different worlds, and Faustina does not know how she can comfort them.

She is very afraid that the village and her family will be attacked again. Sometimes she has nightmares about this, and also about what happened.

Faustina needs a good friend to talk to! Somebody who will listen to her, and let her cry if she wants to. She needs a teacher who knows what has happened to her and understands that she needs kind words and encouragement at that moment. She also needs help to be able to share the burden of grief and guilt with her parents, so that they can mourn together, and support each other.

Source: Jareg, E., "Helping children cope in especially difficult circumstances".

Lessons Learnt, No. 2 (Redd Barna, Norway (1991) Illustration by Margaret Tredgold.



Box 3: Amelia

Amelia feels and behaves very much like Faustina. At fourteen, she lost both her parents and her aunt in an attack. She cries often. The biggest change in Amelia, who used to be a bright, friendly girl, is that she stays inside the darkness of her hut instead of being together with her girlfriends. Even during the day, she can suddenly get clear pictures in her head of the terrible things that happened. At night she has difficulty in going to sleep, as she worries about her two younger brothers who are staying with another aunt. She feels responsible for their future - but how will she manage? Amelia used to love school, but now she has lost interest. Also, she has to cultivate her parents' land.

Sometimes her problems feel so huge that she thinks about taking her own life. This is a very secret thought. She may even carry this out, especially if she does not get any help.

Source: Jareg, E., "Helping children cope in especially difficult circumstances", *Lessons Learnt*, No. 2 (Redd Barna, Norway (1991))

Illustration by Margaret Tredgold.



adolescents are often treated as adults. They may function like adults, but they lack emotional maturity and require the help of adults. Unlike young children, most adolescents do not use fantasy or play to cope with stressful experiences. They are more able to talk about what has happened, but may require assistance to share their feelings. While adolescents are in the

process of separating from their families, a forced separation may leave the adolescents alone and isolated. For adolescents, peers are a very important source of support.

Signs of stress to watch out for:

- self-destructive behaviour
- risk-taking
- withdrawal
- psychosomatic complaints.

See example in box 3.

When children and adolescents show their feelings, people may think the children are behaving badly. In other instances, children may show no signs of stress on the surface, but still have fears and problems which need to be sorted out.

Reactions of children may last a long time. For example, after the death of a close friend or relative, children may feel sadness and also angry, frightened, confused and unable to accept the death. The feelings are likely to be strong, and may last for a long time after the death. If, at a later time, children experience other losses, such as a good friend moving away to another place, all the feelings connected with the death of the loved ones may return.

How to help children in difficult circumstances

Children need help from adults and other children.

In the family, parents (or other adults caring for the children) need to understand the importance of listening to children's thoughts and fears, discussing and explaining things to them, being honest and truthful to them, planning things together, and giving children a second chance when they make mistakes.

The children can be helped by a home and school environment that gives them affection and security, and where adults and other children listen to them, take

account of their feelings and put their fears in perspective. To provide a caring environment, adults also need help and support from others in the community. Teachers or organisers can encourage children to talk about things which worry or frighten them.

Children may find it difficult to talk directly about their problems. It is important to listen carefully to what children are saying and watch what they do; this often explains how children feel.

Adults can:

- Listen to children; allow them to share their feelings and their desires.
- Watch how children behave, and listen to what they do not or cannot say.
- Reassure children by providing information regarding normal reactions to stressful situations.
- Help children understand what has happened to them, and tell them about any decisions or future plans concerning their care.
- Provide affection and security by creating a consistent daily schedule.
- Provide opportunities for play especially group play.
- Return children to school or community activities if they are willing to return.
- Encourage adolescents to share their experiences with their peers.
- Involve adolescents in decisions or actions to be taken on their behalf.
- Discuss with adolescents their role in rebuilding the community when normalcy returns.

Children can:

- Notice when friends are sad or worried
- Talk and play together
- Help solve other children's problems

How Maria helps Anna

SOURCE

Jareg, E., "Helping children cope in especially difficult circumstances", *Lessons Learnt*, No. 2 (Redd Barna, Norway, 1991). Illustrations by Margaret Tredgold. For further information write to Redd Barna, P.O. Box 6200 Etterstad, N-0602 Oslo, Norway. If reproduced, please credit original source.

SUGGESTIONS FOR USE

journalists and editors of newsletters that reach out to teachers, members of the community, health personnel, field workers: The comic strip may be used to show how adults might care for children who are suffering. It is important that people care and understand how children feel. The comic strip shows how important it is to gain children's trust and to support them for some time to come. Caring adults may also be able to help parents see their children's needs.

Anna is a child in distress. A field worker, Maria, tries to help her.



① Maria gently touches the girls' dress to show her wish to make close contact with her. Maria has chosen a time of day when there are few adults around so that she can talk with Anna quietly. Maria's friend, Dolores, is sitting a little distance from them, so as not to disturb them. She is listening closely to what they are saying, and taking notes of the conversation. In this way, the field worker will be able to remember what Anna said and therefore be better able to help her.



② At first Anna talks in a voice so low that it is difficult to hear. She only answers 'yes' or 'no'. She feels shy and uncertain. Maria is very patient. After a while, Anna looks up. This is a sign that she feels more relaxed and has become interested in what Maria is saying. Maria sits in such a way that it is possible for her and Anna to look at each other's eyes and face. That way it is easier to guess what Anna is feeling, and the contact between the two is more personal. As the conversation proceeds, Maria sometimes comforts Anna by gently touching her hand.



③ Maria understands that she must not force or press Anna to answer any questions. But she knows that if Anna feels that Maria is really listening to her and understands her, Anna will, bit by bit, tell her all her troubles. It is quite natural that Anna starts crying when she tells Maria of all the terrible things she has experienced. Maria moves a little closer to Anna and lets her cry until she has finished. Maria knows that crying is a good way to relieve tension and that tears are not harmful.

④ Maria is aware that a child must never be left alone when crying, and that she must stay with Anna until she feels better again. After a while, Maria's patience is rewarded. Anna stops crying, tries to smile a little, and looks relieved. The heavy feeling she has had for some time in her chest has gone away. Here is someone whom she can talk to!



⑤ When Maria and Dolores leave, Anna starts playing happily with the other children. Maria has promised to come back another day to talk to Anna. She knows Anna has more to tell her. Anna needs not only to talk about the past, but also about her present situation and her future. In the meantime, play and laughter with friends are the best ways of healing Anna's wounded mind.



Questions:

1. What did Maria do to carefully plan her conversation with Anna?
2. Because it was so important for Maria to give her full attention to Anna, she arranged for Dolores to take notes.
Why might note-taking be important and why is it important to introduce Dolores to Anna, and explain why she is taking notes?
3. Do you think Maria is a good listener? Give reasons for your answer.
4. Patience is important especially when listening to children. Why do you think this is so?
5. "Reading" the expressions on Anna's face and her body language helps Maria understand a little more about what the child is thinking. What do you think a child might be thinking or feeling when he/she:
 - (a) tries to avoid eye contact or hangs her head?
 - (b) is twining fingers and can't relax?
 How do you think you can tell if a child is afraid of close contact?
6. Why do you think it is important to never press children to tell things they do not want to or allow anybody else to do this?
7. How can you make sure a child understands what you are saying in your conversation?
8. How does Maria end her conversation with Anna?
9. What do you think Anna feels after her conversation with Maria?

Supporting children in difficult circumstances: the school-family-community relationship

SOURCE

Richman, N., Pereira, D., et al. (1991) *Helping Children in Difficult Circumstances: A teacher's manual* published by Save the Children, Mary Datchelor House, 17 Grove Lane, London SE5 8RD, United Kingdom. If reproduced, please credit original source. This manual was written to help those working with children in situations of violence to recognise and understand the effects of war and social conflict on children's feelings and development. On the basis of practical experience in Mozambique, the manual provides a step-by-step guide on how to support children who have been affected by their experiences of violence, with a special emphasis on the role of teachers.

SUGGESTIONS FOR USE teachers, parents, youth leaders: As a strategy for supporting children who have been affected by their experiences of violence.

In its publication, *Helping Children in Difficult Circumstances: A teacher's manual*, Save the Children has identified a number of strategies that can help to build a support mechanism for children by drawing on the school, the family and community. These ideas can also be applied to a variety of community-based activities for children:

The teacher and the family

Support to help children's recovery can be given in various ways in the family, in school and in the community. A good school-family relationship helps children in the process of learning and recovery. This relationship can be through

- talking with the children's families so that the teacher can find out about the conditions in which they are living and to discuss with the parents how they can encourage their children's development
- school meetings with parents or guardians to discuss the effects of war or social conflicts on children's development and/or possible ways of supporting affected children

Behavioural problems at school

When a child has behavioural problems at school, it is important that these should be discussed with the family. The teacher may discover that:

- parents had already noticed the same or other problems; or
- the family does not

understand the child's needs or the effects of war on development; or

- the child is living in a very difficult situation and is neglected, badly treated or not well accepted.

After talking to the family, the possible reasons for the child's behaviour and difficulties may be more apparent.

How to talk to parents or guardians

Encourage the parents or guardians to talk freely about such conversational topics as:

- their present life (or lack of food, clothing, support and so on);
- their previous life, where they lived, the difficulties of that time; their difficulties with the children;
- their difficulties in educating children in time of war;
- their main worries.

The teacher and the community

Mobilising the community is very important for the children's recovery, even if they do not go to school. Among the ways of encouraging the community's involvement are:

- organising meetings at the school with the various local authorities to explain the effects of war and other difficult situations on children's development, and possible ways towards their recovery and rehabilitation;
- re-opening schools wherever possible;
- building more classrooms and other school buildings;
- organising a parent's committee in the school;
- organising a programme of activities that are useful both to pupils and the community, such as assistance given by pupils to widows and old people in building their houses and clearing their fields.

Child-to-Child Activities for helping children who experience war, disaster or conflict

SOURCES

Child-to-Child Activity Sheet 8.3 and 8.4 and *Child-to-Child and Children Living in Camps*, a Child-to-Child Publication edited by Clare Hanbury.

Child-to-Child Activity Sheets are a resource for teachers and health and community workers. They are designed to help children understand how to improve health in other children, their families and their communities. Topics chosen are important for community health and suit the age, interests and experience of children.

Child-to-Child has produced four Activity Sheets that focus on Children in Difficult Circumstances: 8.1 Children who live and work on the street; 8.2 Children who live in institutions; 8.3 Children whose friends and relatives die; 8.4 Helping children who have experienced war, disaster or conflict. The ideas and activities below are taken from Activity sheet 8.3 and 8.4. The text, ideas and activities may be freely adapted to suit local conditions. For further information on Child-to-Child write to: The Child-to-Child Trust, The Institute of Education, 20 Bedford Way, London WC1H 0AL United Kingdom (tel: 071-612 6650; fax: 071-612 6645)

SUGGESTIONS FOR USE
Teachers, health workers, street educators: For adaptation to suit local circumstances.

Below are some activity suggestions for children who have experienced war, disaster or conflict. There are many activities that are fun and at the same time help children to gain confidence, to express themselves and to make a contribution.

Activities such as meetings, clubs and campaigns, can help develop a child's sense of belonging. Sports, making toys and games, drawing or play-acting can help restore children's interest in things around them and build up their self-respect.

Working with children who have difficulties is not easy. The children can often be uncooperative, destructive or aggressive. Try to find out what is behind it and give them interesting things to do. Children often respond well if they have responsibility. This helps them earn the respect of others.

Working together as a group

Talking and working things out in small groups can be a good way to develop children's self confidence and help them to express their problems and fears. Many children will not find it easy.

When children work together in groups, they will need plenty of encouragement. At first, they may find working together frustrating but as the activities progress children will become more open with their feelings and opinions. In the end children should be participating and cooperating well.

Children enjoy making up and keeping to rules which help the group work well such as:

- raise your hand if you want to speak
- only one person speaks at a time
- only criticise in a nice way
- limit the number of times one person can speak
- in some cases, choose a chair person or someone to take notes

Helping children feel more secure

Children who have had bad experiences are sometimes easily frightened and suspicious of others. The following activities (among many others) may help.

♥ The trust circle

A small group stands in a close circle with one in the centre who closes his eyes. He lets himself fall towards the circle of children. Those closest to him catch him and push him gently towards another

part of the circle - and so on until the one in the middle wants to stop.

♥ **The blind walk**

Do this in pairs. One is blindfolded (or keeps her eyes shut). The other one guides her around the room or outside, explaining the obstacles. Try this with and without talking.

♥ **Cat and mouse**

The group forms a circle. One person stands in the centre of a circle. This is 'the mouse'. One person stands outside the circle. This person is the 'cat'. The cat has to try to catch the mouse. The group tries to stop the cat reaching the mouse.

♥ **Relaxation**

With their eyes shut children can:

- listen to music or sounds outside
- squeeze and relax each part of their body in turn
- listen to the rhythm of their breathing
- listen to a story or a 'picture' being painted in the minds by the organiser or by another child such as a beach scene, a mountain scene or somewhere peaceful and beautiful

Helping children to listen and to express themselves

♥ **A role play about listening**

Divide into small groups. One person is the speaker and talks about any subject they like for about three minutes. Another person is the listener and must show the speaker that they are listening carefully. A third person is an observer and must observe how 'well' the listener was listening and then report on this to the rest of the group. After a feedback session, speakers, listeners and observers can exchange roles.

♥ **Hear me speak**

Decide on a place in the group where a 'speaker' can be seen by everyone. Call this the 'speaking place'. It might be on a chair in front of a group, sitting at a desk or under a tree. The leader announces a 'speaking topic' such as 'Accidents'. Children come out in turn and tell a story related to the topic, e.g. "When I was very small, I climbed a tree and...."

Other topic ideas:

- If I was a rich person, I would...
- What make me feel good
- What makes me feel angry

The children will have many more ideas. When they get more confident, this time can be used more freely, to share experiences and problems.

♥ **Group discussions**

Children in groups can work together to solve problems. Here are two examples:

1. Two families quarrel when the animals from one family has caused damage to the crops growing on the other family's land.
2. In one family there are many children who make a lot of noise. The neighbours are angry with this family who do not seem to care.

Children have to think of peaceful ways to resolve these quarrels.

♥ **Story telling**

Children can tell each other stories. Below is one traditional story from the Winnebago people of North America which tells of helplessness in the face of death. In this story, Hare is overcome by his sadness and helplessness. Recognising and sharing feelings like these can help children (and adults) feel stronger in the face of death. Traditional stories in many cultures help people in this way.

Stories from newspapers, or from children's and teachers' own lives can also provide starting points for discussion, and help children think of ways of helping others.

Hare's story

Hare for the first time hears of death. He starts to cry and runs towards his home. As he runs he is attacked by the thought that everything will die. He casts his thoughts everywhere, upon the rocks, the mountains, under the earth, towards the skies. Wherever he casts his thoughts all becomes shattered and stiffened up in death. When he reaches home, he wraps a blanket around himself and lies down crying. Then he becomes silent.

♥ **Plays and puppets**

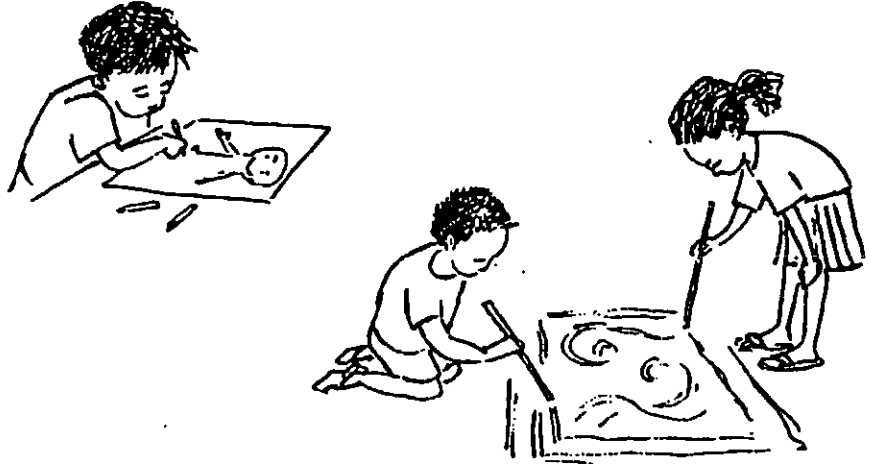
Plays are a useful starting point for discussion. Puppets can help children explore sensitive subjects such as missing family or friends, or violent events that children have seen or participated in.

♥ **Drawing and writing**

It may be too difficult for children to talk about their war or disaster experiences. They may not be able to express their feelings when someone they love has died. But children can be encouraged to express feelings in other ways, such as through drawing and writing stories and poems.

Children can draw on the ground, on paper, on walls, with paints, with pencils, chalks, sand etc.; they can draw while listening to music. Drawing can be used as a starting point for story telling, drama or music.

Below are extracts from poems by primary school children in Uganda who live in a community where there have been many deaths of friends and family members



'AIDS, AIDS

Who created you?

You are finishing us all

You kill the young and the old

You are finishing our lives

What is your mission?

*AIDS! You are a threat to the
population*

Why do you rob man of his good life?

Last week you killed our father

The other mother you killed our mother

Now you are killing our brother

Leaving us orphans

We wish we knew where you live

Where are you AIDS?'

'Who of you wouldn't want to see God?

To sit with the Creator?

But who of us wants to die?

The young and the old have died

The poor and the rich have vanished

*The handsome, the beautiful, the ugly
have disappeared*

Because of AIDS, the killer!'

Children helping each other

♥ The older child as a helper

If a child has problems, other children can help. Often children are better at finding the right way to help. Older children can comfort younger ones; make toys for them; tell or read them stories; teach them songs and dances and help them with school work.

♥ Things to do for children when they have lost someone they love

- Talk to children and be friendly. When we ignore them or the death, this adds to their sadness and painful feelings. Allow the children to show sadness by tears and other ways. Help by just being with them, hugging or holding hands, or doing something simple to show that you care.
- Listen to the children. It does not help to say we know how you feel -- it is very difficult to know how someone else feels.
- Be gentle and patient. We should not make them think they should get over their feelings quickly. Later on, children are likely to experience other losses, for instance if a good friend moves away from the refugee camp. At that time, all the feelings connected with the death of their loved one can return.
- Encourage children to join in play and other activities but do not force them to do so.
- Do not say things like, "You'll get over it", "Just think of all the good things you have", or "Everything will be all right." This suggests that children should deny their feelings.

♥ Helping families

Children can help other families when someone has died. For example, they can help with housework, shopping or looking after younger children.

♥ Children as health messengers

Children involved with Child-to-Child health activities feel they are doing something useful and important. Children spread health messages and teach others about good health. The Child-to-Child Trust has activity sheets which cover a wide range of health topics such as: nutrition, safe lifestyles and the prevention and cure of diseases.

♥ Children helping children in refugee camps

Many of the children living in camps for displaced people or refugees have had distressing experiences. They need lots of things to do; affection and security; positive and interesting new experiences and plenty of attention. They need:

- * time (and energy) to play with their friends
- * group activities such as games and discussions
- * a daily routine such as meals, lessons and tasks
- * something they call their own such as a mat, a box, a task
- * opportunities to do important things for others
- * people they can trust

Child-to-Child activities can help. Below is a description of the key role played by children in an East African refugee camp:

When the dry rations had been collected, small groups of people gathered together to eat. 10-14 year old children helped the younger children by teaching them how to wash their hands, and making sure each child had enough food and was eating from his/her own plate or bowl.

Once the food was very late to arrive, and the little ones became restless. The older children played games with them and taught them songs. Singing



then became part of the everyday routine at meal times and was enjoyed by everyone.

The older children noticed those children who were not eating well. They encouraged them and told an adult who could help:

"Habiba does not want her food today. She is very hot."

"Ahmed has diarrhoea and will not drink his milk."

The health worker taught the children simple messages of hygiene and nutrition such as:

- * feed young children a little and often
- * Wash the hands after passing stools and before eating
- * breast milk is best
- * bury babies' stools

The children spread the health messages in a variety of ways: discussions, songs, poems, drama and 'health marches' in the camp. The children were also a source of comfort and support to each other and to the younger children. The children enjoyed the activities and felt proud that they were doing something useful and important.

In some refugee camps, children have taken part in community health activities by:

- Finding out which children were eating less than others
- Doing a simple survey to find out the children who need to be immunised
- Finding out if children need to return to the health clinic for further treatment
- Making a safe and stimulating play area for young children
- Organising games and storytelling for young children
- Spreading the message about the need to give lots of liquids to someone with diarrhoea
- Reporting to the health committee about families needing assistance.

CARTOONS

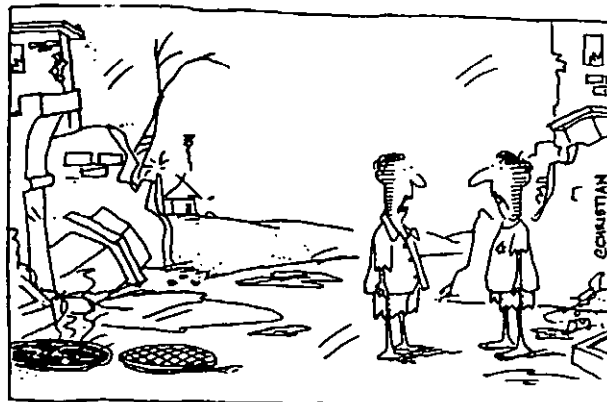
The Kids from Somalia Cartoon comments by Christian Clark, UNICEF Information Officer, Somalia

SOURCE

First Call for Children No. 2/1994 (April-June 1994) published by UNICEF, 3 UN Plaza, H-9F, New York, NY 10017, USA. If reproduced, please give credit to Christian Clark/UNICEF. *First Call for Children* is a quarterly publication available from UNICEF, 3 UN Plaza, RPPL DH-49B, New York, NY 10017, USA

SUGGESTIONS FOR USE

editors of newspapers, periodicals: To complement articles on children affected by war



Treating war-traumatized children

SOURCE

This interview of Dr. Magne Raundalen, a child psychologist who has specialised in war-related trauma since 1984, was conducted by Patricia Lone, Editor of *First Call for Children* and it appeared in the April-June 1994 issue of the UNICEF Quarterly. If reproduced please give credit to original interviewer/publication. For further information write to: *First Call for Children*, UNICEF, 3 UN Plaza, H-9F, New York, NY 10017 USA

SUGGESTIONS FOR USE

radio broadcasters, journalists: As the basis of a programme/article on practical measures that may be taken to help war-traumatized children.

teachers, care-givers of children: As a source of practical ideas for dealing with war-traumatized children.

Dr. Magne Raundalen is the Director of Research for Children in the Centre for Crisis Psychology in Norway. In the following interview for Patricia Lone, editor of *First Call for Children*, he proposes three simple new measures that can be taken immediately, even in emergency situations, to ease the pain of children's traumas. He also discusses ways to stimulate empathy, instead of hatred, and make war a truly unthinkable option:

Q. What is psychological trauma?

A. It is a sudden, unexpected event that overwhelms the person and renders him or her helpless. It is an attack on the senses. When you are in danger, your senses widen, they receive more impressions - what you see, hear, smell or touch - and you are helpless to block them out. It is like looking into the sun with completely dilated pupils - the impressions are burnt into the mind. If these impressions are not dealt with, the trauma can be so tormenting that up to 25 per cent of people have lifelong trouble. The worst of all trauma is rape. Up to 80 per cent of women have a lifelong after-effect of rape.

Q. How is trauma treated and what level of skill is needed?

A. Writing and speaking about trauma are powerful ways of healing it. Time alone will not heal it. Most adults, parents, teachers and emergency personnel underestimate the sufferings of the child and even actively signal that children should not talk about their experiences because they don't know how to handle them. So in every camp we work with teachers and social workers to set up talking groups for children.

Those working with traumatized children must have the ability to listen to the worst. One girl was asked about how she felt about being questioned all the time by reporters and she said, "It's wonderful. They want to know the worst."

Q. Is there a difference in the trauma children are experiencing in wars now from that experienced, say, during World War II?

A. One difference now is that the front line, especially in places like Croatia, and Bosnia and Herzegovina, is the corner of the neighbour's house and the enemy is the neighbour. During World War II, you could be quite safe in many, many places; now the front line is the front door.

Another difference is that children are deliberately targeted, especially in wars where government troops are fighting guerilla forces. The troops have orders to shoot everybody. It is a tactic, taught by military advisers, and it has a special name: 'to clean the bay'.

Q. Among the ideas you have for helping children deal with trauma is one you call a 'trauma first aid kit'. Could you describe this?

A. This trauma first aid kit could be very simple, consisting of a pencil case or a small bag containing a notebook, pencils and other paper, and one letter to the child and one to the mother. The kit could be part of regular emergency relief supplies, to be given to children by emergency personnel.

The letter to the child would explain that people in the world know what war is and realize that the child has disturbing memories of war. It would tell the child that he or she will have to live with these memories, and the way to do that is to write about them and then show what you've written to someone, perhaps a grandma, because she can take it.

Even five-year-old children can write because someone, a parent, teacher or health worker, can tell them, "Here is my hand with a pen, now my hand is writing for you, and today we are writing about sadness. I became sad when...." and then the child starts to dictate.

The letter would also give the child some encouragement, explaining that the world is monitoring all wars and that people are trying to stop war.

The letter to the parent would mention that it is understandable that they do not like to hear their child speaking about their worst memories, but if they can overcome this resistance and talk to their child, they will help the child now and in the years ahead.

The parent's letter should also be given a short explanation of trauma and why it is important to communicate it and why parents should give the child hope and encouragement.

This inexpensive kit would help the child gain some control over the terrible memories, because research shows that to express trauma and take some control over it reduces the impact and can even remove the mental pictures.

Q. Your second idea is to establish anchor people in each situation to whom children can turn for help. How would this work?

A. Societies in war are societies in chaos and crisis. In such situations, lines of authority deteriorate, and I have seen free-floating children, without any place to anchor. So it becomes very important to identify and train someone I call an 'anchor person', whom children can turn to for information and for answers to their questions, someone who would help them with their tasks such as mailing a letter and tell them when it is dangerous to go outside.

Some societies already have similar arrangements, such as a block parent or someone a child can go to if a parent isn't around. In a situation of war such an anchor person could give children advice and correct information they need to get a grip on what has happened.

Q. Is your third idea also tied to breaking the silence that surrounds trauma?

A. Yes. I don't have a name for this technique yet, but we need to use every possible opportunity to talk about the effects of trauma, to give children (and adults) the basic information they need in the simplest language. This can be done in refugee camps or shelters or anywhere people are gathered.

For example, when I visited a camp in Liberia I said I wanted to speak to the children, and 700 children and adults showed up.

I told them I was glad to see their happy faces, and they smiled and waved and probably thought I was just another superficial visitor who saw only their smiles.

Then I said I was so glad that they could sometimes appear happy because I knew how sad they were inside.

And then it was so silent among the 700, so silent.

I said I know you have all these pictures, all these memories from the shooting, shelling and the loss of siblings, even parents, from seeing wounded bodies and all the horrors. You have to carry it all inside, I told them, and that's why I am here.

I said it was important for them to talk about both the good past and the worst memories. After that, I said, you can also talk about the future. And I told them I hoped they would have a peaceful future and that we should never lose that hope.

I give such speeches now to large groups of children on every possible occasion, and I go prepared. When I go on a trip I ask whether I will be seeing a large group of children, whether there will be a school or a hall, how old will the children be. I have a speech written before I go and I learn it by heart.

Q. When you speak of hope to children, is there any reason for optimism when wars and violence seem to be multiplying?

A. One reason for optimism is that empathy - the ability to feel another's suffering - is the most important thing in the upbringing of children, and it actually is boosted in times of war. Children see parents helping others and they see that they themselves are helped. They share things and people share with them. They cry more on behalf of others.

Many of those who experience war become helpers later on, if they are helped themselves. In our first studies in Uganda we found children wanting to be UNICEF or Red Cross drivers, doctors or nurses. They wanted to heal Uganda. No one wanted to be a soldier.

Q. You say that empathy is the most important thing in bringing up children. How is it conveyed to children and stimulated in them?

A. Empathy can be developed in many ways but a good way is by a parent caring for, and responding to, the suffering of a child and telling the child that he or she should help people.

Preaching to children is much more effective than we ever dreamed: "I saw you sharing with that boy and that was very good. If more people were like you we could change the world." If you say that to a six-year-old boy, he will remember it for the rest of his life.

Q. What role do you see peace education playing?

A. Trauma treatment is also peace education. How can you start thinking about peace with the picture of dead bodies before your eyes and the sound of bombing in your ears, when the picture of throats being cut comes before you every day? How can you be receptive to peace education if you have not worked through the trauma?

Any peace education that talks about tolerance and negotiation without addressing the rage and anger children have won't work. First you have to address that anger and aggression.

Q. How can people address anger and aggression constructively?

A. Let me give you one example.

I visited a school in a city which had been bombed, near Montenegro and asked the students in one class to draw a circle. I then told them to divide the circle into three parts, one for anger, one for fear and one for sadness. There was fear and sadness, but the anger parts were much larger.

One boy was painting the anger part black and he said, "I am painting it black because my anger is hate inside."

I said, "I can see that. Let me guess what you want to be. I think you want to be a pilot."

"Yes," he said. He wanted to have a plane, a fighter with bombs. And he wanted to go over Belgrade.

And so I said, "Yes, you are a pilot and you are right over Belgrade. There you are, on the point of dropping the bombs." And he said, "Yes."

And I said, "You have a problem."

"Yes," he said.

"What is the problem?" I asked.

"There are children there, that's the problem," he said.

I asked him what he would do and he said he would fly back. And then he shouted: "Someone should tell the other devils to fly back also!"

And that is peace education. He said, "After I have been angry, I hate less." It was one of the greatest moments I have experienced with children.

I asked him why he thought about the children in Belgrade.

He replied, "I don't want any children on this planet to experience what I have experienced."

I think that to promote empathy and control aggression is a very, very important part of peace education.

Research shows that when wars end, there is a huge wave of anti-social, aggressive, violent

behaviour among boys between the ages of 16 and 22. How do we channel and control this aggression after the war?

We have to confirm the children's urge for revenge and then deal with it, rather than trying to put a lid on it. We should tell children that we can see that they are angry and we know why, but that we are in command.

ARTICLE

Taking conflict resolution techniques to the front lines

SOURCE

"Education for Peace in Practice" in *edev news* November 1993 Volume 4, No. 3.. If reproduced, please credit original source. *edev news* is the Education for Development News Bulletin of UNICEF. It is published in English and in French three times a year and is distributed free of charge. For further information about *edev news*, write to: Education for Development, UNICEF, Palais des Nations, CH-1211 Geneva 10, Switzerland (tel: (41) (22) 798.58.50; fax: (41) (22) 791.08.22

"Taking Action in Bosnia and Herzegovina: Broadcasts for Peace" in *It's Only Right: A practical guide to learning about the Convention on the Rights of the Child* by Susan Fountain published by UNICEF (1993)

SUGGESTIONS FOR USE

teachers, youth workers: As ideas for developing programmes for children affected by war and civil conflict

journalists, radio broadcasters: As examples to cite in programmes and articles about how to educate children in areas of conflict

Education for peace projects are taking conflict resolution techniques to the front lines. The five UNICEF-supported projects profiled here have come from different kinds of conflicts, yet they share common goals. In all the projects, children are not only learning that peace is possible, but how to make it happen.

(1) MOZAMBIQUE - A mobile theatre troupe uses dance, art and drama to portray a world of tolerance

Creative self-expression is the key to an education initiative for marginalised groups in Mozambique. Circo da Paz took to the road in mid-1993 in order to reach disabled adults, demobilised soldiers and, primarily, children. This travelling circus of trainers uses theatre, art and dance to help people heal from two decades of war.

"About half of the Mozambican population has never known what it is like to live in a war-free environment," says Barbara Kolucki of UNICEF Maputo, "and it will still be years before many children have access to schooling, to good recreation or to a creative environment -

access to the conditions that help children and their families rebuild hope."

The trainers, a group of a dozen professional artists and educators, are known as the Circus Training Team. A training site is called a "circus" because, like a circus, it represents a community structure that uses the strengths and talents of all its members to create a local production. After two months of training with a group of young people, the circus moves on to the next site. The plan is to tour all ten provinces in Mozambique within two years.

In addition to dance, art and drama, young people

learn to explore and promote peace through games, puppetry and the skills of radio, television and print journalism. In fact, journalists are another target group for training. A variety of advocacy and training activities introduce media professionals to conflict resolution techniques and encourage them to incorporate issues such as tolerance, self-esteem and non-violence into their work.

The programme is growing from the grassroots with support from local governments, NGOs, religious groups, media systems and others.

(2) LEBANON - Teenagers teaching peace to younger children

The *Education for Peace* project in Lebanon has shown more than 140,000 young people how to look beyond the cultural and religious barriers enforced by sixteen years of war. It began in 1989 to bring together youth from different communities into residential day camps, summer camps and neighbourhood clubs.

These highly recreational settings are host to a wide range of educational activities. Leadership exercises, creative workshops and sports invite children to question their values, beliefs and biases. UNICEF Programme Officer, Anna Mansour says that the process of interactive learning helps children come to understand one another.

"For a generation deprived of childhood, the project buffers the impact of war,

enhances their inner peace, and tries to bring joyful expression into their lives. This is preventive and corrective education for development; not teaching about peace but living it each day." she says. An emphasis on non-formal education, conflict resolution and communication skills underlies many of the activities.

At the camps and clubs, younger children are led by older youth monitors - volunteers trained to help them learn the values of community life, cooperation, solidarity, respect for others, environmental awareness and forgiveness. Some 6,000 students have been trained as youth monitors.

The experience can be powerful, as a volunteer from South Lebanon explains:

"When the war started I was 3 years old. Now I am 18. I never knew peace. Before I came here, peace was only a dream, an illusion. Just as we stepped out of the bus, I felt peace going through me due to the warm welcome from all of the instructors. Especially after all of the hardship, we did not feel like strangers. It felt like home."

Through *Education for Peace*, the Lebanese Government, UNICEF and 240 NGOs are working together to replace Lebanon's culture of war with a culture of reconciliation. This goal is furthered through the publication of a children's magazine entitled SAWA (*togetherness* in Arabic), which delivers a message of peace to 70,000 young readers.

(3) SRI LANKA - teacher-training tackles the troubles of ethnic strife

In Sri Lanka, where there is continuing unrest, "children feel there is no way to settle disputes other than resorting to violence," says Mr Bogoda Premaratne, Secretary to the Cabinet, Committee on Education and Socio-Cultural Affairs. He helped initiate Sri Lanka's education for peace project along with local groups and UNICEF.

The project, *Education for Conflict Resolution* (ECR), was established in 1989 to offer children alternatives to violence. The main focus is training for teachers. "Teachers are being trained to identify the values of peace and tolerance and to integrate

them into their own subject area. Before, it was assumed that these values would emerge with good teaching, but now we find we cannot wait," Premaratne says.

ECR trains educators to teach the values and skills of conflict resolution. This includes: critical thinking (re-evaluating beliefs which may be based on stereotypes or on negative images or perceptions of others); empathy (putting oneself into the position of others); self-esteem (developing positive feelings and attitudes about oneself); and cooperation (collectively working with others to reach a goal).

Instructional materials have been developed by ECR for school principals, teachers and educational officials. More than 10,000 schools will have received the materials by the end of 1996. The project also reaches out to the general public by promoting examples of peaceful ways of resolving conflict through television, newspaper, radio, posters and comic strips. While ECR is still small, the project is growing to meet ambitious goals: to reduce social conflict and to provide Sri Lanka's 4.5 million school children with a greater understanding of the heritages and traditions of their country.

(4) THE FORMER YUGOSLAVIA - broadcasts for peace

In war-torn Sarajevo, some children no longer have a school to go to. For others, opportunities for recreation and leisure are severely limited by the dangers of unpredictable shelling. All too many children struggle with the painful emotions that follow the death or injury of a family member or friend.

But since the summer of 1993, a radio programme called "Colourful Wall" has been bringing education, entertainment and psychological support to children whose lives have been disrupted by war.

"Colourful Wall" is a one-hour programme featuring a rotating series of subjects, selected and prepared by a team of 18 children aged 10 to 13, with some help from supportive adults from the radio station. It is broadcast twice a weekday on a popular

radio station. Whenever possible, the young people conduct polls of other children around the city. Their needs and interests determine each segment of the programme. 'Press centres' have been created in 15 areas of the city. Children bring news of interesting neighbourhood events to the nearest press centre and, when the phone service is operating, items are phoned in to the radio station and selected for broadcast.

The show's topics include children's literature, geography, astronomy, ecology, science, art, health and English language. A broadcast on environmental issues explored the effects of war on urban ecosystems. A special daily segment presents information about the Convention on the Rights of the Child, linking it to the conditions of children in

Sarajevo.

A popular part of the programme is devoted to psycho-social issues. "Little problems, bigger problems" allots ten minutes to the kinds of trauma commonly experienced by children in war. In a "column", children at the station answer questions about love, dogs, sports, comic strips and music. Weekly quizzes and popular music selected by children are ongoing features.

Despite obstacles, such as frequent and widespread lack of electricity, surveys indicate that 80 per cent of the citizens of Sarajevo - adults and children - listen to "Colourful Wall". The young editors have refused to let their spirits be crushed by war and are reaching out every day to their peers, offering learning, recreation, emotional support and hope.

(5) LIBERIA - Drama is used to change minds and heal hearts

Kukatonon is the name (chosen by children) of a UNICEF-supported project in Liberia which sets the stage for peace through children's theatre. *Kukatonon*, meaning "we are one" or "unity" in the Kpelle language is the brainchild of Joe Gbaba, a former host of an entertainment programme on Liberian television.

The brutal violence of the civil war in Liberia in 1990 touched everyone in the country including Gbaba. He became aware of the war's deep effect on children when he began working with those

who had been orphaned or abandoned. He concluded that the children needed to redevelop a sense of national identity and patriotism: "They needed to be shown that there's something worth their allegiance that transcends the tribal loyalties that were the root of all the trouble."

The best therapy, Gbaba felt, would combine expressions of national pride with songs, games and myths from a child's own ethnic culture. The children would 'act' these out in a theatre troupe.

A children's theatre troupe

was formed in Monrovia, and the members of *Kukatonon Children's Peace Theatre* performed their first songs and dances in June 1992.

While theatre continues to be a central component of the project, training workshops on conflict resolutions are expanding. The workshops use role play, active listening and reconciliation exercises to encourage children to act as peer educators: cooperating with other children, communicating messages of unity, and taking an active role in building peace. The workshops, like the

performances, aim to cultivate attitudes of mutual understanding and forgiveness and to reduce ethnic prejudices and biases.

Attended by children, teachers, and school administrators, the workshops prepare their participants to go into schools and communities to teach the

same skills to others, as some of the 70 teachers trained so far have done.

The project's approach to conflict resolution training has captured the attention of the Ministry of Education, which is working to sustain the project's activities within the school system. In a related venture,

the national Adult Education Association is creating a centre for research and information on education for peace, with support from UNICEF. More work is needed, especially with the thousands of young former soldiers who are ill-equipped for life without their guns.

ACTIVITIES

I know a lot, I can do a lot, but I need to understand: cognition through games

SOURCE

Cognition through games: A handbook for workshops for children, 7 - 14 years old by Tünde Kovač-Cerović, Slobodanka Janković, Milena Jerotijević, Tatjana Kecman, Svetlana Kijevčanin, Marija Krivacić and Snježana Mrše and published by the United Nations High Commissioner for Refugees (Belgrade, 1993). If reproduced, please credit UNHCR and the authors mentioned above. For further information, write to: Programme and Technical Support Section, UNHCR, Case Postale 2500, CH-1211 Geneva 2 Dépôt, Switzerland

SUGGESTIONS FOR USE teachers, youth workers:

To stimulate thinking and adapt ideas for workshops for children aged 7 - 10 years old who have been traumatised by the ravages of war.

Cognition through games is a way to help children work through the inner journey of the ravages of war and its traumatising effects on the way children view themselves and the world.

The two workshops for 7-10 year olds described below are taken from the manual *Cognition through games: a handbook for workshops for children 7 - 14*

years. The manual was conceived in the context of war in the former Yugoslavia, but the ideas it contains will stimulate thinking and help others in different parts of the world to adapt the ideas to their own specific locations and be creative and responsive to the needs of children with whom they work.

WORKSHOP: NICE AND TERRIBLE

Aim: Through a guided fantasy, children "play" with potential sources of fear in an atmosphere of protection.

Materials:

- materials for badges
- blackboard or a large sheet of paper hung on a wall
- chalk or felt pens
- paper

Badge: The children make badges by drawing and cutting out "what they like". This can be anything: a favourite cake, a toy, an animal, a person.

Introductory game: Touch.....

The leader explains the game: "In this game,

we will use music. I'll tell you now what you should touch and then I'll turn on the music. While the music is playing, you will dance. When I stop the music, you should run and touch it. When everyone does that, I will tell you what you will have to touch next when the music stops, and so on."

1. Touch blue; 2. Touch hot; 3. Touch hard; 4. Touch cold; 5. Touch hairy; 6. Touch smooth; 7. Touch rough; 8. Touch woollen; 9. Touch metal; 10. Touch nice.

Preliminary game: Nice - Terrible words

The game consists of children "creating" two nonsense words through a guided process, one of which will mean something nice and the other something terrible. This represents an introduction to the main theme. It is important

that the children learn something of the idea of terrible, which each individual will make concrete in the main game, i.e. the guided fantasy.

The whole group sits on the floor. The leader says to the children: *"Now we will say various nice words which have meaning. Try to remember as many nice words as you can. We will write all those words on this piece of paper."* Prompt them to remember as many nice words as possible. Write the words on the board or on the paper. When all the words are written down, go on to the terrible words: *"Good, now let's say some terrible words which mean something. That is, words that are really bad and which we are afraid of."* These terrible words are written down on the other side of the paper or the board so that the nice words and the terrible words are opposite each other.

When all the nice and terrible words are written down, the children, guided by the leader, look for the primary qualities characteristic of nice (for example, warm, soft, light, gay...). These qualities are written alongside the nice words. For example, if the first word in the list of nice words is "sun", the leader asks: *"What is nice in the word sun?"* Then, the children are asked about each word until 3-4 primary qualities of the idea of "nice" are arrived at. That is repeated with the terrible words. For example, if the first word in the list of terrible words is "dark", the leader asks: *"What is terrible in the word dark?"* Then, the children are asked about each word until 3-4 primary qualities of the idea of "terrible" are obtained (dark, cold, fear, sad...)

On the basis of the quality for nice, the children should now make up a new, non-existent word, which from now on in this game means nice. The mentioned qualities of nice are read out and the leader says: *"Now let's make a completely new, nonsense word, which has not existed before, and which will contain all that we have said about nice. This word will mean nice to us."* (If several words are suggested, then choose one.) In the same way, on the basis of the quality for terrible, the children should now make up a new, non-existent word, which will from now on mean terrible in this game. *"Let's make up a new word, which has never before existed, for terrible."*

Main theme: What is that funny terrible?

The purpose of this guided fantasy is for the children, in an atmosphere of protection, to "play" with the potential sources of fear. This game has meaning and justification whether the child under the chosen, nonsense, terrible word imagines a concrete real existing source of fear or s/he remains at the level of recognition of that fear not connected to any particular object.

Step 1: Relaxation: The leader tells the whole story slowly in an even rhythm pausing from time to time in order to give the children time to imagine each picture: *"Let's lie on the floor. Make yourselves comfortable, relax and breathe deeply. Close your eyes."*

Step 2: Guided fantasy: The leader continues: *"Imagine that _____ (the chosen terrible word) is on the ceiling, in the middle of the ceiling. It is glued to the ceiling and it cannot move. It cannot come near you, and you are perfectly safe. Now look at the _____ carefully. You can see all there is to it, what it looks like. You know that it is stuck to the ceiling, and that we are perfectly safe looking at it."*

"Now let's change its colour. Let it be orange...and now blue... and now pink. Let it now have green sneakers on its feet. Look at _____ in green sneakers. Let it now have a red skirt with dots and a yellow ribbon in its hair. Let it now, dressed as it is, slap its hands on the ceiling. Let it walk to the corner... and then to the other corner... let it gather itself together in that corner, let it shrink, let it be as small as a bug... now let only one of its legs become bigger... and then let it become small again... let its nose grow... and then let it become small once again. Now let it come back again to the centre of the ceiling. Let it yawn as if it were sleepy. Now make it smaller once again, let it be as small as a dot. Then make it as big as you wish... now ruffle it a little... let it have red lipstick... Now it is in the middle of the ceiling, and it is singing and playing a guitar. When it finishes singing, it sits down, puts a pacifier in its mouth and looks content."

"Imagine now that a piece of rope is holding it and that the rope can be lowered and raised. When you pull the rope, _____ is raised to the ceiling, and when you loosen the rope, it is lowered. Well now let's lower it a little... as much as you wish, and then raise it again. You can do this as often as you wish."

When it is lowest, that is closest to you, look at it. Perhaps, it is no longer so terrible... Perhaps, we can say "Hello" to it... Perhaps, we can now tell it what our names are. Let it take the pacifier from its mouth and tell us its name. What is its real name? We have given it the name _____, but perhaps it might have a different name. Let it say so... Look at it carefully. Perhaps, it is lonely because everyone is afraid of it... perhaps it wants to be friends but it doesn't know how to. Perhaps, we can offer our little finger to it in a handshake. Perhaps, we can offer it a sweet... It will now go back to the ceiling, or it will remain with you, or it will go off somewhere... Do with it what you want."

Step 3. Coming out of the fantasy: The

leader ends the fantasy by saying to the children: "Good, now shake yourself a bit, stretch your hands and legs, open your eyes and slowly get up."

Closing games

1. Drawing of the "funniest terrible"

The children draw their own _____ when it was the funniest during the guided fantasy.

2. Discussion in a circle:

Each child present his _____ : what it was like; how it was imagined; when it was the funniest. Did it change its name after becoming acquainted with you, or did it keep the same name?

Make an exhibition of the "funny-terrible".

WORKSHOP: HOW TO MAKE A DOG AND CAT FRIENDS

Aim: To consider conflict resolutions

Materials:

- materials for badge
- large sheet of paper or board
- felt pens or crayons

Badge: Every child makes a badge shaped like a dog or a cat, as they wish.

Introductory game: Dog and cat

The leader explains the game: "All stand in a circle and hold hands. Two children enter the centre of the circle and agree on who is to be the dog and who is to be the cat. The cat stays in the circle, and the dog leaves it. The dog has to catch the cat. At the beginning, those of you holding hands in the circle, start walking right and stop when I count to ten. At that moment, the dog starts chasing the cat. You, forming the circle, should help the cat in the following ways: While the cat is in the circle, you hold your hands low and do not allow the dog to enter the circle. When the dog succeeds in entering the circle, those who are nearest to the cat must raise their hands quickly and let the cat out of the circle, and then drop their hands down quickly to prevent the dog from going out of the circle. When the dog finally catches the cat, a new pair is to be chosen to be the dog and the cat."

Main theme: How to make a dog and a cat friends

The children are told a story of a serious conflict between a dog and a cat. This realistic, existing conflict is a prototype of an insolvable conflict. The children know it as such but nevertheless in the game they are asked to discover as many successful solutions to the conflict as possible.

Step 1: The story about a conflict between a dog and a cat. The leader tell the story about the dog and cat: "Now I shall tell you a story. Listen carefully. Once there were two children who lived in the same house which had two doors. One door led to one street, and the other to another street. The two children got along very well. They played together the whole day. One day the two children went off in two directions. One left by one door and the other by the other door. Imagine what happened! One child found a dog dozing in front of the door, and the other child found a cat sunning itself. Both the children thought: "Here is a pet for us to have fun with." Both children, not knowing that the other had also found a pet, brought their pets in at the same time. Suddenly there was a fight: the dog started barking at the cat, and the cat started hissing at the dog. The dog chased the cat, and the cat began running away, but seeing it could not escape, the cat lay down on its back and started to scratch the dog. There was general mayhem. The children had a hard time

separating the animals. But the children were now faced with a problem: they wanted to keep the cat and the dog, but how? How could they keep both without having them fight? How could they teach the dog and the cat to live together? Let's help them."

Step 2: Brainstorming: The children are divided into several groups so there are 4-5 in each group. The leader continues: "Every group should decide what to do. Think of as many solutions as you can, and the ways to make the animals live in peace."

Step 3: Reporting solutions: Each group reports their solutions which are written on the blackboard or on a large sheet of paper.

Step 4: Drawing a solution: At the end, the solutions are read once again, and then each child individually draws the solution which seems the best to him/her.

Advice: Some children are prone to refuse a solution which seems the best because they think it is difficult. Such children should nonetheless be encouraged to do it because it is not important how it will be drawn but what the solution is. In any case, the children also have the opportunity to explain their drawings. Make an exhibition of their drawings.

Closing games

1. The dog and the cat become friends

The children are divided into pairs on the basis of their badges: one pair is one "cat" and one "dog". Then, according to the leader's directions, the pairs perform at the same time:

- how the "cat" and "dog" sniff and nudge each other
- how the "cat" pats the "dog" with its paw and vice versa
- how in the evenings, the "cat" and "dog" sleep close to each other to keep warm

2. A cat goes round you

The leader explains the game: "Let's sit in a circle on the floor. We choose one child to play the "cat" in this game, and the others will play "mice". The "cat" will get a small cloth (e.g. a handkerchief) and will keep it in its hands and walk around the outside of the circle. During that time, the rest of us will sing a song: "A cat is going around you, watch for your tail, do not be blind, because if you are blind, your tail will fall off." While going behind our backs, the "cat" will make gestures several times as if dropping the cloth. While the song is sung, or at the end, the "cat" will put the cloth imperceptibly behind somebody's back. If that person (the "mouse") discovers the cloth behind his back, he will run around the circle to reach his place before the "cat". Meanwhile, the "cat" runs to reach the place of the "mouse" in the circle. If the "mouse" does not notice the cloth behind him before the "cat" reaches him again, the "mouse" will drop out of the game, and sit in the middle of the circle. The same "cat" continues the game. If the "cat" succeeds in reaching the empty place in the circle, the "mouse" who was sitting there now becomes the "cat".

EDUCATIONAL RESOURCES

Refugees: A Resource Book for 8-13 Year Olds

1992
ISBN 0 946787 06 9
Price £3.00
Student and teacher
activity book

Written by Jill Rutter and published by the Refugee Council as part of *Refugees and the New Europe*, a joint information project funded by the European Commission's Development Education Fund. The publication is available from the Refugee Council, 3 Bondway, London SW8 1SJ, UK.

Through the activities in this book, children learn why people leave their homes and become refugees, and about the issues facing them - when they leave home, journey to safety, settle new places, and perhaps, return home. Students learn about current events and explore concepts such as human rights, justice, fear, safety, leaving home and becoming a newcomer. Such work may encourage students to develop attitudes such as empathy and a commitment to justice. The resource book is aimed at students in the UK and is relevant to various parts of the National Curriculum. However, many of the exercises have more widespread application.

Let a puppet do the talking

SOURCES

Cathy Stubington, "Let a puppet do the talking" in *Voices* Nos. 27 - 29 (July 1993). *Voices* is the newsletter for members and participants in the Developing Countries Farm Radio Network. For further information, write to: DCFRN, 40 Dundas Street West, Box 12, Suite 227B, Toronto, Ontario M5G 2C2 CANADA.

Issy H. Sanderson, *Making Puppets Work: a handbook for using puppetry in Environmental Education*, published by WWF-UK in association with the Nigerian Conservation Foundation (1993). For further information, write to: WWF-UK, Panda House, Weyside Park, Godalming, Surrey GU7 1XR, UK.

David Werner and Bill Bower, *Helping Health Workers Learn: a book of methods, aids and ideas for instructors at village level* published by the Hesperian Foundation (1982), P.O.Box 1692, Palo Alto, CA 94302 USA.

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SUGGESTIONS FOR USE

teachers, community workers, editors for children's magazines and newspaper supplements: For ideas to develop puppetry as a means of communicating with students/readers on issues related to health and environmental education.

Some things are told better by puppets than by people

In Chiapas in south Mexico, people remember a land dispute between two municipalities. For a long time, nobody could solve it, neither the people nor the local authorities, nor the courts. Then, a puppeteer brought "Petul" and "Xun", two popular puppet characters. The puppets made people laugh, and persuaded both sides in the dispute to solve their problems.

Puppets can help people explore difficult social issues. A puppet can often make social criticisms or point out conflicting interests without causing personal offence. If a 'real person' were to say the same things in public, some people might be angry or hurt.

Puppets help in other ways, too. Children who are afraid to speak or argue with an adult, will often talk freely to puppets. Puppets add a sense of pretending that can make feared parts of people's lives easier to look at. They can help children explore subjects such as missing family or friends or violent events that children have seen or participate in.

In health education, some things are better said by puppets. Some topics, like personal hygiene, can be embarrassing, but when puppets talk about the issues, people relax and laugh. Taboo or private subjects can be approached through puppet shows. For example, a health worker in Chiapas made a puppet show to encourage women to talk about family planning.

It is difficult to suggest that people change the way they do things without seeming to criticise them. With a puppet show, you can let the audience question the puppets' actions or behaviour. For these reasons, puppet theatre is an ideal tool for AIDS educators, and is used in several African countries.



A puppet show attracts more people than a speech or discussion

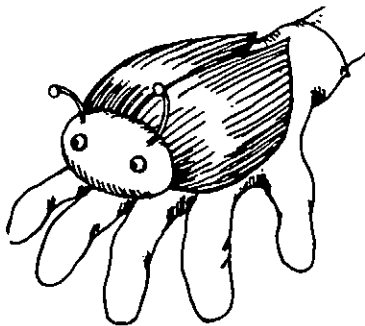
In Nigeria, people working on the Cross River National Park Project wanted a way of conveying to local people - largely illiterate villagers, from schoolchildren to chiefs and elders - what conservation was about, why a national park was being established and how it would affect their lives. They also wanted

to discover local concerns and worries regarding the project. Meetings proved unsuccessful. People became tired of leaving their farms to listen to the same messages, and to get caught up in barely manageable gatherings discussing contentious issues. So puppets were used to draw people out. People came because they were curious, and they stayed because even when sensitive issues were raised through the puppet shows, the atmosphere was always positive and lighthearted, and often very humorous.

For anyone from outside a community who finds it difficult to win over peoples' trust, a puppet show is an ideal form of communication. Crowds of all ages - children, parents, old folk - are likely to be drawn to a puppet show. People do not willingly listen to a speech more than once, but crowds may watch a puppet show several times. Repetition gives audiences another chance to learn the message. And people remember a sound, a character, a little song or a joke longer than a speech. If a puppeteer pays attention to detail, the audience is likely to talk about the performance for a long time afterwards.

Puppets do not have to represent people

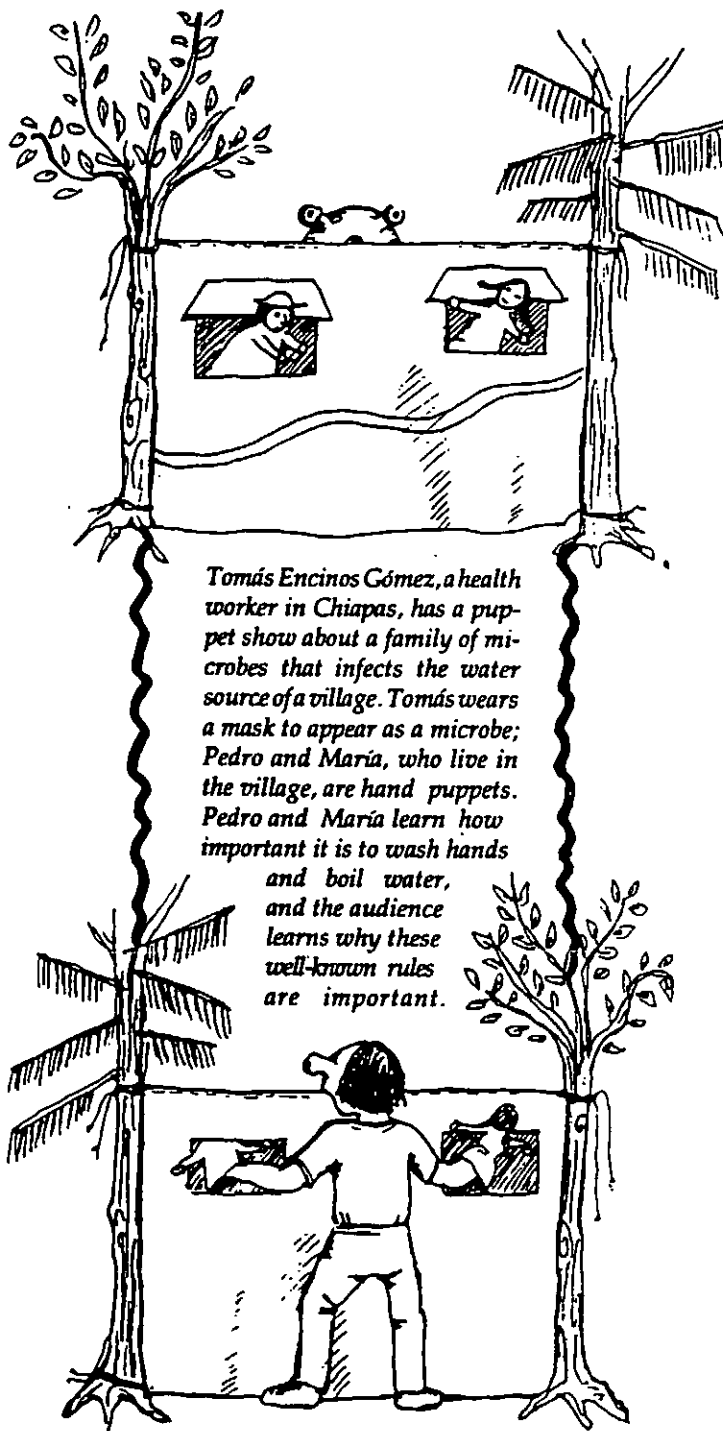
Puppets can represent abstract concepts - such as death - or tiny creatures - such as microbes and pests - that affect our lives. You can make bug or germ puppets. Let them explain that they have their own good reasons for wanting to live inside our bodies or plant. Realising this helps people understand how to deal with the problems they bring.



Puppets are practical

Puppets are cheap and easy to make. You can use local materials, and you don't need expensive, complicated equipment. A puppet show is easy to transport.

One person can play many characters in the same story. Perhaps, you don't need to do a whole show - a single puppet can help to animate your speech. You can even use the production of a puppet play as a way



Tomás Encinos Gómez, a health worker in Chiapas, has a puppet show about a family of microbes that infects the water source of a village. Tomás wears a mask to appear as a microbe; Pedro and María, who live in the village, are hand puppets. Pedro and María learn how important it is to wash hands and boil water, and the audience learns why these well-known rules are important.

of getting people involved in your programme or committee.

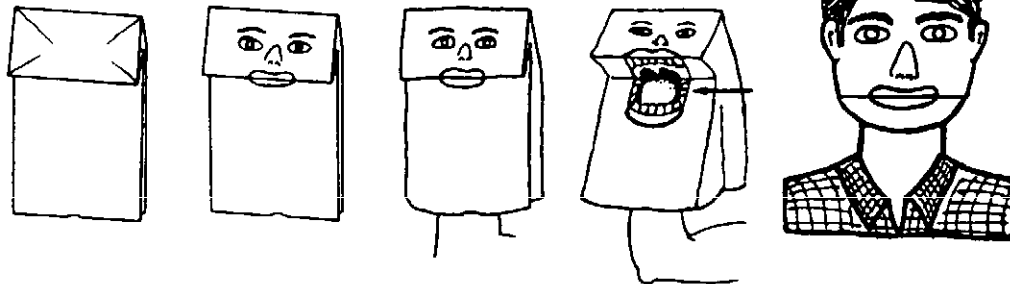
There are so many possibilities in puppet theatre. And the best part is that while they are learning, the audience is having fun. Puppets are especially fun for children. Children can help make the puppets, as well as take part in creating and putting on a show.

How to make puppets

1. Puppets that open their mouths

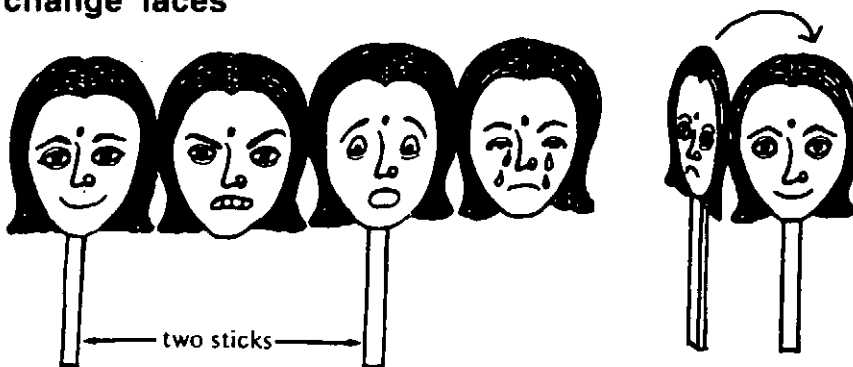
Use a paper bag with the bottom folded over. Open and close your hand to make it speak.

To make a bigger puppet, attach a cardboard face to the bag.



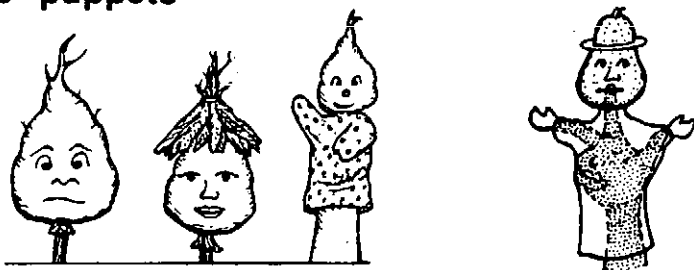
2. Puppets that change faces

This puppet has 4 different expressions - happy, angry, worried and sad. Glue two pairs of faces back-to-back and attach them to 2 sticks as shown here. The expression can be changed by turning the sticks like pages of a book.



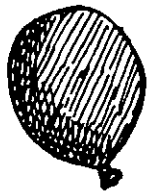
3. Vegetable puppets

Carve faces on squash, turnips, potatoes etc.



4. Puppets made from papier maché (one of several ways)

Balloon or gourd



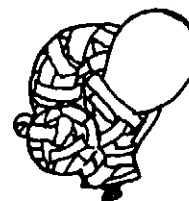
Paste made of flour (cassava starch) and water



Strips of newspaper

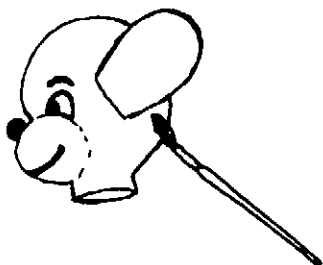


Put on several layers.



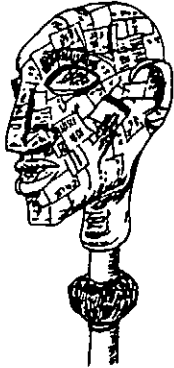
Let it dry. Pop the balloon and paint it.

Cut out soft clothing and sew.

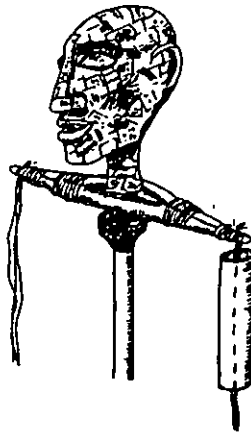


5. rod puppets

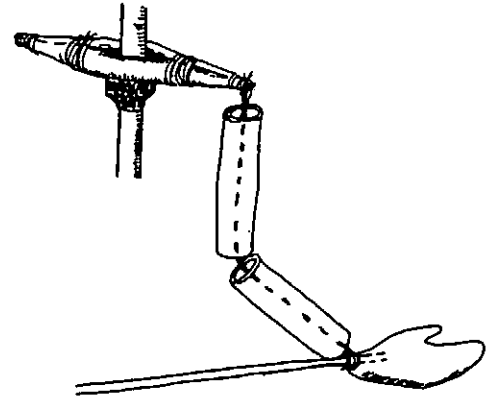
Make a head using papier maché - as in (4). Fix the head to a rod and attach a 'stopper' made out of pasted paper or cloth.



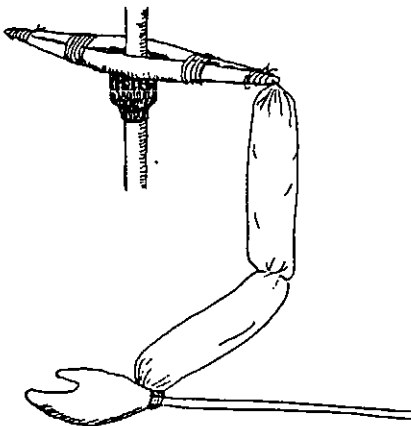
Make stick shoulders to rest on the 'stopper'. Attach strings to the end of the shoulders for newspaper tube 'arms'.



The strings are slotted through newspaper tubes from the shoulders and tied on to 'hand' rods.



Cloth tubes, stitched at the 'elbow' and attached to 'hand' rods may be used as arms instead newspaper tubes. Dress the puppet in a long robe or whatever costume you want.



This picture shows a small rod puppet performance.



Tips for puppet shows

- You can combine all different types of puppets in a performance, or you can just concentrate on one particular type.
- Keep in mind what you want to achieve by the puppet show: encourage people to think and talk about sensitive issues; change their behaviour; take action!
- Try to keep the message of the show simple and direct, and be as positive as possible.
- To plan your performance, consider the following questions: How many changes of scenery do you need? How many characters are there? What props do you need? What special effects do you need?
- Keep your puppet facing the audience (especially flat puppets).
- Stay hidden behind the curtain.
- Move and nod your puppet when it speaks.
- Speak loudly so everyone can hear.
- Use your own words instead of memorising a text.
- Practise until everyone knows what to say and when.

Danger! Land-mines!

SOURCE

Adapted from *Anti-personnel land-mines: a scourge on children* published by UNICEF, 1994. If reproduced, please acknowledge UNICEF. Other specific references are as follows:

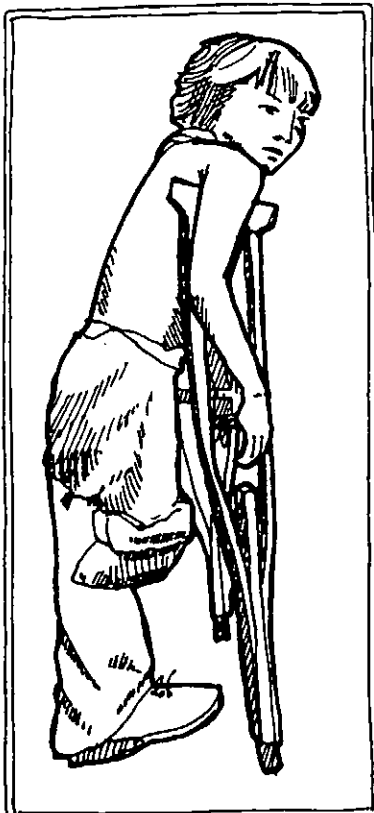
- ¹ *Hidden Enemies: Land Mines in Northern Somalia*, Physicians for Human Rights, 1992
- ² "Fields of Fire", *World in Action*, Granada Television, United Kingdom, 17 January 1994
- ³ United Nations General Assembly Resolution A/RES/48/75K

The publication, *Anti-personnel land-mines: a scourge on children* describes how tens of millions of land-mines are maiming and killing children in more than 60 countries. The book explains the importance of mine awareness projects to protect vulnerable communities and discusses current international efforts to ban the production, sale and export of these deadly devices. The publication is available for US\$5.95 from UNICEF, 3 UN Plaza, H-9F, New York, NY 10017, USA

SUGGESTIONS FOR USE

teachers, community leaders: As background reading for awareness exercises on land-mines.

editors of children's environment and health magazines and newspaper supplements: As an introduction for educational materials informing readers of local dangers from land-mines.

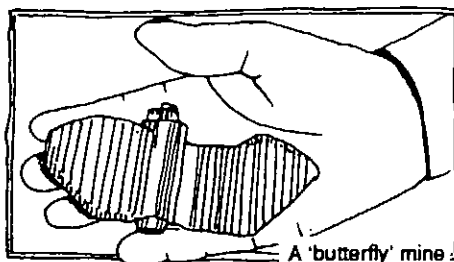


Victims of land-mines

A six-year old boy in northern Somalia picked up an object on the road near his home. It looked like the plastic top of a thermos bottle. When it exploded, the boy was blinded in both eyes, and his face was scarred. His right hand was destroyed, and later amputated at the wrist. Both

his knees were disabled with presumed shrapnel injuries. He is now unable to walk.¹

Land-mines responsible for most civilian deaths are the anti-personnel variety. These often injure children at play who are unaware, careless or ignorant of the danger. Even though mines may not be designed to look like toys, to a child, any interesting object will arouse curiosity. Mines come in a bewildering array of shapes and colours. Some look like stones. Others resemble pineapples. Many Afghan tribesmen talk of the infamous 'butterfly' mine as the green parrot.



Every day land-mines kill or horribly mutilate children, especially those living in rural communities. Where pastures, farmland, forests or paths are mined, children may risk their

lives every time they venture out to play or to graze herds, farm, draw water or collect firewood. And sometimes children's lives are badly affected when their parents are victims. In January 1994 in Malanje, Angola, little Tunisia became yet another of the town's orphans. The six-month-old baby was found still clinging to her mother's corpse three days after she had been killed trying to harvest food.²

Mine awareness

Everyone in high-risk areas should learn about the dangers of land-mines. Educating children is especially important. Too often people become used to the presence of mines, and grow careless. Sometimes, they adopt a fatalistic attitude towards such dangers. Children may find it difficult to accept that certain areas are no longer a playground.

People should be taught how to avoid injury, and what to do in case a family member or friend is injured. Knowing what first-aid steps to take can mean the difference between

Warnings are posted throughout Cambodia, where an estimated 4 million land-mines are deployed -- one for every two Cambodians.



life and death for a land-mine victim as the nearest medical centre may be many hours away. The precise form and content of the education should be modified to take account of local language and culture. The more locally specific the education, the more effective the message.

Various governments, United Nations agencies and NGOs have carried out mine awareness programmes. For example, a UNICEF-supported mine awareness project was drawn up for El Salvador in 1992 after the country had ended 12 years of internal conflict. Large numbers of mines were scattered around the countryside, most of them crude homemade devices, and little attempt had been made to map their locations. Many children were being killed and injured by these devices.

As part of the programme, teachers, health workers and community leaders were trained to point out the dangers of mines to children living in affected communities. Mobile units conducted the training. Once trained, these individuals returned to their communities with the necessary knowledge to pass on the messages they

had learned. They were provided with posters illustrating the dangers of mines; flip charts explaining the basic concept of the mine awareness project and leaflets were distributed freely. The design and content of these leaflets was chosen carefully to appeal to children in particular. It is difficult to judge the success of the awareness project, but there has been a dramatic decrease in the number of children injured since the El Salvador effort was completed.

Mine surveys and mine demarcation

Mine awareness should be accompanied by mine surveys and mine demarcation. Surveys should show which areas of the country are mined and which can be safely inhabited. Mined areas should then be clearly demarcated with appropriate warning signs. Such signs should be understandable even by those who cannot read. They should be made of materials that do not encourage their removal for recycling for private use. For example, in certain areas where raw materials are expensive, it might be more appropriate - and safer - to use red paint or coloured stones rather than wooden signposts which might be taken for some other purpose.

Find and destroy

To prevent injury, mines should be removed and destroyed. Mines in areas essential to the survival of a community, such as forests, farms, plantations, water points, paths and pasture

lands, must be cleared. Proper clearance means that mines must be first detected and then destroyed, and this requires time, expertise and, inevitably, enormous danger. At least 99 per cent, and preferably 99.9 per cent, of mines should be cleared. Even this does not mean people walking on the land are completely safe from the risk of death or serious injury.

Demining can be expensive, but it is worth the risk and effort. Once productive land has been demined and the safety of people assured, the community can get on with development in peace, without the need for outside assistance.

Prevention is better than cure

There are an estimated 100 million land-mines, one for every 20 children. Another 100 million mines are believed to lie in stockpiles ready for use. With existing technology and financial resources, demining is not able to keep pace with the rate at which mines are being laid around the world.

If demining is to be worthwhile in the long run, a country must stop laying mines itself and should do all it can to prevent others from doing so. This requires national coordination, vigilance and the will to destroy all stockpiles of anti-personnel land-mines. Internationally, governments should cooperate to implement fully the moratorium on the export of land-mines adopted unanimously by the U. N. General Assembly in 1993.³

What you can do (where appropriate)

- Help organise a mine awareness programme for your community. Work in consultation, with the appropriate Ministries, local offices of UN agencies and NGOs. Include information on where land-mines are located, what they look like, and first-aid treatment that might be necessary should injuries occur.
- Help children injured and disabled by land-mines. Such help might range from volunteering at rehabilitation centres to providing help to individual disabled children. A useful resource is the Child-to-Child Activity sheet No.5.1 *Children with Disabilities* available from Child-to-Child, Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL, United Kingdom.)
- Help organise a fund-raising campaign to have land-mines found and destroyed in a particular region. Such a campaign could be conducted on an international level.
- Help campaign for an international ban on the use, production, stockpiling and sale, transfer or export of anti-personnel mines. Write letters to national politicians or join forces with vigorous campaigners against anti-personnel land-mines [e.g. Handicap International (France); Human Rights Watch (United States); Medico International (Germany); Mines Advisory Group (United Kingdom); Physicians for Human Rights (United States), and the Vietnam Veterans of America Foundation (United States)].

ARTICLE

Zones of peace

SOURCE

Convention on the Rights of the Child information pack produced in 1993 by UNICEF and the U.N. Centre for Human Rights. For further information, contact UNICEF, 3 UN Plaza, New York, NY 10017 or UN Centre for Human Rights, 8-14 Avenue de la Paix, 1211 Geneva 10, Switzerland

SUGGESTED USE

teachers, community workers, radio broadcasters, journalists: As background information on project/programmes on children affected by war.

The Convention on the Rights of the Child seeks to outlaw the use of children in war and to promote the idea of children as 'zones of peace' in order to protect their chances to grow normally in mind and body.

A beginning had already been made. In 1969, during the civil war in Nigeria, UNICEF was able to negotiate the delivery of relief supplies to children on both sides of the conflict. In the early 1980s, in El Salvador, Lebanon and the Sudan, short-term cease-fires were negotiated with warring parties so that food and medical supplies could be delivered and children could be immunised.

In El Salvador, three days each year since 1985 were declared 'days of tranquility', during which time the civil war was interrupted so that UNICEF-trained volunteers and even soldiers and guerrillas could vaccinate children against the main child-killer diseases. In each case, leaders on both sides recognised that there could be no victory if the healthy development of the nation's principal human resource -- its children -- was stunted by malnutrition and disease.

In 1992, UNICEF negotiated with the leaders of all parties in the conflict in the former Yugoslavia to observe a 'week of tranquility' from 1st

November to 7th November to enable enough food and warm clothing to reach as many children as possible before the onset of winter. It was estimated that up to 600,000 children benefitted from the programme that began with this week of tranquility.

The hope of these 'zones of peace', of course, is that agreement on joint action in support of children, even during temporary cease-fires, builds greater awareness among combatants of the need to protect the civilian population once the fighting resumes, and of the possibility of constructive collaboration even in the most polarised situations.

DEVELOPING STORIES Series II: a film series on people, population and migration

SOURCE

The information below is taken from: *Moving Pictures Bulletin* issue 21 June 1994 produced by Television Trust for the Environment. *Moving Pictures Bulletin* is a quarterly guide to films on development and the environment. For further information, contact TVE, TVE Centre for Environmental Communications, Prince Albert Road, London NW1 4RZ, United Kingdom. Tel: (44 71) 586 5526; Fax (44 71) 586 4866. The Developing Stories series is available from TVE Distribution and Training Centre, Postbus 7, 3700 AA Zeist, The Netherlands. Tel: (31 3404) 20499; Fax: (31 3404) 22484.

This series, co-produced by the BBC and TVE, comprises four films by Southern film-makers on the themes of population and migration.

During the 15-year civil war in Mozambique, one and a half Mozambicans fled to seek refuge in neighbouring countries. There was no time for ceremonial leave-taking, no time to pay the proper respects to the dead. But ten years later, Licinio Azevedo's film, **The Tree of the Forefathers**, follows one family's long journey home to seek atonement under the forefather's tree.

In 1984 when the war reached Chiuta in the northwest province of Tete in Mozambique, Alexandre Ferrao was chosen by his uncles to take part of his family and flee to Malawi. Those who could manage to walk - and the children who had someone to carry them - went with him. Other family members fled to Zimbabwe and Zaire. In Malawi, Alexandre and his group lived in a refugee camp on the slope of the mountain. It was a time of suffering, without food, without fields to cultivate and with many deaths. Five months after they arrived, Alexandre's daughter died. Later other children died: his own, born in Malawi; his sisters'; and the children of his aunt Maria, the oldest of the family group. Nine years later, with the war finally over, Alexandre - now aged 34 - decides it is time to return. Licinio Azevedo's documentary is the moving story of their three week

journey home - by ox-cart, by bus, but mostly on foot. In Chiuta, they gather under the tree of their forefathers. Under the tree they bid farewells before going away. Under the tree they discuss marriages, they baptize their children and - most important - they pay their respects to the dead. If the war went on so long, if drought came, if they lost their children on the journey, it was because the dead had not been buried and the ancestors are discontented.

The Tale of the Three Lost Jewels is the first ever Palestinian feature film to be shot entirely on location in the Gaza Strip, using local actors and even locally built equipment. The drama is set in the last, turbulent days of Israeli occupation. A magical love story between two adolescents, it mirrors the fear and pain of a people living under occupation - and their dreams of escaping to a better future.

Yusef, a 12-year-old refugee growing up in the Intifada, lives with his mother and 15-year-old sister. His brother is a fugitive; his father has been in prison for the last nine years. But Yusef has a world all of his own. He loves birds - wild and caged birds - and he loves to escape to the countryside, to get away from the brutality of everyday life in Gaza. One day he runs into Aida, a beautiful wild girl his own age. Infatuated, he tells her he wants to marry her when he grows up. She replies that she will only marry the suitor who finds the

three jewels missing from her grandmother's necklace. And because the jewels were lost in Latin America, where her grandfather bought them many years ago, Yusef decides that he must travel there and find them, whatever the cost...even if hiding in the crates of oranges waiting to be shipped abroad is to be his only ticket out of the virtual prison camp that is Gaza.

Threaded through the love story are other story lines: Yusef's mother, struggling to keep herself and her family while her husband is in prison; her blind neighbour who waits against hope for the money promised by his son and daughter, who have emigrated to the US; her elder son Samir, who belongs to the underground resistance; and Yusef's best friend, Salah, the son of the exporter in whose crates of oranges Yusef hides. By skillfully weaving together these individual dramas of courage and hope against a backdrop of the misery and despair of occupation, director Michel Khleifi has created a powerful allegory about the magnetic lure of migration - in a situation where individuals have no control over their own destiny.

In the 19th century Highland clearances in Scotland, crofters were evicted from their land to make way for sheep - and then accused of being feckless, poor and unable to feed their families. The same process is happening in India today, says film-maker Deepa Dhanraj, in her controversial film, *In*

Reclaiming the Commons, in which she challenges the links between population, development and environmental destruction.

Over 100 years ago in the Scottish Highlands, peasant crofters were systematically removed from their lands to make way for the more profitable sheep of the big estate owners. Part of the official justification for these 'Highland clearances' was that the crofting community would be better off if half its number was forced to emigrate. But when the Napier Commission of enquiry into the clearances put up this point to the evicted peasants, their assessment was different. In the view of the crofters, the issue was not so much one of population as privatisation. The problem was less a case of too many people for the available land as too much land in the hands of too few people.

In **Reclaiming the Commons**, Dhanraj films two powerful and articulate women - and challenges the entrenched view that overpopulation is responsible for poverty and environmental decline. Gyarsi Bai is an elderly and respected community worker from Rajasthan who claims the brutalisation of

women by India's family planning programme in the 20th century mirrors the coercive emigration policy of the Scottish clearances. Madina Bi lives on the streets in Bombay, where she is an active community worker in a women's group. Like the displaced Scots before her, she watches urban migration create a pool of cheap labour in the slums of the city. For these two women and others like them, life is a struggle to shrug off an economic paradigm foisted on them by the West. Their own economic outlook focuses on satisfying need rather than generating profit. By liberating nature from constant exploitation, they plan to free themselves from the process of the relentless marginalisation of Indian women. In India today, as in Scotland yesterday, land access - Dhanraj argues - is the key.

The fourth film is **Reaching Backwards for the Sky** (Map Monte Syiel La Pa Bak), a film about the people of Haiti. Years of economic and political chaos in the country have led to environmental devastation, crushing poverty and a mass exodus of Haitians trying to reach the mecca of the United

States. The tragedy, says Haitian director Raoul Peck, is that the Haitians who realise this dream are those with the drive, initiative and energy needed to rebuild the shattered economy.

Raoul Peck's evocative documentary takes the form of a journey through Haiti, a journey of different travellers, along different routes, to different destinations in the Caribbean's poorest country. Guiding the viewer along the way is the narrator - a fictional, wise old countryman who draws on his ancestral knowledge of life and death, as well as his own personal history, to provide a running commentary on the plight of real-life Haitians he encounters on his travels. Most of the journeys the people of Haiti take are not for pleasure - but the result of being uprooted, forced to flee from political oppression or the need to find work. Peck's triumph is to present a portrait of a whole population on the move: to convey the resolution, the will-power and the intensity of ordinary Haitians which gives them the strength to survive - despite the overwhelming poverty, the years of repression and the environmental destitution around them.

EDUCATIONAL RESOURCES

One day we had to run! by Sybella Wilkes

1994 ISBN 0 237 51489 3
Price £12.99 plus package and postage
A book for students

Published by Evans Brothers Ltd, London, in
association with UNHCR and Save the Children
(17 Grove Lane, London SE5 8RD, UK)

One day we had to run! tells the stories of three children who were forced to become refugees. They fled from Somalia, Sudan and Ethiopia, leaving their families and homes, and facing many dangers before they reached the safety of the refugee camps in Kenya. This is where Sybella Wilkes met them. She persuaded them and many of the other children in the camps to tell her about their lives. At first, the children found it easier to recount fairy tales from their homelands, some of which are included in the publication. Their life stories came later. These were often hard stories to tell, and some of the children found that they could say more in paintings. Since then, the paintings have been exhibited around the world, and some of them appear in **One day we had to run!**, together with many stunning colour and black and white photographs.

The children's stories and paintings are set against background information about Somalia, Sudan and Ethiopia which helps to explain why refugees have been forced to flee from these countries. The roles of the United Nations High Commissioner for Refugees (UNHCR) and the Save the Children Fund (SCF) are outlined, and ideas for using this book in the school classroom are also included.

Children in Difficult Circumstances: Publications

Here are some useful references on children in especially difficult circumstances, particularly on those affected by war and violence and those who have become refugees. Also described are manuals for teachers and parents which help them respond to the needs of children in difficult circumstances.

PUBLICATIONS FROM SAVE THE CHILDREN FUND

The following publications are available from the Public Affairs Department, The Save the Children Fund (SCF), Mary Datchelor House, 17, Grove Lane, London SE5 8RD, United Kingdom. tel: (071) 703 5400; fax: (071) 703 2278

CHILDREN AT CRISIS POINT edited by John Montagu published by Save the Children and Andre Deutsch (1992)
ISBN 0-233-987978-3.

This publication is a collection of true stories celebrating the lives of over 60 children in 14 Asian and Pacific countries. The text is divided into three sections. *Survival and Protection* includes children who have survived natural disasters, conflict, exploitation, ill health or some condition which has made them homeless or dependent on institutions. *Care in the Community* describes the rehabilitation of disabled and vulnerable children and the sharing of new ideas and techniques of health care. The third section, *Preparation for Life*, shows how children are caught up in the struggle between education and economic necessity. Available for

£9.99 (postage and packing, add 15%).

SCF Development Manual no.1: Helping Children in Difficult Circumstances: a Teacher's Manual prepared by Naomi Richman, Djana Pereira and their colleagues in the Department of Special Education, Ministry of Education, Mozambique (1990) ISBN 1-870322-42-8. This manual was written to help those working with children in situations of violence to recognise and understand the effects of war and social conflict on children's feelings and development. On the basis of practical experience in Mozambique, the manual provides a step-by-step guide on how to support children who have been affected by their experiences of violence, with a special emphasis on

the role of teachers. Available for £2.95 (postage and packing, add 15%).

SCF Development Manual No. 2: Communicating with Children: Helping Children in Distress by Naomi Richman (1993) ISBN 1-870322-49-5. The effects of conflict and emergencies on children can be devastating, both physically and psychologically. They need special understanding and support to help them through the crisis and deal with the future. This publication aims to help those working with children to develop their listening and communication skills, in order to identify and help children with special needs. It deals with the importance of understanding different cultural ways of communicating and coping with stress, overcoming

blocks in communication, giving comfort, talking to families, preventing 'burn-out' and more. Using case histories to illustrate the problems facing children, this manual suggests ways of resolving them. Practical exercises and details of how to run workshops allow readers to develop the ideas outlined. Available for £3.95 (postage and packing, add 15%).

Booklets from SCF:

Children: a right to refuge (22pp), November 1993
Facts, figures and case studies of refugees.

Children at war (24pp), November 1994
Facts, figures and case studies on children affected by conflict, including child soldiers, children separated from families, refugees, etc.

UNICEF PUBLICATIONS

Children of War: Wandering Alone in Southern Sudan is the story of how more than 20,000 courageous boys, fleeing war in southern Sudan, have survived on their own. Vulnerable and defenceless, they have lived with hunger, stress, insecurity and military domination for most of their lives. Some have neither seen nor heard from their parents for as many as eight years. The book describes the struggle and the hopes of these young survivors. Available for US\$3.95 from UNICEF, 3 UN Plaza, H-9F, New York, NY 10017, USA

Helping Children Cope with the Stresses of War: a Manual for Parents and Teachers by Mona Macksoud, published by

UNICEF (1993)
ISBN 92-806-2087-8.
This manual is intended for parents and teachers in communities where children are daily subjected to the extreme stresses of war and other forms of systematic violence. The disruptive problem behaviours with which these children often respond to wartime stresses can leave parents and teachers feeling helpless and discouraged. This manual is an empowering tool that provides them with simple, practical advice on such topics as clinging, bed-wetting, night terrors, schoolwork, anxieties, aggression, depression, grieving, and risk-taking. Available from UNICEF's Research, Programme, Publications and Library Section, 3 UN Plaza, New

York, NY 10017, USA

Between the Guns: Children as a Zone of Peace by Varindra Tarzie Vittachi, published by Hodder & Stoughton, London, ISBN 0340-602317
Nils Thedin, the chief Swedish delegate to the UNICEF Executive Board, called on UNICEF in the mid-1980s to "awaken an awareness all over the world of the special status of children" and urged that children be recognised by everyone "as a conflict free zone." In this detailed study of UNICEF's work, Vittachi, former UNICEF Deputy Executive Director for External Relations, reports how the organisation advocated innovative applications of Nils Thedin's idea, and was able to enter

war zones and immunise against the six vaccine-preventable diseases that were claiming the lives of millions of children each year. The publication explains how in El Salvador, in 'Operation Lifeline' in the Sudan, in the 'Corridors of Peace' in Iraq, Lebanon, Uganda and former Yugoslavia, UNICEF has managed to get adversaries in situations of ruthless conflict to acknowledge, by the silence of their guns, a common interest in their young. Available for \$8.95 from UNICEF's Research, Programme, Publications and Library Section, 3 UN Plaza, New York, NY 10017, USA

They say peace is nice: what children of Lebanon think about fourteen years of war by Jos van

Noord published by UNICEF (1988). These personal statements present different reactions to

the war which has shaped their lives and those of their families. This publication is available from UNICEF,

3 UN Plaza, H-9F, New York, NY 10017, USA

OTHER PUBLICATIONS

Child-to-Child and Children Living in Camps edited by Clare Hanbury published by the Child-to-Child Trust ISBN 0-946182-04-3. This book is designed to assist field-workers introduce Child-to-Child activities in refugee camps and camps for people who have become displaced. It includes a section on the special needs of children in camps, children with disabilities and children whose friends or relatives have died. This publication is available from Teaching

Aids At Low Cost (TALC), PO Box 49, St. Albans, Herts AL1 4AX, United Kingdom.

The State of the World's Refugees, 1993: The Challenge of Protection, a report by the U.N. High Commissioner for Refugees published by Penguin, ISBN 0 14 02.3487 X. UNHCR has launched a new series of reports under the generic title of *The State of the World's Refugees*. This first one focuses on a wide range of issues related

to refugees and argues that the traditional methods of protecting refugees must be complemented by innovative approaches that seek, where possible, to prevent the emergence of conditions that cause refugee outflows. The publication is available through your local bookshop or through Penguin Books. International prices and shipping costs for single copies, institutional and quantity orders available from Penguin on request from Intercontinental Book Distributors Inc.

599 Industrial Ave., Paramus, NJ 07652, USA fax: 201 967-9830.

Periodicals

Refugees published quarterly by the Public Information Service of the U.N. High Commissioner for Refugees, P.O.Box 2500 1211 Geneva 2 Depot, Switzerland. Recent issues cover human rights, ethnic conflict, emergencies and resettlement. It is available free of charge.

FILM, VIDEO AND RADIO RESOURCES

Children in difficult circumstances: casualties of war, displacement and the AIDS pandemic

FILMS AND VIDEOS DISTRIBUTED BY TVE

The following films and videos are available to TV stations, non-governmental organisations (NGOs) and other educational organisations in Low and Middle Income Countries through the MOVING PICTURES service of the Television Trust for the Environment. For further information contact:

TVE Distribution and Training Centre, Postbus 7, 3700 AA Zeist, The Netherlands tel: (31) 3404 20499 fax: (31) 3404 22484

* indicates certain restrictions

WHEN THE BOUGH BREAKS

1990

Length: 52'

Language: English

Production Co:

Central/Observer

Production in association with TVE

Producers/Directors:

Lawrence Moore and

Robbie Stamp

One third of the six million people on the earth today are children under the age of 16. In the next ten years another one-and-a-half billion will be born into a world whose resources are already under enormous pressure. Throughout the world children are abused, neglected, malnourished, exploited and neglected - the most vulnerable victims of an increasingly degraded global environment. This award-winning film explores how environmental problems are affecting the

lives of children. Case studies are provided of children from Poland, India, Sudan, Bolivia, the United States and the UK -- children who can look forward only to an uncertain future, and whose dilemmas mirror those confronting millions of children throughout the world. In one of the most harrowing sequences, the film looks at the plight of 11-year old Fatima and her family and the growing problem of environmental refugees in Sudan -- a problem which many climatologists now believe will be exacerbated by global warming.

THE DISPOSSESSED*

1991

Length: 4 x 52'

Language: English

Production Co: Yorkshire

TV/ International

Broadcasting Trust

Exec. Producers: Grant

McKee, Paddy Coulter
Producers: Ras Franey, Ian Stuttard, Roger Finnigan
Directors: Ian Stuttard, Roger Finnigan

The series, **THE DISPOSSESSED**, looks at the plight of refugees around the world. The first programme, **A WORLD ON THE MOVE**, goes behind the scenes of UNHCR in Geneva and examines the dilemmas it faces in setting priorities when the agency itself is suffering from a chronic shortage of funds. Director Ian Stuttard uses the example of the refugee situation in Malawi, where one in ten of the population is a refugee from civil war in neighbouring Mozambique, to underline the precarious nature of life for camp dwellers where food, water and medicine depend upon the voluntary contributions of Western governments. The second film,

STRANGERS IN THEIR OWN LAND, is set in Iraq and the Philippines and focuses on the tragic predicament of the millions of people who are displaced from their homes in their own countries, but whose plight is classified by the UN as the 'internal matter' of a sovereign state. **NO GOING BACK** looks at Afghan refugees in Pakistan, and **FORTRESS EUROPE** reports on how the rich European nations are preparing for the single market of 1993 by erecting an elaborate system of controls and deterrents to keep out asylum seekers from the less developed world.

HADLOCK: HIDDEN WOUNDS, SILENT VICTIMS

Video tape, 1992

Length: 28'

Language: English

Distributors: TVE and UNICEF

For more than two decades in the Philippines, a nationwide conflict between leftist insurgents and government forces has turned rural communities into battlefields. About half of all civilian victims of the insurgency war are children. Children see their parents die, are separated from families, homes and communities. They suffer from hidden wounds, the psychosocial effects of war which are potentially more harmful than many physical injuries. Efforts are being made to nurture these children back to health and to protect them as they represent the country's future.

DEVELOPING STORIES

Series 1

VI: SUSPENDED DREAMS

1992

Length: 50'

Language: Arabic, English, French, Spanish and Portuguese subtitles

Production Co: Media for TV and Cinema Production and Distribution/BBC

Producer: Mai Masri

Directors: Mai Masri and Jean Chamoun

The film explores the devastating effects of Lebanon's 16-year old civil war on its people and their environment. Through the lives of four Lebanese from very different backgrounds, the documentary tells the story of a Beirut community's struggle to reconstruct their lives after the war. The film assesses the appalling impact of modern warfare on the

environment, and looks ahead to a new conflict in the making -- this time over the Middle East's most precious commodity, water.

TELLING TALES

1993

Length: 12 x 15'

Language: English

Production Co: TV

Communications

Director: Bjorn Roar Bye

Distributor: TV

Communications, PO Box

272 Sentrum, N-0103 Oslo,

Norway Tel: (47 2) 20 0674

Fax: (47 22 20 0708

also TVE Netherlands

Pallah from Cambodia is out herding his mother's cows when he steps on a mine. Pallah survives, but loses both his legs and his left eye. What does the future hold for Pallah and the children of Cambodia? In Latvia, school friends Rolands and Edmunds spend most of their time selling postcards to the tourists of Riga. Their families disapprove. A 'children's Mafia' is moving in to control the business. And in India, Kalinga is the puppy who befriends a group of children on the streets of Bangalore. Kalinga joins the children as they pick paper from the streets and ends up finding a house for them to live in. Then one day Kalinga disappears. What can have happened to the children's best friend? From Cambodia, Latvia and India, this imaginative series moves to Peru, Brazil, Guatemala, Indonesia, Tanzania and Zambia. In Mozambique, the civil war is over and the refugees are coming home. Maria and

her family set out from a camp in Zimbabwe. Maria hasn't seen her home for years. Will she recognise the place? Will she remember the people? Made for children and resolutely about children, these are twelve telling tales of growing up in an uncertain world.

ORPHAN GENERATION

1992

Video tape

Length: 42'

Language: English, French, Swahili

Production Co: Small World Productions

Producer: Carey Newson

Director: Jamie Hartzell

Uganda is one of many African countries where a generation of 'AIDS orphans' is growing up without parental guidance or support. This film focuses on Rakai District where at least 30,000 children are orphans. Local community leaders, social workers and health and development professionals explain why assisting orphans through the community is more effective than institutional care.

AT RISK

1989

Length: 15' Language: English

Agency: International Development Research Centre/ Swedish Ministry of Health and Social Affairs

Production Co: Global Village

Producer: Ribert Reiss Andersson

Director: Staffan Hildebrand Intimate interviews, inspired dancing and original music performances lead to an in-

depth and spirited view of how six teenagers from different countries - Sweden, Brazil, United States, Canada, Kenya and Thailand - are handling the AIDS crisis in each of their cultures.

IT'S NOT EASY*

1990

Length: 48'

Language: English

Production Co: Uganda

TV/Johns Hopkins

University

Producer/Director: John

Riberi/Faustin Misanvu

Suna, a young Ugandan

businessman, is devastated

by the news that he is

infected with HIV. His wife

and newborn child also

contract the virus. IT'S NOT

EASY is Africa's first full-

length drama on AIDS.

Through the eyes of Suna's

family, the film boldly

illustrates the immense

difficulties of coping with

imminent sickness and

death, alongside the stigma

attached to the disease in an

uninformed society.

BABIES IN CRISIS*

1991

Length: 26'

Language: English

Production Co: Taft

Television

Producer/Director: Alma

Taft

Every day in New York a baby is born carrying the HIV virus. More often than not, these babies are abandoned by their mothers. This sensitive film reveals how the people of the city have responded to the crisis with heart-warming alacrity.

UNICEF FILMS, VIDEOS AND RADIO

The following film, video and radio resources are available from UNICEF. Video tapes are available for duplication on to any video standard or format. Films are distributed in 16mm only. Radio programmes may be ordered on cassette or on individual reels. Non-governmental organisations, broadcast and cable stations and other institutions may order these resources from: UNICEF Headquarters, Division of Information, Chief Radio/TV/Film Section, UNICEF House, 3 United Nations Plaza, New York, NY 10017 USA tel: 212 326-7290 fax: 212 326-7731

AFGHANISTAN FIGHT FOR PEACE

Video tape, 1990

Length: 27'

Language: English

A UNICEF and WIN co-production

This programme deals with the plight of civilians in a country torn by civil war and gives a history of the

conflict. It shows the war's impact on women and children throughout Afghanistan and in refugee camps in Pakistan, detailing the struggle for survival by children in an impoverished society. The programme also looks at the work of UN agencies and highlights the need for international aid.

ANGOLA: CHILDREN AT WAR

Video tape, 1993

Length: 10'

Language: English

Children and women severely affected by the crisis situation in war-torn Angola are the focus of relief efforts organised by the United Nations and other

agencies.

THE FOUR SEASONS

Video tape, 1993

Length: 19'

English subtitles

Production Co: VideoPress, Sarajevo

This documentary provides a glimpse of how children and their parents cope with

the cold winter in Sarajevo, in the former Yugoslavia. A child chops up a chair for firewood, a mother feeds a dying stove fire with a plastic toy plane and a sneaker. Children collect water, learn English on the radio, attend classes by candlelight.

GOING HOME!

The story of unaccompanied children of southern Sudan

Video tape, 1993

Length: 13'

Language: English

This programme documents the plight of a group of young boys who escaped the civil conflict in

southern Sudan in 1988 and moved from refugee camps in Ethiopia to Kenya in 1992. Photos of the boys were distributed all over the country and 156 of them were subsequently re-united with their families.

THE LONG WAY AROUND: WE ALL LIVED TOGETHER IN FORMER YUGOSLAVIA 1993

Video tape, 1993

Length: 30' Language:

English

Children of different and mixed ethnic origins in former Yugoslavia talk about their own experiences of

war. Some of them describe ethnic purification and express their hopes for peace. In a camp in Croatia for displaced Muslims, the children attend school where some of them are treated for war trauma.

CONVENTION ON THE RIGHTS OF THE CHILD AUDIO PACK: NO LIFE FOR A CHILD

Cassettes, 1989

Length: 6 x 15'

Language: English

A UNICEF/BBC Co-

production

These programmes examine the lives of children whose human rights are

systematically violated. Each programme features a specific situation -- ranging from the right to basic health care to the right to protection from armed conflicts. They reveal the need for greater legal protection, which will be provided by the Convention on the Rights of the Child. These programmes were recorded in India, Mexico, Mozambique, the Philippines and the United States, and are accompanied by a listener's discussion guide.

VIDEOS FROM THE UNITED NATIONS HIGH COMMISSIONER FOR REFUGEES:

The three UNHCR videos described below are available in English, French or Spanish on Pal, Secam or NTSC. They may be purchased for US\$ 15.00 each from Public Information Section UNHCR, CH-1211 Geneva 2 D p t, Switzerland.

TO KEEP A PROMISE

Length: 9'

Produced by UNHCR

Training Section

In camps and settlements, in urban and rural settings, half of the world's refugees are children. Refugee children have the same basic needs as other children. But they also have additional, extraordinary needs. As a concrete example of its commitment to children, UNHCR has established guidelines to help working with those children.

(Publication is entitled *Refugee Children: Guidelines on Protection and Care* published by UNHCR 1994, available in English and French). A

Promise to Keep is a video presentation designed to accompany these guidelines and help those working with refugee children evaluate and improve their work.

PIECES OF DREAMS

Length: 15'

Produced by UNHCR

Training Section

Chenge Tembo is 14 years old. He and his family left Mozambique for the security of a refugee settlement in Zambia. He feels fortunate to have survived the brutalities of the war he left behind. But he can't forget what happened the night he was forced to flee from his village. For Chenge and many other refugee

children, their dreams are haunted by memories of war and violence.

Pieces of Dreams is a case study of the work being done in Zambia to help children and their families prepare for a more hopeful future. For use in training sessions, discussions and staff meetings.

Accompanied by a discussion guide.

MAKE A LITTLE DIFFERENCE

Length: 14'

Produced by UNHCR Public Information Section.

"If everyone were to make an effort, this world would be a lot better place to live. Even if me or the class, if we

were to make an effort, it would make even a little difference." Taking the advice of Nashak, a 5th grader at the International School in Geneva, UNHCR has produced a film about children for children. Children from around the world recount their experiences, talk about their needs and give advice on how to end the refugee problem. Their statements are an inspiration as well as a warning of what the future holds if the problem is not solved. Adults will learn from the wise words of these children.

OTHER FILM AND VIDEO RESOURCES:

REFUGEE CHILDREN

Video tape only, 1987

Length: 40'

Language: English

Production Co: British

Refugee Council

Producer: Erik Crone

Director: Morten Arnfred

Distributor: British Refugee

Council

Bondway House, 319

Bondway, London SW8

1SJ, UK

Tel: (44) 71 582 6922

Refugee status, as observed and told by children, provides a poignant story. Morten Arnfred's film exposes the lives of individuals who are

dignified, resourceful and positive in spite of everything. There is Fatima in a refugee camp in Sudan, waiting for her family to be reunited with her father and return to Chad; orphaned Antonio and Maria in a refugee camp in Mexico waiting for news of repatriation to their beloved Guatemala; and Nhue in a Hong Kong refugee camp, who escaped from Vietnam in a fishing boat.

CHILDREN OF FIRE

1990

Length: 50'

Language: English

Production Co: M.T.C.

Producer/Director: Mai

Masri

Distributor: BBC

Enterprises,

Woodlands, 80 Wood Lane,

London W12 0TT, UK

Tel: (44) 81 576 2415

Fax: (44) 81 576 2867

This film takes us inside the lives of the children of the Palestinian uprising. Hundreds of Palestinian children have been killed and more than 60,000 injured. Even children under 10 have been arrested. The film shows that while the psychological impact of the prolonged curfews, house

demolitions, raids in the middle of the night and the repeated closure of schools has had a tremendous effect on the children, they still have hope for their future.

THE DAUGHTER OF A TERRORIST

1992

Length: 17'

Language: English

Production Co: Epidem

Producer: David Benchetrit

Director: Iikka Vehkalati

Distributor: Epidem.

Kalvankatu 34, 00180,

Helsinki, Finland

Tel: (358) 069 31323

Fax: (358) 069 47885

Nadia Shamud, a 13-year old Palestinian girl, was born in prison: her parents had been sentenced to life imprisonment after setting off bombs in Afula and Haifa in Israel. The bombs that shattered the market towns also fragmented Nadia's childhood. Nadia retells her tragic life. She defends her parents' actions. "The Jews are killing us," declares Nadia, "We have no choice but to kill them first." Yet she vows not to be caught up in the brutal world of terrorism. Living with her grandmother in the village of Sulam, Nadia talks about how she has been shunned by the local community. "Even the small children avoid me," she says. "I am a victim because I was born in prison." Her only wish is to be reunited with her mother living in exile in Algeria. The film highlights the devastating impact war has on its most innocent victims.

LOST CHILDREN OF ANGOLA

1993
Length 59'
Language: English
Production Co: A Barraclough Carey
Production for Channel 4
Producer/Director: Jenny Barraclough, Clifford Bestall
Distributor: Channel 4
International sales 124-126 Horseferry Road, London W1P 2AX, UK
Tel: (44) 71 396 4444
Fax: (44) 71 306 8363
Eighteen years of civil war between the government of Angola and right-wing rebels UNITA have left a country of great potential wealth, shattered and dislocated - its people killed, maimed, uprooted and impoverished. This documentary focuses on the country's most recent generation, those least able to fend for themselves who will, if they survive, carry the scars of war into adulthood. With a virtually worthless currency, a tremendous

influx of refugees and a total breakdown of transport, sanitation and power systems, life in the capital city Luanda, has become intolerable. The city is full of children orphaned or separated from their families who scrape a living by stealing and begging. Those that can't live on their wits don't survive long. Others, hurt in the fighting, become separated when sent to Luanda's pitifully inadequate hospital - although now Save the Children has begun a programme to reunite some with their families. For all this, the children who take part in the film display a remarkable resilience, hope and bravery - qualities they will need in abundance if they are to survive the turmoil of the years ahead.

EMPOWERING YOUNG REFUGEES

Video tape available in PAL, or NTSC on VHS or

Betamax
Length: 24'
Language: English
Producers: Department of Mass Communications, Chulalongkorn University, Bangkok, Thailand for the Bernard van Leer Foundation
Distributor: The Communications Section, Bernard van Leer Foundation, PO Box 82334, 2508 EH The Hague, The Netherlands
Te: (070) 351 2040
Fax: 350 2373
The video shows the way in which care for the pre-school refugee children living in Khao I Dang camp near the Cambodian border is integrated with training programmes for their parents. The mothers are taught weaving and sewing, and the fathers make toys and equipment. A 'printery' produces posters and books on paper and on cloth, and training courses are run for child care workers.