



TOOLKIT

FORCED MIGRATION



Discuss. Understand. Act.

KS3
KS4



FACT

1

Over 68.5 million people around the world have been forced to leave their home as a result of conflict, persecution or violence. With more people on the move now than at any other time since the end of World War II. [source: UNHCR]. It can be difficult to navigate this complex issue.

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LEGEND ICON USED THROUGHOUT THE KIT EXPLAINED

EXERCISE-RELATED:



Reflect Exercise

Exercises that require reflection on important issues



Express

Exercises that require expression & argumentation of opinion



Timestamp

Time needed for each activity



Video Clip

Exercises that require you to watch video clips (links provided)



Getting Started Questions

Questions to help trigger class discussion



Main Activity

The main activity for each section



Take it Further

More challenging exercises that can be tackled in addition to main activities



Answers Sheet

Exercises that have additional helpful resources in the answers sheet

EXTRAS:



Look out for this icon to find more information about often misconceptions about people seeking refuge



INSPIRATION EXAMPLE

Look out for this icon to discover inspiring examples of organisations and young people who have initiated tremendous positive change in their communities



Advocacy

Look out for this icon to find out more about interesting ways to advocate something you feel passionate about



Fundraising

Look out for this icon to discover interesting and creative ways to engage your school and community to raise funds for an initiative you believe in

TEACHER NOTES

This toolkit is designed for teachers and students to explore the complex issues surrounding forced migration in a creative and accessible way. It is aimed at KS3 and KS4 students.

High quality, engaging film clips from Doc Academy and Comic Relief are used throughout the exercises, making this toolkit an effective and unique resource for both teachers and students. The toolkit provides easy to use activities and ideas to help students reflect on and discuss the issues whilst also inspiring them to learn about and engage with social action and advocacy.

HOW TO USE THIS TOOLKIT

This toolkit can be used as a stand-alone resource by teachers and students in the classroom. It can be used to engage form and tutor groups, after-school groups and as part of assemblies and year-group projects or any other activity which aims to develop skills such as critical thinking, media literacy, active citizenship and social issues awareness.

The toolkit's exercises and activities are accompanied by film clips tailored to use in the classroom. The toolkit features the following material:

- Bite-size film clips from the BAFTA awarded BBC documentary *Exodus: Our Journey to Europe*. Together with teachers, Doc Academy has chosen specific clips which show the journey of Hassan - an English language teacher from Syria. The documentary is unique because Hassan has recorded with his phone his entire experience from fleeing from Syria to finding safety in the UK.

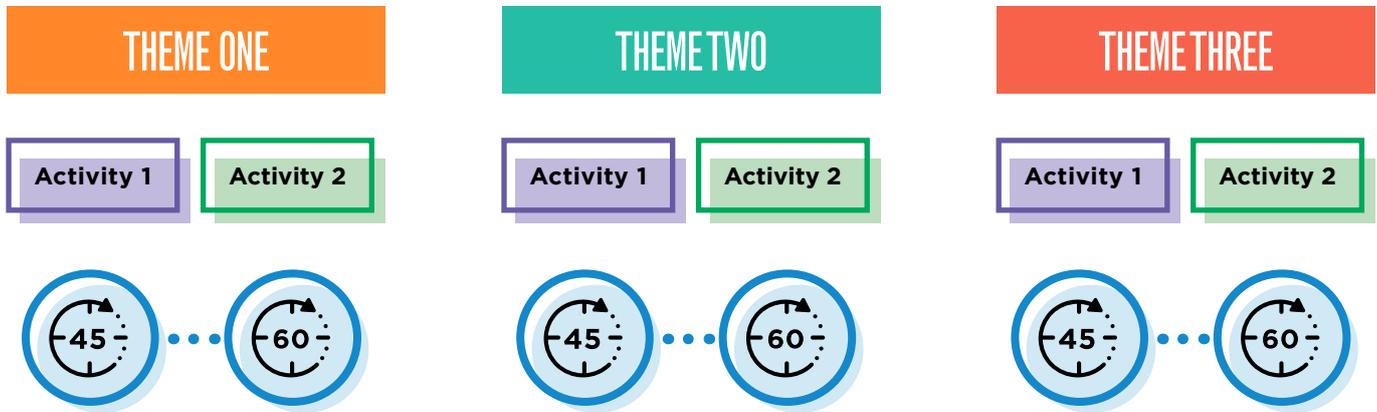


- The toolkit also features this year's Red Nose Day campaign videos. *Hello, Salaam, I Miss You* is aimed at older teenagers and tells the stories of young people who are currently living in a refugee camp in Pirot, Serbia. Designed for younger pupils is 'Farhad's Story', which follows the story of 12-year-old Farhad, an Afghani refugee who illustrates his family's journey from Iran to Belgrade.

With the help of documentary film, varying perspectives on the topic of forced migration are being introduced, while at the same time developing the capacity for independent and critical thinking, empathy, understanding and social responsibility.

The toolkit can also be used alongside Doc Academy's free curriculum-linked lesson plans for English Language KS3 & KS4 and as an extension of Comic Relief's school learning resources.

There are three themes and there are two activities in each theme. Each activity takes 45-60 minutes and can be stand alone. There are approximately 6 hours of activities in total. See the table below with a breakdown of the timings and activity purpose. We recommend following the order of the toolkit in order to achieve maximum understanding and engagement.



TOOLKIT THEMES EXPLAINED

THEME 1 IDENTITY & COMMUNITY	THEME 2 JOURNEY	THEME 3 ADVOCATE & FUNDRAISE
<p>Each and every one of us spends our lives developing our identity - it is a personal journey with no final destination. Our stories don't unfold in a straight line. We interact with others and the world; we experience joy, despair, elation and desperation; we make links and form communities. All of these things influence our identity and our identity will influence how we respond to the world. Sometimes, learning more and challenging your own stereotypes and attitudes can be an important action in itself.</p>	<p>Life is a journey; Whether moving to a new school, city or country journeys make an essential part of who we are and what skills we are acquiring along the way. However, some journeys can be more challenging than others. Refugees and internally displaced people are forced to go on a journey, which is often a matter of survival due to the exceptional circumstances in their countries. This results in a huge upheaval of their identity, physical and mental health. Therefore, no matter who is in front of you it's always necessary to consider someone's journey in order to better understand who they are, their behaviour and worldview.</p>	<p>When it comes to creating positive change in the world, we have two key resources: time and money. In this section, students are provided with tips and suggestions on how to take what they have learned so far and work towards building solutions on both an individual and group basis, should they wish to get involved in the forced migration issue. It also includes examples of other young people who have made a positive change in society.</p>
<i>Required Time</i>		
<div style="text-align: center;">  </div> <p>REFLECT – TOTAL TIME 50MINS</p> <p>[5mins] Getting Started: questions defining the importance of identity</p> <p>[45mins] Activity: identity map activity</p> <p>[35mins] Take it further: looks at media representation of refugees' identity; the second exercise</p>	<div style="text-align: center;">  </div> <p>REFLECT – TOTAL TIME 45MINS</p> <p>[10mins] Getting Started: questions around life as a journey and the human rights which make part of it</p> <p>[35mins] Activity: "River of life" activity</p> <p>[40mins+] Take it further: encourages students to recreate a journey in the form of drama/dance performance</p>	<div style="text-align: center;">  </div> <p>GETTING STARTED</p> <p>It helps students get familiar with the concepts of advocacy and fundraising; it sparks discussion around issues which are important to them and/or their community. Students may also explore the inspiring stories of young people involved in advocacy and fundraising.</p>
<div style="text-align: center;">  </div> <p>EXPRESS – TOTAL TIME 60MINS</p> <p>[20mins] Getting Started: questions exploring the connection between identity and self-expression</p> <p>[40mins] Activity: identity map activity</p> <p>[25-50min] Take it further: encourages students to create a piece of art/write a speech on the subject matter</p>	<div style="text-align: center;">  </div> <p>EXPRESS – TOTAL TIME 45MINS</p> <p>[10mins] Getting Started: questions encouraging the student to think about their own environment & how it has changed over time</p> <p>[45mins] Activity: role play in which students are to take the role of civil society representatives consulting the UK government on asylum seekers' rights to education and work</p> <p>[30mins+] Take it further: students are to role play a journalist tasked with writing an article about the 'refugee crisis'; students are also encouraged to think how they can use the letter format to defend human rights</p>	<div style="text-align: center;">  </div> <p>INDIVIDUAL TASKS</p> <p>Provides tips and ideas on how to get involved and make a change on an individual level with simple, small steps.</p> <div style="text-align: center;">  </div> <p>GROUP TASKS</p> <p>Provides tips and ideas on how to organise an action/activity as a group.</p>

TOOLKIT THEMES EXPLAINED

LEGEND



REFLECT

REFLECT section allows students to reflect on their own lives before looking at the lives of people elsewhere. This is an opportunity to develop empathetic skills and to understand other people's circumstances and stories.



EXPRESS

EXPRESS section exercises encourage students to take what they have learned from REFLECT and explore ways to communicate their thoughts and conclusions via art, debates, journalistic writing etc.

Each **REFLECT** and **EXPRESS** section is structured around the following type of exercises:



GETTING STARTED

includes questions making students familiar with basic concepts such as who is a refugee? What is a human right?



MAIN ACTIVITY

features the main exercise of the session



TAKE IT FURTHER

features "take action" and "active citizenship awareness" activities – providing teachers and students with an opportunity to explore the subject matter in depth

The toolkit has been designed to be flexible. If there is less time available, teachers and students can mix & match the **REFLECT** and **EXPRESS** sections and adjust the **GETTING STARTED** and **ACTION** exercises in order to fit the activities within the time available.

If teachers and students would like to engage in more depth, the class or even the school can follow the **TAKE IT FURTHER** sections of **IDENTITY & COMMUNITY** and explore the tips and recommendations provided in the final **ADVOCACY & FUNDRAISING** theme.

REQUIRED EQUIPMENT

- **A computer connected to a projector** where students will be able to watch the film clips.
- **Downloaded video clips:** You can access the *Exodus* film clips via this [link](#) and the Comic Relief film clips via this [link](#) for the *Farhad's story* and via this [link](#) for *Hello, Salaam, I Miss You*. All videos are downloadable, but, we do recommend to download the required clips in advance as depending on internet speed this might take a while.
- **Paper** — most exercises involve either drawing or writing.
- (optional) **Printer/paper:** Instructions may be explained by the teacher/tutor. However, in order to save time we have addressed the exercises to the student in case the teacher would like to hand the exercise out in a printed format.

FINAL THOUGHTS BEFORE YOU BEGIN

Some of the young people using this resource may have experienced forced migration themselves; some may never have left the town where they were born and others may have travelled to other places by choice for positive reasons or for very challenging reasons. At all times, when exploring this complex topic, ensure you adhere to student confidentiality and your education establishment's disclosure procedures.

Below are also some questions which will support you to build a safe space for conversation and debate and for students to become familiar with some of the terminology before they begin working on the exercises:

- Who is a refugee? Who is an internally displaced person?
- Why would someone flee their home?
- Who could be a refugee?
- Can you name any real-world examples of refugees?



THIS TOOLKIT AIMS TO ADDRESS TWO KEY ISSUES

1. PRECONCEPTIONS ABOUT PEOPLE SEEKING REFUGE

We often have pre-described ideas on who people who seek refuge are and why they have left their home countries. Questions like: "Why do they have mobile phones?" and "Why don't they stay and fight in their countries?" often pop up when discussing the issue.

This toolkit includes exercises and activities allowing teachers and students themselves to discuss the complex issue of forced migration in an empathetic and informed way.

2. LACK OF MEDIA LITERACY AMONG YOUNG PEOPLE

According to a report from the Commission on Fake News and the Teaching of Critical Literacy Skills in Schools. Only 2% of children and young people in the UK can tell if a news story is real or fake. 50% of UK teachers feel the current national curriculum does not equip young people with the required skills to do so. Our resources develop critical thinking and media literacy skills, which by analysing current social issues are directly transferable to the real world.

"Real stories cut through! They inspire excitement, immediacy and authenticity that comes from exploring a real-life character's story."

Beadie Finzi, Doc Society Foundation Director

"One student became confident enough to talk about their own experience of being part of an immigrant family as the class had become more open and accepting."

Anonymous, English Language Teacher

THEME ONE

IDENTITY & COMMUNITY

Each and every one of us spends our lives developing our identity – it is a personal journey with no final destination. Our stories don't unfold in a straight line. We interact with others and the world; we experience joy, despair, elation and desperation; we make links and form communities. All of these things influence our identity and our identity influences how we respond to the world. Sometimes, learning more and challenging stereotypes and attitudes can be an important action in itself and challenge these links we have formed.



REFLECT



EXPRESS



1.1 REFLECT

THESE EXERCISES WILL HELP ACTIVATE YOUR IMAGINATION AS YOU TAKE A LOOK AT THE CONCEPT OF IDENTITY, FIRST BY REFLECTING ON YOUR LIFE BEFORE CONSIDERING THE LIVES OF OTHERS. UNDERSTANDING THE CIRCUMSTANCES OF OTHERS FROM THEIR OWN STORIES IS AN EXCELLENT OPPORTUNITY TO DEVELOP EMPATHETIC SKILLS.



GETTING STARTED



— **Get things started with a variety of questions that help generate a conversation on what identity is and its importance.**

- What is identity?
- Can you name examples of identity?
- Why is identity important?



MAIN ACTIVITY



— **Divide the class into pairs or small groups.** Each group member needs to draw an identity map. Start by writing your name in the middle of the page, then filling the space around it with words & phrases that best represent the different elements of your identity.

This map can include race, sexuality/sexual orientation, gender, language, religion, abilities, nationality, hobbies and interests, and people & places that you deem to be important.



— **When the identity maps have been completed, reflect on the following questions as you review your creations:**

Which four keywords or phrases from your identity-maps define you most? Are there elements of your identity that you would feel comfortable revealing to a stranger vs wouldn't feel comfortable? Are there any parts of your identity which would be recognizable or visible to a stranger? Do any elements of your identity relate to being part of a collective or a community? e.g. Music tastes, sports teams, religion, school class.



- **Discuss** within your group how you believe the identity of people who are seeking refuge could change over time. Which parts might fall away? Which parts might take on new importance? What would have to be added as you try to make a life in a new place? Within the group, draw an identity-map from what you think might be a refugee's perspective (who do you think they are; where they come from; what forms their identity; what is important for their community).



- **Watch** Exodus clip 'Memories from Syria' from the Exodus documentary and Comic Relief's secondary film 'Hello, Salaam, I Miss You'.



– **Class discussion**

- Think about the ways you defined a refugee's identity in the previous exercise. Do you have something to add/remove after watching the clips?
- Think about the people you consider are the most important/closest to you who make up part of your "community." Can you imagine your life without them?
- Can you imagine or recall a situation where you felt you couldn't share your thoughts or identity?
- How important is being part of a community to you? What kind of communities exist within your class? Can you imagine living in isolation?
- Think about the communities people who are seeking refuge are becoming part of. Based on the clips watched, can you identify some of the relationships and communities that form refugee camps?



TAKE IT FURTHER



TUTOR TO PREP AT HOME

Prepare in advance different examples of articles talking about refugees (examples provided in the answers sheet)

This exercise provides an opportunity to explore different ways in which the media talks about people who are seeking refuge.



- **Students split into groups** and are given the articles prepared by the teacher and are asked to compare the articles and write down answers to the following:

- What do the articles have in common?
- How do they differ?
- Are they unbiased?



- What target audience(s) are they aimed at?
- How can someone be sure that they are accurate?



— **Each group chooses a speaker** to present their conclusions.



174,000 refugee children globally are thought to be separated from their parents and families. [source: UNHCR]



— **Within the group, each student creates an identity-map for the student sitting next to them and vice versa.** Students then compare the identity-map they have made for themselves and the one made by their neighbour. Are they different? What does it tell them about interpretation of identity?



— **Class discussion.** With the articles in mind and identity-maps created, compare and discuss what you have created within your group to draw out further insights. *Take it even further:* start a conversation with the whole class about representation in the media:

- How people who are seeking refuge are being portrayed?
- How would you compare the stories of people who are seeking refuge you have read about in the articles and the ones you have seen in the Exodus documentary? Have you learned something different from the documentary that you didn't from the articles?



1.2 EXPRESS

THESE EXERCISES FOCUS ON HOW IDENTITIES MANIFEST THEMSELVES, WHICH FEATURES ARE MOST IMPORTANT AND WHY WE NEED THEM.

The starter questions help spark conversation about how our identities relate to and influence our environment. They aim to encourage you to express your own views and beliefs, using any medium you feel best suits your skills and the message you would like to convey.

The main activity is a debate on the importance of identity.



GETTING STARTED



- How can identity influence the way you live your life and the choices available?
- Is it important to reveal your identity to others? Why?
- What are the ways you can express your identity?
- Why is self-expression important?
- Consider a method of expression (drawing, vlogging, blog/editorial writing, public speaking) that you could use to communicate your thoughts and beliefs around people who are seeking refuge. Perhaps you want to highlight current problems, suggest potential solutions or even just pose questions to spark conversation around forced migration?



- **Watch** Comic Relief's film about Farhad: How does he express himself?



- **Watch** Clip 2: Meeting Hassan. How does Hassan express himself?



- **Discuss** within the class: each student needs to answer: If you were to write a poem/short story/song/vlog - what it would be about? Is there an issue you are passionate about/would like to resolve?
 - How would you express yourself: using the first person or you would create a fictional character/use a metaphor to express what you think / how you feel?



MAIN ACTIVITY



- **Take part in a discussion** about the concept of identity and whether or not it is important to have an identity in an 'ideal world'. Watch *Exodus Clip 6: Memories from Syria* from the and Comic Relief's film *Hello, Salaam, I Miss You*.

Draw from what you've learned so far about people who are seeking refuge.



- **Divide into two teams:** A & B, each with a different proposition:
 - A. Diverse identities are an important part of life and should be celebrated.
 - B. The world would be a better place if we all shared just one identity.

Team A & B will sit at different ends of the classroom, each with a large piece of paper to write their thoughts on.



- **You have 12 minutes to think of the best arguments to support your position.** During this time the teams should decide whether they will nominate just one person to present their ideas to the class, or if they'll present them as a group.

- Team A:
What are the different types of identity? What can these things bring to society? What would society lose if we had no diversity?
- Team B:
What problems can arise from differing identities? Why would it be better if we were all the same?



- **Once 12 minutes have passed,** each team lays out their top 3 arguments to start an open class discussion.

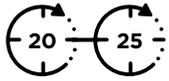


- **Consider real-life examples** where different identities come together, including refugees moving to a new country or even draw from your own experiences, e.g. how did you feel starting your first day at a new school.



TAKE IT FURTHER

x2



— **Create your own piece of expression** on the topic of identity & multicultural societies. Possible ideas:

ART: Create a poster that uses powerful imagery and/or slogans on the importance of respecting different identities and creating a safe new community for people who are seeking refuge. It should grab the attention of different audiences.

SPEECH: Write a speech to encourage fellow classmates to engage with this issue. Are there preconceptions about the identity of people who are seeking refuge that you could dispel? Is there information that they are currently unaware of? Can you bring up examples of the importance of having diverse societies?



INSPIRING EXAMPLE

Watch the inspiring Noble Prize Acceptance speech by the then 17-year-old Malala Yousafzai in which she stresses the importance to fight for girls' education from all over the world. The speech is available on YouTube at:

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



THEME TWO

JOURNEY

Life is a journey. Whether moving to a new school, city or country the experiences we have along our journey impacts who we are. However, some journeys can be more challenging than others. Refugees and displaced persons are forced to go on a journey, often a matter of survival due to the exceptional circumstances in their countries. This results in a huge upheaval of their identity, physical and mental health. Therefore, no matter who is in front of you it's always necessary to consider someone's journey in order to better understand who they are, their behaviour and worldview.



REFLECT



EXPRESS



2.1 REFLECT

THE AIM OF THIS EXERCISE IS TO HELP START A DISCUSSION AND REFLECT ON LIFE AS A JOURNEY WITH KEY MOMENTS THAT SHAPE THE WAY WE THINK AND SKILLS WE ACQUIRE.

It encourages you to compare your own journey to one of the people seeking refuge and identify the main differences and needs they have according to their circumstances. This is a personal exercise, so participants should be aware that they are not required to share their stories with the rest of the class. The focus is especially on human rights and equal opportunities - make sure you understand what is a “human right” and what “equal opportunities” means.

GETTING STARTED contains starter questions on the concept of personal journeys, human rights and the relationship between the two.

ACTIVITY introduces ‘The River of Life’ exercise for everyone to participate in, where they look at their own lives and identify key events throughout that have led them to become the person that they are today.

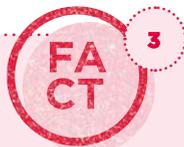
TAKE IT FURTHER contains exercises focusing on recreating the refugee’s journey through a drama or dance piece.



GETTING STARTED



- Consider your own journey in life. What brings you peace or happiness? What are your hopes for the journey moving forward?
- What challenges have you overcome? And what challenges are you still facing?
- Has your journey taken you to different places? Is there a journey you wish you could take?
- What is a human right?
- Which human rights are important to you during your life journey?
- Are human rights given or does it belong to everyone?
- What kind of reasons might there be for people to be forced to move to another country?
- What do you think are the most important things for people who want to escape violent conflict in their countries at the beginning, throughout, and at reaching their destination?
- Which human rights are important to people who are seeking refuge? Do they differ from the ones you have listed are important to you and your life journey?
- Do you feel any of refugees’ human rights have been violated?



The right to seek asylum is enshrined in International law. Anyone can apply for asylum in any country that has signed the 1951 Refugee Convention. [source: UNHCR].



MAIN ACTIVITY



'The River of Life' exercise is an opportunity to reflect on your life by drawing it as a river, highlighting key events along the way which have significantly shaped your behaviour, beliefs and identity. The questions from the **GETTING STARTED** exercise can be used as a point of reference to help you. It is a very personal exercise and so, it's important to know that you are not required to share your drawings with the class. However, if you want to you are encouraged to share your thoughts with the group.



— **Create** your own "River of Life". Which are the most important events in your life so far? Mark your beginning, growth, changes, calm rivers, obstacles, sinkholes, waterfalls to mark significant changes. Look at your river, would any of those events be possible if your rights have not been respected?



— **Watch** *Exodus Clip 3: The Journey* and *Clip 6: Memories from Syria* and *Clip 10: Hassan's BAFTA Speech* and/or Comic Relief's primary film about Farhad.



— **Now try to make the river exercise for a chosen character** (Farhad or Hassan).



— **Now Imagine you are forced to make a similar journey.** Create a new river for yourself. How do you imagine your journey? Which would be the most important events happening to you on the way? What would you find the most challenging?



— **If you want, share** your thoughts with the group.



Mobile Phones are a lifeline for millions of refugees and some would prioritise a mobile phone over food, clothing and healthcare. Phones enable people to keep in touch with friends and family. They can be used to research information about laws, rights, jobs and education. They even save lives, allowing people to track their location when travelling across land and sea. [source: UNHCR]

There are more people on the move now than at any other time since the end of World War II. One in every 110 people in the world has been forced to leave their home and seek safety in a different part of their own country or in another country.



Over four out of every five refugees are living in a country neighbouring their country of origin. For example, of the 5.6 million refugees who have fled Syria since 2011, 3.3 million are living in Turkey, over 1 million in Lebanon, 655,000 in Jordan and 245,000 in Iraq. [source: UNHCR]



TAKE IT FURTHER



Here is an idea on the expression of support and spreading understanding about the struggles of people who are seeking refuge experience during their journey. You can also make these events part of a fundraising campaign (check the [ADVOCATE & FUNDRAISE](#) part of the toolkit for more tips).

DRAMA: Create a piece of drama about the forced migration journey using a short story written by a refugee, or recreate a scene from one of the stories you have encountered in the film clips.



INSPIRING EXAMPLE

Joe Murphy and Joe Robertson's The Jungle is a play telling the story of the different communities who lived in the Calais camp between March 2015 and February 2016 and the dreadful risks they took for their 'good chance' to reach the UK. The play is particularly impactful as it is based on the creators' own experiences while running the Good Chance theatre dome in the Calais camp. Learn more here:

<https://www.nationaltheatre.org.uk/shows/jungle-playhouse-theatre>



INSPIRING EXAMPLE

Borderline is a satire directed by Sophie NL Besse. The ensemble consists of six European performers experts in physical comedy and six refugees who have experienced the life in the Calais refugee camp. The play highlights the realities of European border control and of the asylum regime, while at the same time revealing a side of the 'Jungle' camp that is rarely seen: the camaraderie, resilience and ingenuity of its inhabitants. Watch the trailer here:

<https://vimeo.com/196265928>



WATCH CLIP

To explore Hassan's experience in Calais watch Exodus Documentary *Clip: 8 Calais*



DANCE: Create a Dance performance.



**INSPIRING
EXAMPLE**

For inspiration check out the YouTube video of the performance of “We are” by Keone & Mari.

It’s a dance inspired by Keone and Mari’s grandparents who came to America to make a new life for their families and the many displaced humans around the world who are trying to do the same. You can watch the performance [here](#).



WATCH CLIP

To explore Hassan’s experience through the Mediterranean sea watch *Clip 3: The Journey*



2.2 EXPRESS

THIS SECTION PROVIDES AN OPPORTUNITY TO THINK ABOUT ISSUES IN YOUR COMMUNITY THAT YOU MAY WISH TO CHANGE WHILE CONSIDERING THE CONNECTION BETWEEN SOCIAL INJUSTICE AND HUMAN RIGHTS. IT IS ALSO IMPORTANT TO EXPLORE THIS IN THE CONTEXT OF PEOPLE WHO HAVE FLED THEIR COUNTRY BECAUSE WHAT THEY CALL HOME IS NO LONGER A SAFE PLACE TO BE.

What issues around social injustice & human rights are important to them? Finally, this section gives a wide range of examples about young people who have decided to start a movement or become part of a campaign which is working towards the change they want to see in society.

GETTING STARTED provides discussion questions encouraging you to consider what issues may be important to you and how a solution can be created.

ACTIVITY is a group exercise where you assume the role of civil society representatives meeting with the UK government to discuss the topic of “providing refugees with the right to work/education while waiting for their asylum claim to be approved/denied”. It encourages thinking about why would such a policy could be controversial and what possible arguments for and against could this topic have.

TAKE IT FURTHER is a take-home exercise which requires you to assume the role of a reporter/journalist who is assigned the task of writing an article about a refugee crisis.



GETTING STARTED



- Think of something in your community and/or personal life that you would like to change.
- Think about the issues you have identified. Who could you contact or meet within the community to take action? What would you say?
- If you had to pick one human right which you would like to defend which one would it be? In what ways you see yourself promoting it? To whom you would speak about it? Check the human rights list in the answers sheet.





INSPIRING EXAMPLE

Read the article featured in *The Guardian* “Young people are angry”: the teenage activists shaping our future”:

<https://www.theguardian.com/society/2018/may/13/young-people-are-angry-meet-the-teenage-activists-shaping-our-future>

Among them is Amika George, 18, a Londoner who after watching the news about girls in the UK missing school because they couldn’t afford menstrual products. This made her start a petition calling for free menstrual products for children on free school meals and email parties during the general election announcement. The Green party and Women’s Equality party both replied and included a pledge in their manifesto. To date, 150,000 people have signed the petition.



MAIN ACTIVITY



-  — **This exercise is a Roundtable Discussion/Role play.** There will be a consultation meeting between civil society representatives and the UK government on the topic of “providing refugees with the right to work/education while waiting for their asylum claim to be approved/denied”.
-  — **Divide the class into two main groups.** The whole class watches *Exodus Clip 8: Calais* and Comic Relief’s secondary film ‘Hello, Salaam, I Miss You’.
- **Consultation** meeting mockup
-  — **You should think about the topic in depth and come to an agreed position within each of your groups, while considering why such a policy could be controversial.** During these discussions, write down the arguments defending your position as bullet points. Each group



needs to prepare a two minute speech laying out these arguments and choose a speaker (or speakers) to present them.



— **Each group presents arguments.**



— **Each group writes down possible counter arguments.**



— **Each group has 2 minutes to present counter arguments.**



For refugees, the right to work and access to labour markets is key for becoming self-reliant, rebuilding their lives and securing dignity, and allowing them to contribute to their host communities. The 1951 Convention relating to the Status of Refugees provide for opportunities for wage-earning employment, self-employment and for employment in liberal professions. However, despite this provision, many governments fail to comply and impose various bureaucratic restrictions which block refugees' access to the labour market. [source: UNHCR]



TAKE IT FURTHER



- **The class can divide into four groups Journalists, Government, NGOs, and people seeking refuge in Britain. Engage in a debate about refugees arriving in the UK.** Journalists can even set up a blog where they feature the articles, interview the different group representatives and then report on the outcomes of the debate/discussion.



TAKE IT FURTHER



Journalism is one of the most prominent forms of expression. Writing and mass media play a huge role in the way they shape our views about the world and about the others. **In class 30 min + take-home exercise 30-60min.**

IMAGINE YOURSELF AS A REPORTER/JOURNALIST



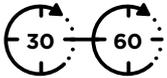
- **Watch** *Exodus Clip 3: The Journey* and *Clip 5: Arrival in Greece* and Comic Relief's secondary film *'Hello, Salaam, I Miss You'* clip

EXERCISE*

**The exercise is done as take home, where students are given time to prepare and collect information or as an in-class exercise where the teacher relies on students' current knowledge about forced migration.*



- **Imagine you work in a newsroom** and your editor-in-chief tells you to write an article about the recent refugee influx from Syria. How would you do it? Which pieces of information do you feel are important to you and to your readers?



- **Take home or in class.** Write an article at home about it on your own terms — it can be a report, essay, short or long — it's your editorial piece so you choose how to approach it.



- **Compare your articles in class.** Discuss the possible challenges you have encountered when writing it. How does a documentary and how does a report portray the refugee's journey? Are there any differences?

WRITING A LETTER & DISCUSSING HUMAN RIGHTS [35 mins total]



- **Think about an issue in your community** you would like to change. Write a letter to a person you would feel is able to make the change you think is important to happen in your community.



- **Watch** *Exodus Clip 3: The Journey* and *Clip 5: Arrival in Greece* and Comic Relief's secondary film *'Hello, Salaam, I Miss You'* clip



- **Discuss** within the class what is the most important thing you think refugees need to be provided with? To whom would you write a letter about it? Do you feel refugees have a voice to defend their own rights? If you adopt their perspective what kind of letter would you write and to whom?



Government statistics show that at the end of 2017 there were 121,837 refugees, 40,365 asylum seekers and 97 stateless people in the UK. That's just 0.25% of the total population. [source: UNHCR and UK Home Office]

THEME THREE

ADVOCATE & FUNDRAISE

When it comes to creating positive change in the world, we have two key resources that can be invested: **time and money**. In this section, students are provided with tips and suggestions on how to take what they have learned so far and work towards building solutions on both an individual and group basis, should they wish to get involved in the forced migration issue. It also includes examples of other young people who have made a positive change in society.

There are lots of ways to fundraise for issues you care about. Here are a few suggestions that are tried and tested. If anyone under 18 is involved in the fundraising in any way, please make sure that they have permission from their parent, guardian or teacher and are properly supervised by an adult.



Staying where you are is sometimes simply not an option. For many, persecution, conflict and natural disasters force them to move or risk death. The journey to safety is often long and incredibly dangerous – and some people exploit those who have no other choices. [source: UNICEF]



GETTING STARTED



- What is meant by the term ‘Advocate’?
- Can you name any examples of advocating for a cause?
- What could be advocated for on the issue of refugees?
- What is ‘Fundraising’?
- Why do charities need money raised for them?
- How could money be used to help refugees?



How much do you know about existing campaigns? Have the exercises made you want to become involved in a particular topic? Here is a list of existing campaigns and issues you might want to get involved with. Check below to see how you can contribute individually or as part of a group.

Examples of campaigns involved in the issue of forced migration:

1) **Lift The Ban** calls for a change to the law in the UK.

Currently, people seeking asylum are not allowed to work in the UK. That means that they are forced to live in poverty, with no work and no way of supporting themselves or their families. This affects people’s identity, as our sense of self is often partly created through work and through being independent and self-sufficient.

How to get involved? Find more here:

<http://lifttheban.co.uk/wp-content/uploads/2018/09/Lift-the-Ban-Activism-Pack.pdf>

2) **“I Belong”** is a campaign to end statelessness.

Statelessness means someone having no nationality – no official place of belonging. This causes huge problems on a practical level, such as no passport, no access to medical treatment and no way to legally marry. However, it also has big implications for identity. Every 10 minutes, someone is born stateless, and these people are vulnerable in a variety of ways.

How to get involved? Find more here:

<https://www.unhcr.org/ibelong/spread-the-word/>



It is estimated that 10 million people around the world are stateless. That's as many people as live in Scotland, Wales AND Northern Ireland.

These people do not have a nationality and are not free to move around the world. They cannot access basic rights such as education, healthcare or employment. [source: UNHCR]

3) The Right to Education Initiative (RTE) is a global human rights organisation focusing on the right to education. RTE promotes education as a human right, making international and national law accessible to everybody. [How to get involved? Find more here:](https://www.right-to-education.org/page/using-rights-practice)
<https://www.right-to-education.org/page/using-rights-practice>



61% of refugee children go to primary school. Globally, 91% of children attend primary school. 23% of refugee adolescents go to secondary school. Globally, 84% of adolescents attend secondary school. 1% of refugees enrol in college or university. Globally, 37% of young people are enrolled in college or university. [source: UNHCR]



INDIVIDUAL ACTION

ACTIVITIES:



– **Social Media Responsibility:** Your phone is an advocacy tool: post/ share if you spot any injustice; support articles which you believe are accurate and are not “fake news”; like and share campaigns you support. Become aware of popular hashtags and use them! Why not start your own?



– **Talk about it!** Share your thoughts and exchange opinions with friends, family, classmates. We all might have different opinions and it is important to share and talk about them. This helps us validate our arguments or informs us on whether t we might have been wrong about something.



– **Share your story:** Even outside of a group, your voice can be powerful and can be heard. Sometimes all it takes is writing a letter to MP, making a vlog, sharing a story online to get noticed and receive a platform which will allow you to become part of something way bigger than you.



– **Create a social media channel/profile where you post/share information relevant to your campaign.** You can use this platform to raise money for your own cause or share information about fundraising campaigns you care about.



– **You can share fundraising campaigns** you find important on your personal social media account or on the one you have set up for raising awareness purposes. Another option is to become a volunteer for a fundraising campaign.



Sometimes it takes one person to fundamentally change our society for the better. Think about young people like Malala Yousafzai, Emma González & Xiuhtezcatl Martinez who individually have already made huge progress for the causes they fight for.



In the UK, you also have a voice in our democracy. You can write letters to your MP. Make your letter powerful and show them why they should listen to you and what you want them to do to represent you. Your MP will also run sessions where they speak to the public and should be available on social media. Here is how to find your MP so that you can write to them to tell them what issues you care about and ask them to take action. To find out more visit www.writetothem.com



GROUP ACTION



ADVOCACY IDEAS



— **Create a blog** where you and your peers write and share relevant information about your cause - the more you share and post about it, the more people will become aware of the problem. [fundraising icon] At a later stage, you can also use your established platform and developed an audience for fundraising. Think about engaging methods in which you can use social media (short clips, infographics, popular hashtag trends).



— **Make a mural to represent your community** - see if you can get local artists to support you and make sure you seek permission to display it somewhere impactful.

INSPIRING EXAMPLE

In 2016 the International Organisation of Migration (IOM) in the UK launched the Portraits of Welcome project for members of the public to write a personal message of welcome to migrants and refugees or to share their own experiences. The portraits and messages captured have been used during cultural orientation sessions for refugees during the pre-departure preparation before their resettlement to the UK.



— **While writing a letter to a local MP as an individual is important, it's even more powerful if done as a group.** Organise a campaign where you and your peers write a letter and collect signatories who will back you up - if the issue is of importance for a bigger community there is a better chance you will receive an answer from your MP. To find out more visit www.writetothem.com



— **Start a podcast** — find a topic which is important to you and for each episode invite a different guest (e.g students, teachers, artists, activists). This activity can be a team effort with the potential for multiple roles: someone in charge of finding a guest; PR; podcast host(s); audio engineer etc.



INSPIRING EXAMPLE

Brighter Futures is a self-advocacy group of active young asylum seekers and refugees with roots in a variety of countries and continents; they have been recording podcasts on issues that affect them directly — speaking openly and without fear about the realities of being a young migrant in London today. Learn more at www.brighterfutureslondon.co.uk



- **Use your phone!** Shoot a short film about an issue you care about in your community: be it local river pollution or lack of playgrounds. Shoot the location, interview people who care about the cause, reach out to people who can be part of the change.



INSPIRING EXAMPLE

Documentaries can make a difference! Chasing Ice is a documentary which compresses years into seconds, capturing ancient mountains of ice in motion as they disappear at a breathtaking rate and deliver undeniable evidence to our carbon-powered planet. The film was initially funded through friends and family investment and donations.

To create mass awareness, the film was screened to strategic audiences from the White House to the United Nations to local high schools throughout the US - reaching over 25 million viewers. One of the most impressive successes of the campaign surrounding the movie is that Ohio Congressman Pat Tiberi shifted his stance on the issue, publicly acknowledging climate change.





- **Why not propose to your school to be recognised with a School of Sanctuary award by becoming a safe and welcoming space for all?**
A School of Sanctuary is a school that is proud to help its students, staff and wider community understand what it means to be seeking sanctuary and to extend a welcome to everyone as equal, valued members of the school community. This could be people whose lives were in danger in their own country, who have troubles at home or are just looking for a place of safety. The process of becoming a School of Sanctuary is regarded by many headteachers as a valuable school improvement tool.’ Find more information at www.schools.cityofsanctuary.org.



- **Start a sports/drawing/poetry/book club** which engages a variety of people and helps young people from disadvantaged backgrounds to socialise and become part of the community



INSPIRING EXAMPLE

An Evening of Welcomes was a Swindon City of Sanctuary project where over three days, creative youngsters – who between them speak more than ten different languages – explored, expressed and performed their thoughts and ideas about the true meaning of ‘welcome’; all captured and crafted into a short documentary. Since September, these twenty innovative young people have been working in their own schools using their documentary to inspire their peers and teachers to spread the message of welcome.



INSPIRING EXAMPLE

An organisation supported by Comic Relief that makes everybody welcome through sports is Brighton Table Tennis Club. More than 1,250 people play in the club’s weekly sessions. Their number includes people with learning disabilities, people with physical disabilities, people from the LGBT community and young asylum seekers. The youngest player is 2. The oldest is 98. The club is the world’s first recognised Club of Sanctuary, for its work with refugees.



INSPIRING EXAMPLE

Refugee Youth runs a variety of projects and activities helping young people explore the issues affecting them, using the arts to convey their messages to the wider public, this includes music production, poetry, drumming, dance, capoeira, painting, fashion and printing. For example, 32 young people created performances, workshops and an exhibition to contribute to the Southbank Centre’s Adopting Britain Festival, celebrating migration. Forty young people also worked together to produce short films as part of the BFI’s ‘Coming to the UK’ event.



FUNDRAISING IDEAS



If anyone under 18 is involved in the fundraising in any way, please make sure that they have permission from their parent, guardian or teacher and are properly supervised by an adult.

COMMUNITY PROJECTS

-  – **Hold a sports game/film screening/gallery opening** and invite people from other schools and the community. Invite donations to fundraise or have an opening event and sell tickets, refreshments and have a collection on the door..
-  – **Create a competition** and engage people in your community. It could be a competition for best drawing; best cake; best poem; best short film shot with a phone; a video game marathon; something sporty. Charge a small entry fee to raise funds.
-  – **Have a bake sale or art sale** and host an auction in your community to sell them and/or charge an exhibition fee to visitors.
-  – **Take part in Comic Relief's Red Nose Day on Friday 15 March 2019.** Find out more about the issues Comic Relief supports at comicroelief.com. Teachers can order a free secondary school fundraising pack at <https://shop.comicroelief.com/products/secondary-fundraising-pack>.



INSPIRING EXAMPLE

Help Refugees UK started as nothing more than a hashtag in August 2015. A group of friends wanted to raise £1,000 and fill a van full of donations to take down to Calais. Within a week they had raised £56,000. Help Refugees UK is a great example of ordinary people who help other ordinary people in need in the most direct of ways. Learn more here <https://helprefugees.org/help/> and here <https://helprefugees.org/fundraise/school/>

TIPS FOR INVOLVING THE COMMUNITY IN FUNDRAISING

- **Think about how you are going to promote your cause and the event you are organising in order to raise awareness/funds.** Think about how you can use social media: creating a channel; appropriate hashtags; regular and visually attractive posting is crucial for the success of your campaign.
- **Every campaign needs a strong team behind it!** You can do a lot as an individual, but connecting with others who believe in the same cause will help you achieve a lot more. Find the strengths of each team member and delegate tasks accordingly.
- **Ask community centres,** libraries and local businesses to display posters and leaflets to advertise your event or cause.
- **Connect with local and national media.** Write an article and ask editorial outlets if they can publish it. Ideally, you would like them to interview you so you can get your message across in the best way possible.
- **Big businesses such as supermarkets often have a fund for community projects.** Go to your local supermarkets and ask how to access these funds. For example, you might be able to get all the refreshments for your event for free as a donation from your local branch of a supermarket.
- **Ask a local public figure to open your event.** This could be the mayor or MP or perhaps someone who is a campaigner in your community. Or what about someone who themselves has experienced forced migration who could open with a story of their own?

We want to hear your feedback!
Please get in touch at:
feedback@docacademy.org

THE ORGANISATIONS

BEHIND THIS TOOLKIT

Made by:



DA is an education programme developing free & easy-to-use curriculum linked resources for secondary school teachers using documentary film at the heart of formal learning, focusing on complex and sensitive issues such as migration, climate change, sexual identity etc.

CONTACT
Doc Academy
50 Frith Street
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Supported by:



Comic Relief is a major UK-based charity with a vision of a just world, free from poverty. The charity's aim is to drive positive change through the power of entertainment and has become a pioneer in working with young people and developing teaching resources for advocacy and fundraising.

CONTACT
Comic Relief
89 Albert Embankment
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ACKNOWLEDGMENTS

Series 1: *Our Journey to Europe* Documentary series
a **BBC documentary series** produced by **Keo Films**



Special thanks to **The Education Company**



The Doc Academy team would also like to thank the following individuals and organisations for their valuable feedback and support for the project:

Ben Margolis, City of **Sanctuary**  **City of Sanctuary**

Alex Maxted, **Education Consultant**

Alex Mitchelmore, **iMix** 

Raheel Mohammed, **Maslaha** *maslaha*

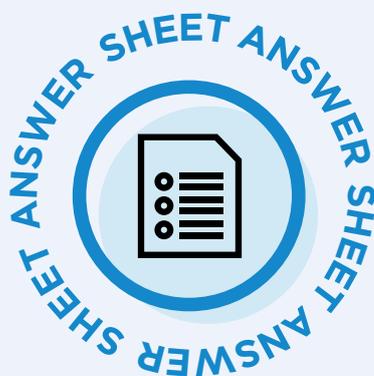
The toolkit was designed by the wonderful **Involved Design Involved.**

Toolkit created by **Evi Karageorgu, Myles Dyer** and **Jo Harding**

TOOLKIT

ANSWERS SHEET

Suggested responses and definitions to the prompt questions throughout the toolkit:



- **Who is a refugee? Who is an internally displaced person?**
 - Refugees are people who have been forced to flee their country and cannot return because they are afraid of war, persecution or violence. (UN definition).
 - Internally displaced people have been forced to leave their home but are still in their own country. They may seek safety in another town, in a camp, or even in forests or fields. (UN definition).
 - Asylum seekers have arrived in a new country and asked for protection (asylum). If this is granted, they have rights as a refugee.
 - Stateless people do not have a nationality. They are not free to move around the world and cannot access basic rights such as education, healthcare or employment.
 - Economic migrants have moved to another country to work.

- **Why would someone flee their home?**
 - War
 - Persecution due to ideology; political conviction
 - Crumbling economy, hyperinflation and shortage of food and medicines.
 - Violence/death penalty legislation based on sexual identity (criminalisation of sexual identity) & gender (outlawed divorce; death penalty legislation for women in case of adultery; force marriages)
 - Climate change

- **Who could be a refugee?**
 - Anyone.

- **Can you name any real world examples of countries from where people are fleeing/have fled from in the past?**
 - Syria crisis; Afghanistan; South Sudan; Myanmar; Somalia; Germany & Austria (WWII); Venezuela

IDENTITY, REFLECT, SECTION A:

- **What is identity?**
 - Definition: Identity includes the qualities, beliefs, personality, looks and/or expressions that make a person or group.

- **Can you name examples of identity?**
 - Religion (Christian, Hindu, Muslim, Sikh, Jew, Atheist)
 - Nationality (British, American, Kenyan, Japanese, Iraqi)
 - Sports team (Manchester United, The Dallas Cowboys, India National Cricket Team)
 - School (The school overall, year groups, clubs, houses or friendship groups)
 - Music taste (Artist specific like Beyonce (BeyHive) and Lady Gaga (Little Monsters) or genre specific like rock and hip-hop.)
 - Gender (Gender Neutral; Female; Male; Gender Fluid)
 - Sexual Orientation (Gay; Lesbian; Queer; Straight; Bisexual; Asexual; It's complicated)
 - Ability (an impairment that may be cognitive, developmental, intellectual, mental, physical)

- **Why is identity important?**
 - Creates a sense of who we are.
 - It connects us with others.
 - Helps build community.
 - Nurtures a sense of belonging.

IDENTITY, REFLECT, SECTION C:

- **Example articles:**
 - Independent: *“More than 8,000 Syrian refugees come to the UK under plans to resettle 20,000 by 2020”*
<https://www.independent.co.uk/news/uk/home-news/syrian-refugees-uk-immigrants-resettlement-scheme-2020-numbers-a8044696.html>
 - Daily Mail: *“Lone child refugees are costing British councils £70,000 a year EACH with bills continuing until they reach 25”*
<https://www.dailymail.co.uk/news/article-5230135/Lone-child-refugees-cost-British-councils-70-000-year.html>
 - Express: The United Kingdom is not taking enough refugees in, claims David Miliband
<https://www.express.co.uk/news/uk/913363/Theresa-May-David-Miliband-refugee-UK-EU-United-Nations-LBC>
 - The Sun: *“UK encouraging illegal immigrants by not deporting bogus refugees in the tens of thousands, bombshell report claims”*
<https://www.thesun.co.uk/news/8167669/britain-encouraging-illegal-immigrants-not-deporting-bogus-refugees/>
 - The Guardian: *“Five myths about the refugee crisis”*
<https://www.theguardian.com/news/2018/jun/05/five-myths-about-the-refugee-crisis>

IDENTITY, EXPRESS, SECTION A:

- **How can identity influence the way you live your life?**
 - Friends you make; Clothes you wear; Language you speak; Beliefs you hold; People you view as the ‘other’.
- **Is it important to reveal your identity to others? Why?**
 - Can help you connect with others like you.
 - It may allow you to discover more about yourself.
 - Counterpoint: Could make you vulnerable to abuse.
- **What are the ways you can express your identity?**
 - *Way you talk;*
 - *Non-verbal language & mannerisms;*
 - *Clothes you wear;*
 - *Arts (music, dance, painting, writing etc.);*
 - *Sport and identity (teams are linked to national side, or a nation has sports that people see as part of their national identity - Olympic Refugee Team/Refugees being part of major football teams).*

- **Why is self-expression important?**
 - **Importance of self-expression: poetry, stories, speeches, ads, paintings, vlogs:** Writing is an important way of expressing emotion and exploring difficult and personal experiences.
 - This form of expression is important not only because it helps us through difficult moments and helps us understand the situation we are in better, but also because it's a way to communicate how we feel to others.
 - By expressing oneself, you may start building connections with other people who are drawn to your experiences.

IDENTITY, EXPRESS, SECTION B:

- **Farhad clip: mode of expression: drawing**
- **Exodus (Hassan) clip: mode of expression: vlogging, self-shooting/ video diary)**

JOURNEY, REFLECT, SECTION A:

- **Consider your own journey in life. What brings you peace or happiness? What are your hopes for the journey moving forward?**
 - Connection: Family, friendships & relationships
 - Entertainment: Movies, games, books, music etc.
 - Experiences: Traveling, hobbies & events
 - Imagination: Dreams, ambitions, plans
- **What challenges have you overcome? And what challenges are you still facing?**
 - A sense of belonging: Fitting in, settling in a new place
 - Survival: Financial issues, injuries or health problems
 - Work: School, projects or work
- **Has your journey taken you to different places? Is there a journey you wish you could take?**
 - Geographically: Moved town, county or country
 - Psychologically: Growing up, adapting mentally or emotionally to new situations
 - Situationally: Change in life circumstances
- **What is a human right?**
 - Definition: These are the basic rights that are generally considered to be what all people should have, such as access to clean drinking water and freedom from slavery & torture.
- **Which human rights are important to you during your life journey?**
 - You can refer to the United Nations Universal Declaration of Human Rights:
 - We are all born free & equal; don't discriminate; right to life;

no slavery; no torture; you have rights no matter where you go; we're all equal before the law; your human rights are protected by law; no unfair detainment; the right to trial; we're always innocent till proven guilty; the right to privacy; freedom to move; the right to seek a safe place to live; right to a nationality; freedom of thought; freedom of expression; the right to public assembly; the right to democracy; social security; workers' rights; the right to play; food and shelter for all; the right to education; right to work

- No one can take away your human rights.

– **What is the difference between human and children's rights?**

- Children are more than adults vulnerable to exploitation.
- Children need more protection because they are less physically, emotionally and mentally developed.
- Specific policy differences. You can refer to the UN Convention on the rights of the child:
 - Separation from parents must be prevented unless it's in their best interests; Family reunification so a child can live in the same country as parents; Freedom of association - the right to meet with other children and join groups; Protection from violence, abuse and neglect; Protection for refugee children.
 - Right to have care treatment reviewed regularly; Social security.
 - Goals of education: Education must develop every child's personality, talents and abilities to the full; Protection from taking part in war and armed conflicts (under age of 15); Support for recovery from trauma and reintegration.

– **Is it given or does it belong to everyone?**

- From the UN Human Rights Office of the High Commissioner: "Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible."

JOURNEY, REFLECT, SECTION C:

– **Reasons for forced migration:**

- climate change, LGBT rights - death penalty, hunger, war, political refugees, adultery death penalty laws.

ADVOCATE & FUNDRAISE, SECTION A:

– **What is meant by the term 'Advocate'?**

- Definition: To advocate is to publicly recommend or support a cause, idea, organisation or individual.

-
- **Can you name any examples of advocating for a cause?**
 - Contacting a politician; Starting a petition; Creating a YouTube video; Giving a speech

 - **What could be advocated for on the issue of refugees?**
 - More aid to refugee initiatives; Government assurances to take and allow more refugees

 - **What is 'Fundraising'?**
 - Definition: Seeking to generate financial support for a charity, cause, or another enterprise

 - **Why do charities need money raised for them?**
 - Fund their operations; To buy supplies for those in need; Raise awareness

 - **How could money be used to help refugees?**
 - Supplies such as food, blankets & water; Running of shelters & child-friendly spaces; Legal budgets for asylum claims.

SOURCES:

Fact 1 Total number of refugees and 1 in every 110 people globally:
UNHCR Global Trends Report 2017.
<https://www.unrefugees.org/refugee-facts/statistics/>

More people on the move than at any other time since WW2:
<https://www.unhcr.org/blogs/statistics-refugee-numbers-highest-ever/>

Fact 2 UNHCR Global Trends Report 2017.
<https://www.unhcr.org/5b27be547.pdf>

Fact 3 UNHCR – The 1951 Refugee Convention

Fact 4 Research into the importance of mobile phones for refugees:
Connecting Refugees, UNHCR, 2016, p15.
<https://www.unhcr.org/5770d43c4>

Fact 5 UNHCR 2017 Global Trends Report. See below for specific references.
<https://www.unhcr.org/blogs/statistics-refugee-numbers-highest-ever/>

Fact 6 UNHCR. Global Trends report, 2017, p7
<https://www.unhcr.org/uk/statistics/unhcrstats/5b27be547/unhcr-global-trends-2017.html>

Fact 7 UNHCR, Global Trends, Forced Displacement in 2107, p67
<https://www.unhcr.org/uk/statistics/unhcrstats/5b27be547/unhcr-global-trends-2017.html>

UK Home Office, Summary of Latest Statistics.
<https://www.gov.uk/government/publications/immigration-statistics-year-ending-june-2018/summary-of-latest-statistics>

Fact 8 UNHCR Figures at a glance 2017.
<https://www.unhcr.org/figures-at-a-glance.html>

Population of Scotland:
<http://worldpopulationreview.com/countries/scotland-population/>

Fact 9 Education Rates. <https://www.unrefugees.org/refugee-facts/statistics/>