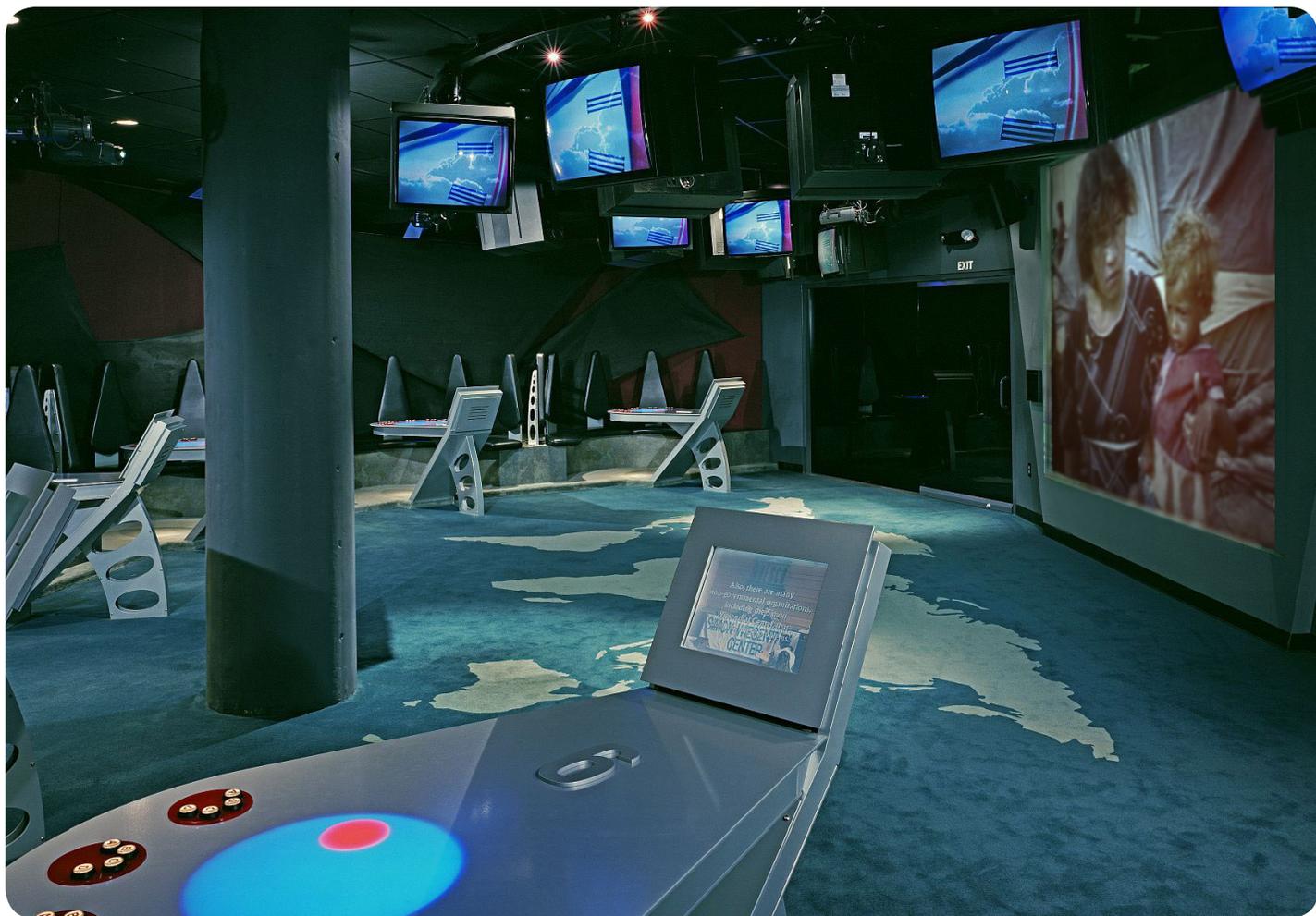




MUSEUM OF TOLERANCE
A SIMON WIESENTHAL CENTER MUSEUM

Teacher's Guide



Millennium Machine exhibit at the Museum of Tolerance educates visitors about human rights issues including the plight of refugees

THE PLIGHT OF REFUGEES

learn from the past engage the present shape the future

LESSON: THE PLIGHT OF REFUGEES

RELATED EXHIBIT: MILLENNIUM MACHINE

“I believe how we treat the uprooted will shape the future of our world.”

-Melissa Fleming, Head of Communication for the UNHCR

OVERVIEW

Millions of people around the globe are considered refugees, living in practically every country in the world. According to the United Nations High Commissioner for Refugees (UNHCR), the number of refugees, asylum-seekers and internally displaced people worldwide exceeds 50 million people. In this lesson, students learn about the choices and challenges facing refugees and displaced persons when they are forced to leave their homes; develop empathy for the refugee experience; and prepare and present arguments for and against policies affecting refugees.



ENDURING UNDERSTANDINGS

People become refugees because one or more of their basic human rights has been violated or threatened. International law defines a *refugee* as a person who has fled from and/or cannot return to his/her country due to a justifiable fear of persecution, including war or civil conflict. Refugee issues are tied to other global issues.

ESSENTIAL QUESTIONS

- Who is a refugee?
- Do refugees have rights?
- Do we have an obligation to refugees?
- What are some of the solutions to addressing the refugee crisis?
- How has the United States treated its refugees?

OBJECTIVES

STUDENTS WILL:

- Define refugee and describe what conditions cause people to leave their homes.
- Know the difference between a refugee, immigrant, IDP, asylum seeker, migrant and citizen.
- Describe problems of refugee populations around the world.
- Identify human rights issues related to refugees.
- Describe protections afforded refugees through the Universal Declaration of Human Rights (UDHR).
- Empathize with refugees and the difficulties they faced from the moment they flee their homes to the time they are settled and have adapted to a new country.
- Take a position on the refugee issue and propose a solution

KEY ISSUES / CONCEPTS

refugee
asylum
resettlement
internally displaced person (IDP)
migrant
immigrant
human rights
persecution
foreign policy
public perception
discrimination
diversity
host country
deportation

SUBJECT AREA / CONTENT AREA CONNECTIONS

Social Studies, History, Civics, Government, Politics, Global Studies, Geography, Economics, Language Arts, Service Learning / conflict, war

TIME / MATERIALS

TIME FRAMES WILL VARY BASED ON AVAILABLE HOURS IN ANY GIVEN CLASS.

Agree / Disagree signs

Packing List handout

“Asylum” sign

Internally Displaced Persons “IDP” sign

“Refugee Camp” sign

Chart paper or poster board, markers

Copies of Fact Sheet

Copies of the Universal Declaration of Human Rights (UDHR)

http://www.civicsandcitizenship.edu.au/verve/_resources/F02_Simplified_Version_Dec.pdf

Melissa Fleming’s TED Talk: Let’s help refugees thrive, not just survive

http://www.ted.com/talks/melissa_fleming_let_s_help_refugees_thrive_not_just_survive/transcript?language=en

News publications (e.g. newspapers, news magazines)

Immigrant or Refugee? handout

BACKGROUND INFORMATION FOR TEACHERS

The 1951 Convention relating to the Status of Refugees is the legal document defining who is a refugee, refugee rights and the legal obligations of governments. The Convention was drafted in the context of the millions of people who were left as refugees in Europe after World War II, and only applied to European nationals. In 1967, a U.N. protocol extended the convention to cover any person, anywhere in the world, at any time. According to Article 1 of that Convention, a refugee is someone who has fled his or her country “owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion,” is outside the country of his/her nationality, and is unable to, or owing to such fear, is unwilling to avail him/herself of the protection of that country.

Today, the biggest refugee populations are Afghans, Syrians and Somalis – together accounting for more than half of the global refugee total. Other major refugee populations include Palestinians, Iraqis, Congolese, Colombians and Sudanese.

Internally Displaced Persons (IDPs) are those who are still in their country’s territory, but are not living in their home area. An Internally Displaced Person (IDP) may have been forced to flee his/her home for the same reasons as a refugee, but has not crossed an international border. There are more IDPs in the world than refugees, amounting to over 33.3 million people. Children constitute about 46 percent of the world’s refugees, and about half of all refugees are women.

According to the U.N., the reasons for displacement today are far more complex than those envisioned under the 1951 Convention, and the distinctions between refugees and migrants, and voluntary and involuntary movements are becoming increasingly blurred. Natural disasters – floods, earthquakes, hurricanes, mudslides – are increasing in frequency and intensity. While most of the displacement caused by these events is internal, they can also cause people to cross borders. None of the existing international and regional refugee legal documents specifically addresses the plight of such people. Displacement is also caused by climate change--drought, rising sea levels and other man-made catastrophes like lack of water, food, health care.

RESOURCES / LINKS

United Nations High Commissioner for Refugees: UN Refugee Agency

<http://www.unhcr.org>

Amnesty International

<http://www.amnestyusa.org/our-work/issues/refugee-and-migrant-rights>

Books and Films About Refugees

http://www.acf.hhs.gov/sites/default/files/orr/refugee_films_and_books.pdf

Refugee population by country or territory of asylum <http://data.worldbank.org/indicator/SM.POP.REFG>

This essay gives the reader a perspective of being a refugee, and compares them to the story of early travelers to America. <http://www.hrw.org/news/2013/11/26/thanksgiving-remember-todays-refugees>

UNHCR Video Gallery <http://www.unhcr.org/pages/4ac9fdae6.html>

PROCESS

STEP ONE

Label one side of the room “Agree” and the other “Disagree.” Tell students they will debate a statement standing by the “Agree” sign if they agree with the statement or by the “Disagree” sign if they do not agree with the statement. Ask everyone to participate and be prepared to justify the reason for agreeing or disagreeing with the statement.

Use the following debate prompts, from the **Millennium Machine** exhibit in the **Museum of Tolerance**:

- The United States should make it easier for refugees to come into the country
- I would pay higher taxes to provide foreign aid to countries with a refugee crisis

DEBRIEF BY ASKING:

Would it have been difficult to take the other side?

Do you think the refugee issue can be resolved?

Do you consider this a controversial issue?

STEP TWO

Divide the class into “family” groups of 3-4. Set the scene for your class by turning off the lights. The scenario is: It is 3:00 in the morning. Your parents wake you up. They say, “We have less than 5 minutes; we have to go right now; we are in danger. There is no time for questions. We must pack our things. We are leaving.”

Ask students, “What are the 10 items that your family will take with them? Distribute the **Packing List** (see attached) to each student. They have three minutes to select 10 items they will take with them. Set a timer.

After the timer goes off, inform the students they have to get rid of five of the things on each of their lists because they need to leave them behind so that they can help other family members carry some of the things that are really necessary. Have students look over their lists and identify each item as something they want or something they need.

Ask a representative from each “family” to share what they chose and ask them to explain why they selected what they did.

Ask those families that selected identification cards to stand under the “Asylum” sign. Those families that did not choose to take identification cards should stand under the “IDP” sign. (Note: if no groups chose identification cards, everyone will stand by IDP sign. If all groups chose identification cards, randomly select 1-2 families to go to the IDP sign. Explain to them that some of their paperwork is missing.) One family that chose to bring money can buy their way into a refugee camp. Have them stand under the “Refugee Camp” sign. One other family can persuade you to let them into the refugee camp.

Families commonly need to prove where they come from in order to be granted asylum by another country. Those families standing under the “Asylum” sign have been given protection and will be put into a refugee camp run by the United Nations High Commissioner for Refugees (UNHCR). Here they will be given basic food and water.

Families under the “Refugee Camp” sign will be assigned jobs. Have the families in this group brainstorm what their camp will need to function (e.g. doctors, schools) and then identify the different jobs they might be doing.

Those in the “IDP” area do not have identification and are not granted protection. They are stuck in the middle of the conflict zone in their home country. The U.N. has no power or control to help these families. Tell these families to brainstorm what they will do to survive.

After brainstorming, move all but 1-2 families from the asylum section and tell them that the war in their homeland has subsided and they are free to return home. Most of the limited resources in the country are going to the refugees and every family cannot be granted protection (asylum). These families will now be moved to the “IDP” area.

The remaining 1-2 families in the “Asylum” area are given permanent residency in the town just across the border. A local organization will provide them with a home and job.

BACKGROUND INFORMATION FOR TEACHER

Once on their journey, refugees face more hardships. They are often forced to pay smugglers many more times the cost it would take to travel legally and they can be subject to dangerous expeditions that threaten their health and even their lives. Some countries bordering conflict zones keep the incoming refugee population segregated in refugee camps and do not afford them protections. Not every migrant’s status as a refugee is recognized in the host country where they arrive, causing them to be deported. Of particular concern to students may be the experience of child refugees.

DEBRIEF THE ACTIVITY BY ASKING

What might be some reasons that would force people to run?

How important are the things we take with us?

How did you choose what to bring with you?

Did you think the selection process was fair?

Should other countries be responsible for taking in refugees?

Are there refugees in your community?

Do you know of any organizations that help refugees?

Hear/see what refugees themselves miss and long for from their homes.

Refer to Handouts 1-4 **The Things They Left Behind**. Have students reflect on their packing lists and compare notes with some examples shared by actual refugees.

STEP THREE: LEARN ABOUT REFUGEES IN THE WORLD TODAY.

By a show of hands, vote on the question posed in The Millennium Machine exhibit at the Museum of Tolerance:
The biggest threat to life for refugees is:

- a. Execution
- b. Frostbite
- c. Landmines
- d. Starvation

The answer is c.

Every 20 minutes, a landmine kills or cripples another victim. That's 20,000 people killed each year, mostly refugees. Landmines do not distinguish between the innocent civilian and the armed soldier. The grim statistics reveal that 6,000 children are slaughtered each year when they took the wrong step... in the wrong place. The cost to societies with limited economic resources is staggering. Land laced with mines that could be used for homes or farming goes unused. The money it takes to treat the victims of mines can bankrupt a nation.

Situations affecting refugees are different around the world. To learn more about the stories of today's refugees:

United Nations: Refugees <http://www.un.org/en/globalissues/briefingpapers/refugees/>

International Rescue Committee <http://www.rescue.org>

U.S. Committee for Refugees and Immigrants <http://www.refugees.org/>

Beyond the Fire: Teen Experiences of War includes stories, transcripts and resources
<http://archive.itvs.org/beyondthefire/>

Refugee Camp Interactive Guide <http://www.refugeecamp.org/guide/index-exhibit.cfm>

Stories of Child Refugees <http://www.refugeecouncil.org.uk/animation>

UNHCR Video Gallery <http://www.unhcr.org/pages/4ac9fdae6.html>

Refugee Economies: Rethinking Popular Assumptions <http://www.rsc.ox.ac.uk/refugeeeconomies>

STEP FOUR

Project an image of Albert Einstein on the wall. Einstein was a Jewish born German citizen who was forced to escape Nazi Germany in the 1930s after Hitler had taken power.

In the “family” groups, ask students to come up with a definition of refugee.

Once students have completed their definition of refugee, distribute the **Fact Sheet** and **UDHR handouts**. Explain that in order to understand the refugee problem, it is important to understand the rights we have guaranteed by the Universal Declaration of Human Rights. Ask students to circle all the protections afforded refugees through the Universal Declaration of Human Rights. Discuss the implications of being denied or allowed these rights, and how that might impact one’s life. (Also consider including photographic images from sites like <http://www.unrefugees.org.au/our-stories/photo-gallery> and http://news.bbc.co.uk/hi/english/static/in_depth/world/2001/road_to_refuge/default.stm)

Ask each group to refine their definition as needed and write it on chart paper, including a graphic to accompany the definition. It is important to clarify any misconceptions or stereotypes that come up. Display the definitions around the room.

STEP FIVE

View Melissa Fleming’s TED Talk: Let’s help refugees thrive, not just survive
http://www.ted.com/talks/melissa_fleming_let_s_help_refugees_thrive_not_just_survive?language=en

Debrief the video by asking:

Are there moral, ethical, historical or even economical reasons we should help others?

What are some of the human rights issues faced by refugees?

STEP SIX

While there are clear distinctions, have students identify where they can relate the refugee experience to the struggles of others in their own community. Responses may range from homelessness to foster care to migrants.

Explain that each year, thousands of refugees are invited by the U.S. government to seek safety and freedom. Forced to flee conflict or persecution, many have survived for years against incredible odds. They arrive with next to no physical possessions, but bring hope, determination and dignity.

Have students collect news items from internet, video, newspaper or other sources which mention refugees internationally, nationally or locally. Discuss what attitudes and stereotypes are apparent towards refugees and asylum seekers. Ask, “Is the word refugee always used correctly? Why or why not?”

Drawing upon a current news events, ask students how they might advocate on behalf of families (or children) arriving in their community. Begin by identifying challenges, goals, partners and actions that would enable them to advocate effectively at an organizational, national and local level.

STEP SEVEN

Using the Immigrant or Refugee? handout, conduct a class debate where students will explore the concepts of refugees and rights. In groups, students will prepare and present arguments for and against policies and will vote on each policy.

THE FOLLOWING LINKS MIGHT BE HELPFUL

American Immigration Council <http://www.immigrationpolicy.org/just-facts/refugees-factsheet>

Children on the Run: Unaccompanied Children Leaving Central America and Mexico
<http://unhcrwashington.org/children>

Groups will present their position on the issue in the form of a written one page summary and a short presentation. Encourage students to draft lists of pros and cons.

One or two representatives from each group present their position to the class (5 minutes per group including questions).

Students in the audience are assigned different roles such as community members, government officials, NGOs, anti-supporters, immigrants, etc.

After all groups have presented, students in the audience vote for or against the policy in the roles they have been assigned.

Once all the groups have presented and the votes have been counted, students discuss why they decided to vote for or against the issue as their characters.

DEBRIEF THE DEBATE WITH THE FOLLOWING QUESTIONS

How would you have voted on the issue as yourself?

Have your ideas about any of the issues discussed changed? If so, how?

What role does the media play in shaping the public's opinion on refugees?

What do you believe the reaction would be if a large refugee population settled into your neighborhood or community?

DISCUSSION / WRAP UP

Ask students:

How do you think the refugee crisis impacts other global issues?

What is a sustainable solution to preventing the refugee crisis?

ASSESSMENT

Critical thinking, problem solving, interpreting and synthesizing information, use of persuasion as a technique, self reflection on the process, group discussions, peer assessment, debate presentation

CONNECTING LEARNING AND THE COMMUNITY - EXTENSION EXPERIENCES

Host a World Refugee Day event. World Refugee Day is June 20. <http://www.un.org/en/events/refugeeday/>

Contact the UNHCR or IRC office nearest to your school and ask for support, including the possibility of a refugee speaker.

Shift perceptions about refugees in your community by submitting an editorial to a local newspaper.

After viewing refugee stories at <http://stories.unhcr.org/>, record narratives of refugees in your community by creating a podcast capturing one-on-one interviews.

Collect signatures on a petition to send to members of Congress supporting programs that help refugees rebuild their lives.

Provide a school orientation for families who are new to your community.

Rock Your World is an innovative, multidimensional, project-based curriculum for middle and high school students that engages them in real-world issues while leveraging the use of digital media to investigate, explore and act on causes of importance to them. Using the lens of the Universal Declaration of Human Rights, students are guided through a process of researching a human rights issue of interest and then developing an 'action campaign' to address it. <http://rock-your-world.org/curriculum>

Write letters to refugee pen pals by partnering with RESPECT International www.respectrefugees.org.

Create an information sheet or quiz educating others on the difference between refugees, immigrants, migrants and citizens.

Have students read the following poem, (also provided as a handout) then compose their own poem that captures their experience, thoughts, feeling, opinions, and/or questions.

CONCERNING THE LABEL EMIGRANT

by Bertolt Brecht

I always found the name false which they gave us: Emigrants.
That means those who leave their country. But we
Did not leave, of our own free will
Choosing another land. Nor did we enter
Into a land, to stay there, if possible for ever.
Merely, we fled. We are driven out, banned.
Not a home, but an exile, shall the land be that took us in.
Restlessly we wait thus, as near as we can to the frontier
Awaiting the day of return, every smallest alteration
Observing beyond the boundary, zealously asking
Every arrival, forgetting nothing and giving up nothing
And also not forgiving anything which happened, forgiving nothing
Ah, the silence of the Sound does not deceive us! We hear the shrieks
From their camp even here. Yes, we ourselves
Are almost like rumours of crimes, which escaped
Over the frontier. Every one of us
Who with torn shoes walks through the crowd
Bears witness to the shame which now defiles our land.
But none of us
Will stay here. The final word
Is yet unspoken.

Every day across the world people make the difficult decision to leave their homes. War, persecution and environmental disaster are just some of the reasons why a person might have to leave their family, community or country.

Who is a Refugee?

International law defines a “refugee” as a person who has fled from and/or cannot return to his/her country due to a well-founded fear of persecution, including war or civil conflict.

Refugees are people who have left their homeland because they fear that they will lose their lives or their freedom if they stay. People become refugees because one or more of their basic human rights has been violated or threatened and their government will not or cannot protect them.

Article I of *The 1951 Convention Relating to the Status of Refugees* says, “A refugee is a person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country.”

Internally displaced persons

(IDPs) are those forced to move within their own country because of war, persecution or environmental disasters, rather than cross national borders. There are no specific international human rights laws to protect them. Many IDPs are in refugee-like situations and face the same problems as refugees. There are more IDPs in the world than refugees.

What is the UNHCR?

Protecting refugees is the core mandate of United Nations High Commissioner for Refugees (UNHCR). Globally, there are an estimated 33 million internally displaced persons (IDPs) and UNHCR helps 6.3 million of these.

How are refugees protected?

The 1951 Convention (formal agreement; treaty) relating to the Status of Refugees is the legal document in defining who is a refugee, their rights and the legal obligations of governments. The Convention was drafted in the context of the millions of refugees in post-war Europe, and only applied to European nationals. In 1967, a UN protocol extended the convention to cover any person, anywhere in the world, at any time.

Using the 1951 Geneva Refugee Convention, UNHCR ensures the basic human rights of vulnerable persons and ensures that refugees will not be returned involuntarily to a country where they face persecution. Longer term, the organization helps civilians return to their homeland, integrate in countries of asylum or resettle in third countries. It also seeks to provide at least a minimum of shelter, food, water and medical care in the immediate aftermath of any refugee exodus.

Governments normally guarantee the basic human rights and physical security of their citizens. But, when civilians become refugees this safety net disappears. UNHCR's main role is to ensure that countries are aware of, and act on, their obligations to protect refugees and persons seeking asylum (protection). Countries may not forcibly return refugees to a territory where they face danger or discriminate between groups of refugees.

A refugee has the right to safe asylum. Refugees should receive the same rights and basic help as any other foreigner who is a legal resident, including freedom of thought, of movement and freedom from torture and degrading treatment. Refugees should have access to medical care, schooling and the right to work.

The 1951 Geneva Convention does not specifically address the issue of civilians fleeing conflict, though in recent years major refugee movements have resulted from civil wars, ethnic, tribal, religious violence and even natural disaster. However, UNHCR considers that persons fleeing such conditions, and whose state is unwilling or unable to protect them, should be considered refugees.

The provisions of the Convention do not apply to a person if there are serious reasons for considering that: he/she has committed a crime against peace, a war crime, or a crime against humanity, as defined in the international instruments drawn up to make provision in respect of such crimes he/she has committed a serious non-political crime outside the country of refuge prior to his admission to that country as a refugee he/she has been guilty of acts contrary to the purposes and principles of the United Nations.

Asylum seekers are people who have crossed an international border and have submitted or will submit claims for refugee status; they have not been formally recognized as refugees. An asylum-seeker has asked for protection and the right not to be returned to a country where he/she would face danger. If refugee status is given to that person, he or she has the right to stay in the new country for as long as is needed.

Universal Declaration of Human Rights - Article 14

Everyone has the right to seek and to enjoy in other countries asylum from persecution.

This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Resettled refugee is a person who has fled their country, is temporarily in a second country and then is offered a permanent home in a third country.

A **migrant** is a person who is outside their country of origin and moves from one place to another to live, and usually to work, either temporarily or permanently, with temporary status or no status at all in the country where they live. They may be forced to leave because they do not have access to adequate food, water or shelter, or in order to ensure the safety and security of themselves and their families. They may move to take up employment, because of an environmental disaster, or to be reunited with family members.

An **immigrant** is a person who has citizenship in one country but who enters a different country to set up a permanent residence. Just entering another country does not make you an immigrant. In order to be an immigrant you must have citizenship in one country, and you must have gone to a different country with the specific intention of living there. The United States has a legal process for an immigrant to seek legal residency and eventually citizenship.

A **political prisoner** is generally defined as a person who is imprisoned for his or her political activities, particularly those who oppose or criticize the government of their countries. There is no universally accepted definition for political prisoners. According to the Parliamentary Assembly of the Council of Europe, a person is a political prisoner if the detention violates basic guarantees in the Convention on Human Rights, particularly freedom of thought, conscience, and religion; freedom of expression and information; and freedom of assembly and association, the length or conditions of detention are out of proportion to the offense, he or she is detained in a discriminatory manner as compared to other persons, and the detention is the result of judicial proceedings that are clearly unfair and connected with the political motives of authorities.

People often have more than one reason for leaving their home. Whatever the reason, all have human rights.

KEY FACTS

- An estimated 232 million people live outside the country in which they were born -- about 3% of the global population of 7.2 billion
- The estimated number of forcibly displaced people worldwide is 51.2 million
- There are an estimated 16.7 million refugees in the world
- Children constitute about 41 percent of the world's refugees, and about half of all refugees are women.
- At least 10,000 unaccompanied children claim asylum in the European Union each year, while in the United States last year almost 25,000 unaccompanied children, most from Central America, were apprehended.
- The numbers of internally displaced persons are currently estimated to be around 33.3 million - approximately 0.4% of the world's population
- The majority of refugees and IDPs are in Asia and Africa, which between them host a total of 9.2 million refugees and 18.1 million IDPs
- Nearly 41 million immigrants lived in the United States in 2012.
- About 20 percent of all international migrants reside in the United States, which accounts for less than 5 percent of the world's population.

Sources: <http://www.amnestyusa.org>, <http://www.unhcr.org/cgi-bin/texis/vtx/home>, <http://www.unhcr.org.uk/about-us/key-facts-and-figures.html> and <http://learningtogive.org>.

DIRECTIONS:

There has been an outbreak of civil war in your country. You are being forced to leave your home immediately. What are the 10 things you want to take with you? Select from the list below. You have 3 minutes to complete this.

water jug

cooking stove

cooking pot

silverware

cell phone

hammer and nails

Identification cards/passport

scissors

knife

up to \$50 in cash

laptop and charger

photographs

package of candy

stuffed animal

pet dog

sack of rice

blanket

pillow

waterproof tarp

flashlight

batteries

matches

toilet paper

toothbrush

hairbrush

soap

medication

socks

sneakers

Other:

When thousands of children fled violence and poverty in Iraq, Syria and Darfur and suddenly rushed toward the borders of other nations, it was seen as a humanitarian crisis and they were considered refugees.

A huge number of young migrants from Central America, many telling United Nations workers they are trying to escape drug cartels, gang violence, murder and rape as they stream across the southern border of the United States, have not been granted the same status.

The contrast in what politicians from both sides and others have characterized as a humanitarian crisis has introduced new complexity to America's debate on immigration.

The United Nations High Commissioner for Refugees is pushing for the United States, Mexico, and Central American countries to treat many of the children as refugees which could prompt more from Honduras, Guatemala and El Salvador to seek asylum.

However, the White House has said most won't qualify as refugees to stay in the country.

What do you think? Should the United States accept more refugee populations? Why?

Source: <http://www.cnn.com/2014/07/17/politics/immigration-border-crisis-refugee-politics/>

The Things They Left Behind...

In the past year, 200,000 people have fled from brutal civil war in South Sudan to Ethiopia. Amidst the horror and panic there was seldom time to pack. Now, many miles from home, South Sudanese refugees reflect on the everyday treasures they have lost.



ARTIST: CLARICE HOLT

Gatdet-11

fled from gunmen
in South Sudan.

MISSES THE MONEY
HIS MOTHER MADE
from her tea and
bread business

Now, the only thing
he has is a plane he
made from oil
cans.

"I like planes...
I would like to go to
many places...
I hope to go to
South Sudan...
my country."



ARTIST: CLARICE HOLT

Gatwech-15

wants to be a
politician and
do good.

he
**MISSES
HIS
SHOES.**

I used to have these
black shoes... when
I wore them I felt
powerful, like I
had everything.

Now, every day
I wear the same
things that don't
fit and I'm
always barefoot"



ARTIST: CLARICE HOLT

Nyantay
40 - something
and blind.

She fled alone to
Ethiopia through a
forest, falling so often
she almost lost hope.

she **MISSES**
HER BED

"I can't see the
future here. I just
sit in one place
feeling sad."



ARTIST: CLARICE HOLT

CONCERNING THE LABEL EMIGRANT

by Bertolt Brecht

I always found the name false which they gave us: Emigrants.
That means those who leave their country. But we
Did not leave, of our own free will
Choosing another land. Nor did we enter
Into a land, to stay there, if possible for ever.
Merely, we fled. We are driven out, banned.
Not a home, but an exile, shall the land be that took us in.
Restlessly we wait thus, as near as we can to the frontier
Awaiting the day of return, every smallest alteration
Observing beyond the boundary, zealously asking
Every arrival, forgetting nothing and giving up nothing
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From their camp even here. Yes, we ourselves
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