

SPORT FOR REFUGEE CHILDREN

CARLA THACHUK



Sport for Refugee Children

by

© Carla Thachuk

A thesis submitted to the School of Graduate Studies

in partial fulfillment of the requirements for the degree of

Master of Physical Education

School of Human Kinetics/Memorial University of Newfoundland/Physical Education

Memorial University of Newfoundland

09/2006

St. John's, Newfoundland



Library and
Archives Canada

Bibliothèque et
Archives Canada

Published Heritage
Branch

Direction du
Patrimoine de l'édition

395 Wellington Street
Ottawa ON K1A 0N4
Canada

395, rue Wellington
Ottawa ON K1A 0N4
Canada

Your file *Votre référence*
ISBN: 978-0-494-31288-9
Our file *Notre référence*
ISBN: 978-0-494-31288-9

NOTICE:

The author has granted a non-exclusive license allowing Library and Archives Canada to reproduce, publish, archive, preserve, conserve, communicate to the public by telecommunication or on the Internet, loan, distribute and sell theses worldwide, for commercial or non-commercial purposes, in microform, paper, electronic and/or any other formats.

The author retains copyright ownership and moral rights in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

AVIS:

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque et Archives Canada de reproduire, publier, archiver, sauvegarder, conserver, transmettre au public par télécommunication ou par l'Internet, prêter, distribuer et vendre des thèses partout dans le monde, à des fins commerciales ou autres, sur support microforme, papier, électronique et/ou autres formats.

L'auteur conserve la propriété du droit d'auteur et des droits moraux qui protègent cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

In compliance with the Canadian Privacy Act some supporting forms may have been removed from this thesis.

Conformément à la loi canadienne sur la protection de la vie privée, quelques formulaires secondaires ont été enlevés de cette thèse.

While these forms may be included in the document page count, their removal does not represent any loss of content from the thesis.

Bien que ces formulaires aient inclus dans la pagination, il n'y aura aucun contenu manquant.


Canada

Abstract

Refugee children suffer from extreme atrocities and are often neglected or go unheard in refugee situations. Sport is a valuable cost effective tool that when used exclusively or in combination with existing recovery and development programs can aid and address child refugee health development issues. This 6-month internship with the United Nations High Commissioner for Refugees (UNHCR) examined the benefits of sport for refugee children, sport in the United Nations and Sport in the UNHCR. Specifically addressing psychosocial issues associated with war, psychosocial issues associated with being a refugee, environment and health issues from everyday refugee camp life, being a refugee ex-child soldiers, unaccompanied or separated refugee child, a refugee child living with a disability, issues due to a lack of basic education, being a victim of sexual violence, affected by Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS) or other sexually transmitted infections (STI's), and issues of gender inequality.

Terms of References / Areas of Responsibilities

Assist the Corporate Partnership Programme team with all corporate fundraising efforts, the UNHCR Council of Business Leaders, and all ad hoc tasks requested by the supervisor.

Assist in managing the Ninemillion.org campaign. Ninemillion.org is a United Nations Refugee Agency-led campaign aimed to help bring education and sport programs to many of the world's nine million refugee youth. Tasks involved:

- Focal point at HQ for the ninemillion.org campaign working groups, including communications, digital, fundraising and programming
- In collaboration with the campaign stakeholders and the communications and fundraising team at UNHCR headquarters: Coordinate all aspects related to the planning and implementation of ninemillion.org in target countries, branch offices and in the field
- In relation to the above, participate in the development, coordination and updating of the website, retail sales, media plans, and public service announcement messaging.
- In collaboration with the campaign stakeholders assess the campaign and develop new innovative methods of raising awareness and funds.

Manage the Ninemillion.space.live.com. MSN Spaces is Microsoft's free blogging platform. Ninemillion.space.live.com is designed to raise awareness, create advocates (through creating online communities) and raise funds. Tasks involved are:

- Act as focal point at HQ for the ninemillion.space.live.com.
- In collaboration with the campaign stakeholders and the communications and fundraising team at headquarters: Update all aspects related to Blogs, Photo galleries (Camps, Education, Sport etc), Multimedia module (video / podcast / music), Links, Messaging to create your own space (with banner) and add yourself as a friend, Live Local Map to demonstrate the location of friends of ninemillion, Gadgets (Downloadable stamp / banner (tracked), and Visit counter
- In relation to the above, participate in the development, and engaging strategies of the space.

- In relation to the above, participate in the development, implementation and evaluation of new initiatives.
- In collaboration with the campaign stakeholders assess the campaign and develop new innovative methods of raising awareness and funds.

Assist the Office of the Special Adviser to the United Nations Secretary General on Sport for Development and Peace with the publication of The United Nations (2006) Sport for a Better World.

Acknowledgements

First, I would like to acknowledge the 20.8 million people of concern to the UNHCR, especially the children. Their courage, their resilience, their determination, their hope and their ability to live with nothing is humbling. They have changed my life forever, I hope to change theirs.

I would like to express my deep and sincere gratitude to my supervisor Dr. Colin Higgs, Director of the School of Human Kinetics and Recreation, Memorial University of Newfoundland. His vast knowledge and numerous outstanding accomplishments have not only been of great value to me but have provided me with inspiration and motivation to seek new challenges.

I am deeply grateful to my assistant supervisor, TA Loffler, Full Professor in the School of Human Kinetics and Recreation, Memorial University of Newfoundland. Her dreams, ambitions, and her ability to realize them astonish me. I admire her astounding work ethic and her ability to live by the words of James Michener:

The master in the art of living makes little distinction between her work and her play, her labor and her leisure, her mind and her body, her information and her recreation, her love and her religion. She hardly knows which is which. She simply pursues her vision of excellence at whatever she does, leaving others to decide whether she is working or playing. To her she's always doing both.

I wish to express my warm and sincere thanks to all of my colleagues at Memorial University of Newfoundland and the University of Peace, Costa Rica. Some of my greatest learning experiences came through our interactions, friendships and laughter. I owe my most sincere gratitude to the UNHCR and Right to Play for providing me with life changing learning opportunities and experiences.

Financial support from Memorial University of Newfoundland, J. Armand
Bombardier Internationalist Fellowship, and Canada Corps University Partnership
Program and Right To Play is greatly acknowledged.

I owe my loving thanks to Brad Roy for his patience and to my mom, dad and two
sisters, Lara and Terryn for their endless support and love.

*Sport has the power to change the world, the power to inspire, the power to unite people
in a way that little else can. Sport has the ability to give hope where there was once only
despair. It breaks down racial barriers. It laughs in the face of all kinds of
discrimination. Sport speaks to people in a language they can understand*

Nelson Mandela

Table of Contents

Abstract	ii
Terms of Reference / Areas of Responsibilities	ii
Acknowledgements	v
List of Appendices	x
List of Tables	xi
Abbreviations/Acronyms	xii
Chapter One	
1. Introduction	1
2. Refugees and Others of Concern to the UNHCR	5
2.1. Refugees	5
2.2. Asylum-seekers	5
2.3. Returnees	6
2.4. Stateless Persons (or those with unresolved nationality)	6
2.5. Internally Displaced Persons (IDPs)	6
2.6. Others of Concern	7
2.7. Statistics on Refugees	7
3. United Nations High Commissioner for Refugees (UNHCR)	8
3.1. New Mandate	9
3.1.1. Emergency Relief	10
3.1.2. Averting Disaster	11
3.1.3. Financial Constraints	11
3.2. Responsibilities	12

3.3. Protecting Refugees	12
3.4. Refugee Camps	13
3.5. Resolving Refugee Problems	17
Chapter Two	
4. Refugee Rights & Standards	20
5. Rights of a Child	20
6. Children as Refugees	22
Chapter Three	
7. Sport and Psychosocial Issues Associated with War	24
8. Sport and Issues Associated with Being a Refugee	25
8.1. Sport and Psychosocial Issues of Refugees	25
8.2. Sport, Environment and Health Issues of Refugees	27
9. Sport and Child Soldier Refugees	27
10. Sport and Unaccompanied and Separated Refugee Children	31
11. Sport and Refugee Children Living with a Disability	33
12. Sport and Refugee Education	34
13. Sport, Sexual Violence and Refugees	37
13.1. Peacekeeping Babies	40
14. Sport, HIV/AIDS and Child Refugees	43
15. Sport, Gender Equality and the Empowerment of Refugee Women and Girls	45
16. Sport and the United Nations	47
16.1. International Year of Sport and Physical Education 2005 (IYSPE 2005)	50
16.2. Sport and the Millennium Development Goals (MDGs)	52

17. Sport and the UNHCR	54
17.1. Implementing and Operational Partners	54
17.1.1. Right To Play	54
17.2. New Initiatives (Alternative Funding)	57
17.2.1. Together for Girls	58
17.2.2. Ninemillion.org	61
Chapter Four	
18. Conclusion and Recommendations	67
Chapter Five	
19. Lessons Learned/Reflections	71
19.1. Sport and the United Nations	71
19.1.1. The Office of the Special Adviser to the United Nations Secretary General on Sport for Development and Peace	72
19.2. Sport and the UNHCR	75
Chapter Six	
20. My Contribution to Sport for Refugee Children	77
20.1. Maintain and Develop Innovative Fundraising Initiatives	77
20.1.1. Ninemillion.org Communications	78
20.1.2. Ninemillion.org Digital	78
20.1.3. Ninemillion.org Fundraising	80
20.1.4. Ninemillion.org Programming	81
20.1.4.1. Implement Sport for Refugee Children	81
20.1.4.1.1. Tier 1 - Quick Impact, Visibility Programs	82

20.1.4.1.2. Tier 2 - Long-term Sustainable Programs	82
20.1.4.2. Mainstream Sport into the UNHCR Policies and Procedures	84
20.1.4.3. Raise Awareness, Create Advocates and Establish International Connectivity	85
20.1.4.4. Appoint Human Resources to Ensure Responsibility and Accountability for Sport Program Implementation	88
20.1.4.5. Ensure Refugee Ownership and Sustainability	90
Bibliography	93
List of Appendices	
Appendix A Statute of the Office of the United Nations High Commissioner for Refugees, G.A. res. 428 (V), annex, 5 U.N. GAOR Supp. (No. 20) at 46, U.N. Doc. A/1775 (1950).	102
Appendix B The Convention on the Rights of the Child	106
Appendix C Millennium Development Goals (MDGs)	116
Appendix D Basic Refugee Standards	117
Appendix E Ninemillion.org Plan of Action	118
Appendix F Ninemillion.org VAR	127

List of Tables

Table 1 Populations of concern to UNHCR in 2005

8

Abbreviations/Acronyms

C2C	Coach 2 Coach
CCF	Christian Children's Fund
CIDA	Canadian International Development Agency
CTLC	Community Technology Learning Centers
DRC	Democratic Republic of Congo
DND	Department of National Defence
DPKO	Department of Peacekeeping Operations
ECOMOG	Economic Community of West African States Monitoring Group
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
ICN	International Council of Nurses
ICRC	International Committee of the Red Cross
IDPs	Internally Displaced Persons
ILO	International Labor Organization
IOC	International Olympic Committee
IWG	International Working Group on Women and Sport
IYSPE 2005	International Year of Sport and Physical Education 2005
LSPS	Live Safe Play Safe Module

MDG	Millennium Development Goals
MOU	Memorandum of understanding
NGO	Non-Governmental Organization
RBCP	Red Ball Child Play Module
SCUK	Save the Children UK
SDP IWG	Sport for Development and Peace International Working Group
STI	Sexually Transmitted Infections
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Emergency Fund
UNODC	United Nations Office on Drugs and Crime
UNV	United Nations Volunteers
WB	World Bank
WFP	World Food Programme
WHO	World Health Organization

Chapter One

1. Introduction

There are 20.8 million people of concern to the United Nations High Commissioner for Refugees (UNHCR). More than half are children.

The UNHCR was established in 1951 as an agency to protect refugees and resolve refugee problems. In order to ensure the rights of refugees are safeguarded the Convention relating to the Status of Refugees was developed and adopted by the United Nations and was ratified by 140 countries (Appendix A). The United Nations refugee agency is responsible for the protection of refugees' basic human rights, providing admission into a foreign country and at least temporary asylum, and providing protection from a forcible return. Temporary asylum usually comes in the form of overcrowded refugee camps, which provide accommodation for refugees and services such as shelter, water, sanitation, and medical care. Camp life for children is overcrowded, unclean, and unhealthy, prevents socialization according to values of their own culture, and often leads to idleness and delinquency.

While UNHCR's mandate is the protection of refugees, in recent years the organization has taken on a new mandate to coincide with the needs of a changing world. The new mandate puts additional strain on an already overstretched budget. As sport is not a priority in the protection and safety of refugees funds are not allocated to provide such a service.

While children make up more than half of the population of concern and are innocent victims of war they are often forgotten, neglected, and unheard. The

Convention on the Rights of the Child was adopted in 1989 (Appendix B). “It is the first legally binding document to include a full range of human rights - civil and political rights as well as economic, social and cultural rights” (“Convention on the rights”, 2004). It has been ratified by every country in the world except two: Somalia and the US making it the most universally accepted human rights instrument in history. Special protection is granted to refugee children under Article 22 of the Convention on the Rights of the Child. Article 31, recognizes “the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child” (“Promises Broken”, 1999).

Some refugees are born in camps, others live and grow in camps for years on end, maybe lifetimes...a lifetime with little or no access to sport or recreation.

War, flight from war, being a refugee, living in a refugee camp poses many problems for children and their development. The implementation of sport and sport programs is a viable cost-effective tool that can be used to address the following refugee issues: psychosocial issues associated with war, psychosocial issues associated with being a refugee, environment and health issues for refugees, issues for ex-child soldier refugees, unaccompanied and separated refugee children, refugee children living with a disability, refugee education, sexual violence and refugees, HIV/AIDS and refugees, and gender equality and the empowerment of refugee women and girls.

Sport in this paper incorporates all forms of physical activity that contribute to physical fitness, mental well-being and social integration; play, recreation, organized, casual or competitive sport and indigenous sports or games (“Sport for”, 2003). The right to leisure (sport) is a fundamental human right and has the ability to provide a safe forum in which a child can develop physically, emotionally and mentally. It ensures and

bestows a safe and secure arena for the healing process, the development of trust, relationship building, a sense of family and a sense of belonging.

Sport is not a new tool in development cooperation, it has been used by humanitarian aid workers to ameliorate living conditions of the victims of conflict or natural catastrophe and in dealing with trauma cases for many years. However, the systematic utilization of sport for development purposes is still in its early stages with sports initiatives tending to be used in an ad hoc, informal and isolated manner. Further, the sports world is far from perfect. Negative aspects of sport are clearly contrary to development goals and require further addressing at the international and national levels to ensure that the positive values of sport are promoted wherever and whenever sport and sport programs are implemented (“Sport for a,” 2006).

Well designed sport programs teach many life skills that are compatible with peace education such as tolerance, understanding, compassion, respect, empathy, and how to adequately express and handle aggression.

In situations where formal education (the process of training and developing people in knowledge, skills, mind and character in a structured and certified program) is limited or unavailable sport can educate through a non-formal or informal setting (non-formal education is instruction that is not obligatory and structured and is learned outside the context of a formal school). This is extremely important for girls, as education can be restricted due to cultural beliefs or daily chores and responsibilities that are extremely time consuming. Appropriate sport and sport education allows children living with a disability to excel, despite the odds and to compete with others on an even playing field.

Sport can therefore be a catalyst for economic, social and political development for all including girls and children living with a disability.

Sports' non-discriminatory forum and unbiased language can address, distribute and communicate vital health messages and information to a targeted population.

Communication can be used between peers for support, between adults for counseling and to provide important live saving messages surrounding gender based violence, health issues and the prevention and treatment of HIV/AIDS.

Sport can further aid in sustainable development economically, socially and environmentally by providing employment, creating wealth, teaching core values and life skills, and by requiring a safe and clean location it stimulates awareness towards the environment.

The international community no longer considers sport as a luxury, but rather as a tool for development and peace. As a result, the United Nations General Assembly declared 2005

the International Year of Sport and Physical Education (IYSPE 2005) in recognition of the important role that sport and physical education can play at the individual, community, national and global levels as mechanisms, in combination with existing efforts, to achieve specific targets such as those concerning poverty reduction, universal education, gender equality, environmental sustainability and HIV/AIDS.

Sport, when designed properly can be an effective means to address several United Nations Millennium Development Goals (MDGs) (Appendix C).

UNHCR, realizing the power of sport, works through implementing partners and has established corporate partnerships to ensure sport is implemented and integrated into existing refugee programs thereby, guaranteeing refugee children an opportunity for healing, healthy development and the right to play.

2. Refugees and Others of Concern to the UNHCR

2.1 Refugees

As defined by the 1951 Convention Relating to the Status of Refugees 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..." (The Convention relating to the Status of Refugee, 1951). More recently the term has developed to include people who have been forced from their countries by war, civil conflict, political strife, famine, environmental disasters or gross human rights abuse.

2.2 Asylum-seekers

Asylum seekers are "Persons who have left their countries of origin and have applied for recognition as refugees in other countries, and whose applications are still pending a decision by the appropriate government body or by UNHCR" ("Global Appeal," 2006).

2.3 Returnees

Returnees are:

persons (e.g. refugees) who were of concern to UNHCR when outside their country of origin and who remain so for a limited period (usually two years) after they return home. UNHCR also assists in the reintegration of returnee IDPs and monitors their well-being. The agency's activities in the country of origin are intended to make return sustainable and help preclude new refugee outflows ("Global Appeal," 2006).

2.4 Stateless Persons (or those with unresolved nationality)

Stateless persons or those with unresolved nationality are:

persons who are not considered as nationals by any State under the operation of its law. In carrying out its mandate, UNHCR continues to encourage States to accede to the 1954 Convention relating to the Status of Stateless Persons and the 1961 Convention on the Reduction of Statelessness. By September 2005, 57 States had acceded to the former and 29 to the latter instrument. The office also provides technical support and advice to States on issues related to statelessness ("Global Appeal," 2006).

2.5 Internally Displaced Persons (IDPs)

IDPs:

like refugees, may have been forced to flee their homes because their lives and/or liberty were at risk; but unlike refugees, they were either unable to or did not wish

to cross an international border. According to international law, they remain under the sovereignty of their own State, which is therefore responsible for protecting them, even if that State's government is unable or unwilling to do so ("Global Appeal," 2006).

2.6 Others of Concern

"Examples of other persons of concern that UNHCR has been asked to protect include forced migrants and Afghan asylum-seekers in the Russian Federation, local residents-at-risk in Kosovo, Serbia and Montenegro, rejected Eritrean asylum-seekers in Sudan following the application of cessation clauses and Sahrawis in Mauritania" ("Global Appeal," 2006).

2.7 Statistics on Refugees

The total number of populations of concern to UNHCR in 2005 was 20,871,220. The 20.8 million persons of concern includes 8.6 million refugees, 804,000 asylum seekers, 1.1 million returnees, 6.6 million IDPs (the number of IDPs throughout the world is estimated to be at least four to five times higher - around 20 - 25 million) and 3.78 millions others of concern (Table 1).

Table 1

Populations of concern to UNHCR in 2005									
Subregion ¹	Refugees	Of whom assisted by UNHCR	Asylum-seekers	Returnees (refugees)	IDPs of concern to UNHCR	Others of concern			Total population of concern
						Returnees (IDPs)	Stateless persons	Various	
Central Africa and the Great Lakes	1,193,653	758,585	35,003	119,015	11,500	-	-	-	1,359,171
East and Horn of Africa	771,967	647,553	24,611	30,647	1,241,946	-	-	36,141	2,105,312
West Africa	377,168	250,443	27,316	77,814	278,861	266,744	-	3,034	1,030,937
Southern Africa	236,084	91,559	152,429	53,821	-	-	-	-	442,334
North Africa	107,205	94,400	2,543	1	-	-	5	29,500	139,254
The Middle East	492,182	155,365	35,149	56,183	1,200,000	196,000	586,105	15,019	2,580,638
South-West Asia	1,801,129	1,801,097	3,580	751,726	142,505	17,044	-	-	2,715,984
Central Asia	69,082	20,289	1,610	30	-	-	145,644	-	216,366
South Asia	286,923	128,703	1,754	2,792	324,699	27,185	886,495	10,928	1,540,776
East Asia and the Pacific	523,476	139,256	61,226	314	-	-	15,000	62,730	662,746
Eastern Europe	229,729	18,272	2,307	205	983,338	2,075	97,814	243,230	1,558,698
South-Eastern Europe	162,819	152,825	1,523	8,930	433,942	10,382	5,213	85,000	707,809
Central Europe and the Baltic States	25,189	5,421	25,207	21	-	-	555,408	1,400	607,225
Western Europe	1,729,971	149	228,615	-	-	-	13,532	3,000	1,975,118
North America and the Caribbean ²	527,217	559	190,327	1	-	-	-	-	717,545
Central America and Mexico	4,542	447	230	44	-	-	-	-	4,816
Northern South America	23,616	2,100	9,419	8	2,000,000	-	-	460,265	2,493,308
Southern South America	8,044	4,242	1,139	-	-	-	-	4,000	13,183
Total	8,569,996	4,281,265	803,988	1,101,552	6,616,791	519,430	2,305,216	954,247	20,871,220

¹ Country or territory of asylum or residence. In the absence of government estimates, UNHCR has estimated the refugee population in most industrialized countries, based on recent refugee arrivals and recognition of asylum seekers. For Canada, USA, Australia and New Zealand, estimates are based on arrivals / recognition rates during the past five years, whereas for most European countries a 10-year period has been applied. These periods reflect the different naturalization rates for refugees in these regions.

² Figures in the United States are subject to change due to new data released at the time of going to print.

Note: Data are generally provided by governments, based on their definitions and methods of data collection. See Glossary for the general definitions of each category. A dash (-) indicates that the value is zero, not available or not applicable. Data for industrialized countries have not been updated; data for end-2004 are used as an estimation. Source: UNHCR and governments. Compiled by UNHCR, FICSS.

3. United Nations High Commissioner for Refugees (UNHCR)

In order to safeguard the rights of all refugees a branch of the United Nations, the UNHCR, was established on December 14, 1950.

The agency is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees. It strives to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State, with the option to return home voluntarily, integrate locally or to resettle in a third country (“UNHCR Mission Statement,” 2004).

While UNHCR's mandate is the protection of refugees the organization has taken on a new mandate to coincide with the needs of a changing world.

3.1 New Mandate

When UNHCR was established on December 14, 1950 by the United Nations General Assembly it was given a limited three-year mandate to help resettle 1.2 million European refugees left homeless after World War II. In the decades that followed the issue of displaced people became both more complex and took on a global dimension. UNHCR was forced to adapt and expand from a relatively small organization to an organization with offices in 117 countries and an annual budget of \$1.4 billion. Today, UNHCR is mandated by the United Nations to lead and coordinate international action for the worldwide protection of refugees and the resolution of refugee problems.

UNHCR offers protection and assistance to refugees, on the basis of their need and irrespective of their race, religion, political opinion or gender. In all of its activities, the organization pays particular attention to the needs of children and seeks to promote equal rights for women and girls.

UNHCR's Executive Committee and the United Nations General Assembly have further authorized the organization to provide aid, legal protection and material relief in major emergencies to other groups of people, including people who are stateless or whose nationality is disputed and, in certain circumstances, internally displaced persons (IDPs). In recent years, UNHCR's mandate has further expanded to include emergency relief assistance and efforts to avert disasters.

Globally, there are an estimated 20-25 million IDPs, people who have fled, generally during a civil war, but have stayed in their home countries rather than seeking refuge abroad. UNHCR is not mandated to assist this group of people however due to the similarity of needs between IDP's and refugees, the close proximity of IDPs to refugees and UNHCR's expertise in dealing with displaced persons the organization is assisting 6.6 million IDPs. This puts additional strain on UNHCR's already stretched budget. An international debate is underway as to how the humanitarian community can provide more sustained and comprehensive assistance to IDPs ("Global Appeal," 2006).

UNHCR further assists "people who have been granted protection on a group basis or on purely humanitarian grounds, but who have not been formally recognized as refugees and monitors the reintegration of refugees who have returned to their own countries" ("Global Appeal," 2006).

3.1.1 Emergency Relief

In order to ensure refugee protection, basic needs – shelter, food, water, sanitation and medical care must be met. UNHCR must therefore coordinate the logistically challenging provision and delivery of such items. Makeshift tents made from UNHCR blue plastic sheeting have become immediately recognizable symbols in major emergencies which in the last decade included operations to help millions of people in Chad, Iraq, Afghanistan, West Africa, Timor, Kosovo, Africa's Great Lakes region, the Balkans and in the aftermath of the Gulf War ("Global Appeal," 2006).

UNHCR is mandated further to provide specific programs for women, children and the elderly who make up 80 percent of a normal refugee population.

3.1.2 Averting Disaster

“While UNHCR has strengthened its ability to handle major emergencies, it also devotes resources to trying to avert these crises by anticipating and preventing huge population movements from global trouble spots. One approach is to put in place a so-called early warning system – establishing an international monitoring presence to confront problems before conflict breaks out” (“Global Appeal,” 2006).

3.1.3 Financial Constraints

With a budget of \$1.4 billion USD in 2006, UNHCR cares for 20.8 million people, which is equivalent to \$62 USD per refugee per year. “UNHCR is funded almost entirely (94%) by voluntary contributions, principally from governments but also from intergovernmental organizations, corporations and individuals. UNHCR is now trying to raise funds from intergovernmental organizations, corporations, foundations and individuals to fill the funding gap between the refugee needs and available funding. UNHCR receives a limited subsidy of fewer than three percent of the total from the United Nations regular budget for administrative costs and accepts 'in-kind' contributions including such things as tents, medicines, trucks and air transportation. UNHCR's annual program budget includes general program supporting ongoing, basic operations such as refugee protection and assistance, and special programs covering emergencies. A supplementary program is presented separately to donors to cover emergencies arising after the approval of the regular budget” (“Global Appeal,” 2006).

3.2 Responsibilities

UNHCR must work in collaboration with NGO's, a global network of suppliers, and host communities to provide fleeing civilians with emergency help and ensure at least a minimum of shelter, food, water and medical care. Host Governments are responsible for the security, safety and law and order of refugees on their territory with assistance from UNHCR when requested. Memorandums of understanding (MOU) have been established with UNHCR and several United Nations organizations that can assist UNHCR and have special competencies such as the World Food Program (WFP) which provides material needs such as food to refugees. UNHCR works in partnership with a variety of over 500 NGOs in some 1,000 partnerships worldwide. These NGO's act as implementing or operational partners to provide assistance to refugees. Right To Play an athlete driven sport-for-development organization acts as an operational partner for UNHCR to implement sport and recreation programs to refugees in refugee camps.

3.3 Protecting Refugees

UNHCR is involved in several stages of protecting refugees. One is to ensure admission to a foreign country and at least temporary asylum. Another is to prevent forcible return ("refoulement") and a third is to ensure refugees are treated according to basic human rights and standards. In granting asylum a refugee is allocated a place to live, generally in a refugee camp. The site, location, size and the layout of the camp all play a vital role in the safety and well being of refugees.

3.4 Refugee Camps

The 1951 Convention requires host countries to provide refugees with opportunities to work, move about freely, own property, and receive an education, among other basic rights and standards to enable them to live normal lives in dignity. Instead, refugees are frequently placed in camps or other settlements that are remote, desolate, and dangerous. They often live in camps for years, generations or even entire lifetimes. This confinement together with the location of the camp can result in hopelessness, despair, aggression, sexual abuse, and the risk of intrusion by rebels.

A refugee camp is a settlement for the accommodation of refugees with a full range of services usually provided such as shelter, water, sanitation, medical care, roads, fire prevention administration and communal services including recreation areas (“Handbook for Emergencies, 2004”). High density camps with very large populations are the worst possible option for housing refugees as they lead to increased health risks, environmental damage, a population that may be vulnerable to protection problems, and may provide a hiding place and a support base for armed groups who should be excluded from refugee status. However, due to decisions made by the host country and lack of alternatives it may be the only option. Some advantages of high density camps are that services can be centralized and efficiently provided to a large group of people making communication and identification of the refugee population easier and the organization of voluntary repatriation more effective.

The strain of hosting refugees puts tremendous pressure on the hosting country. Security and stability of a hosting country as well as neighboring country relationships can often be negatively affected by the magnitude and nature of the refugee population.

“As a result, African countries have closed borders to refugees: forced undignified and unsafe repatriations, increasingly insisted on short-term asylum regardless of the conditions in the countries of origin, failed to provide security in refugee camps and an overall general dismissal of the rights guaranteed to refugees” (“Defending Human Rights, 2004”)

Camps for children are overcrowded, unclean and prevent socialization according to values of their own culture. Refugees in camps often suffer from epidemics of nutrition related diseases such as night blindness, beri-beri, pellagra and scurvy caused by a lack of nutrients and vitamins in the rations supplied by international aid organizations.

There is a growing body of evidence that suggests that a child’s ability to learn is permanently affected by prolonged states of malnutrition. There is even the suggestion that growing up undernourished may be the reason why so many refugee women from southern Sudan have pelvises too small to deliver babies normally. Doctors in Kakuma camp in Kenya find the numbers requiring caesarean sections too high (“Are Refugee Camps,” 2001).

Availability of sufficient supplies of water is a problem in most refugee camps. There are some situations where it is rationed to as little as two to three litres per person per day - well under one flush of a western toilet. Three litres of water might be enough to satisfy cooking and some of an individual’s requirement for fluid intake, but certainly it is not enough to take a bath in or to wash the children’s clothes. As a result, cleanliness is virtually impossible as both water and soap are highly rationed items. The

distribution of clothing rarely occurs, leaving children to wear the same unclean clothes day in and day out. Such poor sanitary conditions and overcrowding lead to an unhealthy environment where diseases such as scabies, lice, measles, dysentery, meningitis, cholera, and lassa fever are rampant (“Are Refugee Camps,” 2001).

Although theoretically UNHCR ensures that at least primary schools are available for all children in camps, education never constitutes a priority; schools are often set up long after a population is well established in a camp. Putting aside questions about the curriculum and in what language it is taught and whether it is one the children speak, unwashed children in dirty clothes do not generally show up for school (“Are Refugee Camps,” 2001).

Additionally, UNHCR, under UNHCR’s Five Commitments to Refugee Women, has made the commitment to refugee women of the universal provision of sanitary napkins. Unfortunately, due to budgetary constraints, UNHCR is less and less able to meet this goal. In 2005, UNHCR Uganda fell far short of this goal with only 9% of needs being met. This was the first year in which full provision of sanitary materials was unmet, the impact was severe. Many refugee girls did not go to school during the week of their periods, and therefore received poor results on their final exams. Other girls missed the week of final exams, and even more troubling, some girls dropped out altogether.

Even if access to education was available and cleanliness was possible, for many households in refugee camps labor of children is critical to the family’s survival.

“Parents, usually a woman who heads a household on her own, often need children to share the burdens of cooking, fetching water and firewood, or watching the younger

children while the parent labors elsewhere. The single most common cause of school absenteeism is the need to be present at food distributions to secure and to transport the family's ration" (Are Refugee Camps," 2001).

Research conducted by Christian Children Fund (CCF) found that the specific needs of children and youth are not being met by the general services serving the whole refugee population. The study found that there is a need for more non-formal education, secondary school and income-generating activities ("Life Harsh", 2006). This coupled with the structure of refugee camp life and the lack of post secondary education promotes idleness among adolescents, which can lead to problems of drug use and delinquency in camps ("Are Refugee Camps," 2001).

Parents, humiliated, deprived of authority and the role as head of the household are forced to stand in line to collect handouts and manipulate the system to get extra ration cards as they are unable to provide for their family on their own. Their roles as carers and breadwinners are undermined by their dependence on a system over which they have no control. Parents become degraded in the eyes of their children. They may also suffer from enforced idleness which contributes to the loss of self-esteem, particularly that of men. Domestic violence always increases in refugee situations and family breakdown is common as people suffer from anxiety and depression due to their hopeless situation ("Are Refugee Camps," 2001).

Refugee camps are only meant to be temporary solutions, giving refugees a place to live until they can safely return home. They are not meant to be permanent residences. However, UNHCR and its implementing partners have learned to plan for longer durations as refugees often end up living in camps for much longer than expected.

In Albania, refugees from Kosovo lived in camps for only three months, in Sierra Leone, refugees from Liberia have been living in camps for 3 – 6 years, while refugees from Somalia have been living in camps in Kenya since 1991. Entire generations of people have grown up as refugees living in refugee camps. Almost 2 million Afghans living in Iran and Pakistan, and more than 400,000 Sudanese living in various surrounding countries have lived in camps and other temporary shelters for more than 20 years. More than 2 million Palestinian refugees have been living in camps for 56 years (“Refugee Camps,” 2006).

In the 1960's refugee camps were established in Uganda and Zambia, in the 70's refugee camps were established in Pakistan, Algeria, Sudan, Botswana, and Zambia, in the 80's refugee camps were established in Islamic Republic of Iran, Pakistan, Algeria, Sudan and Uganda. In the 90's refugee camps were established in Islamic Republic of Iran, Pakistan, Bangladesh, Nepal, Thailand, United Republic of Tanzania, Central African Republic, Djibouti, Ethiopia, Kenya, Namibia, Ghana, Côte d'Ivoire, Nigeria, and Uganda, and in 2000 - 2006 refugee camps have been established in Yemen, Thailand, Congo, United Republic of Tanzania, Burundi, Ethiopia, Zambia, Guinea, Côte d'Ivoire, Sierra Leone and Uganda, all of which are still in existence and accommodating refugees today.

3.5 Resolving Refugee Problems

UNHCR's promotes three solutions for refugees the primary and most ideal solution being voluntary repatriation. In order for successful voluntary repatriation several factors must be in place. The country of return needs to have eradicated all

reasons for the initial refugee flight, be free from conflict and must be secure. The returning population must be guaranteed safety. “While there may be a cessation of hostilities in the country as a whole, the returning members of ethnic minorities may remain at risk and their repatriation may give an impetus to the renewal of violence” (“Seven Million Refugees,” 2004).

The United States Committee for refugees suggests other issues need to be addressed to ensure a safe, successful and sustainable repatriation such as the destruction of basic infrastructure, the existence of unexploded ordinance – which will not only effect the returnees but will render farming impossible – disease and the adequate source and attainment of food supply.

If a safe return is not possible or in cases of prolonged conflicts the second solution is to attempt to integrate the refugee population into the host country to which they initially fled, generally a country bordering their own. Refugees tend to put a large strain on host communities, and their resources. To encourage host communities to be receptive of refugees UNHCR attempts to assist the local host population by allowing them access to services like education and medical care which are available and of higher quality inside the camps.

The third solution, which is the least desirable as it is extremely expensive, logistically complex and helps the least number of refugees, is to relocate refugees to a third country for resettlement. This solution is used in severely vulnerable cases where individuals or groups cannot return home and cannot remain in the first country of asylum for safety reasons.

Increasingly, the organization has been asked not only to protect but to provide assistance in the form of programs such as: income generating skill training, environmental awareness, and the prevention and reduction of HIV/AIDS, sexually transmitted diseases and gender based violence.

During UNHCR's half century of work, the agency has assisted more than 50 million people restart their lives, earning two Nobel Peace Prizes in 1954 and 1981. Currently, a staff of 6,540 people in 117 countries continues to help 20.8 million people including 8.6 million refugees. The sheer magnitude of the mandate, additional requests, staff to refugee ratio and the difficult, dangerous and stressful working environment has sporadically resulted in chaos, the appearance of disorganization and substandard outcomes where refugee's rights are neglected ("Refugees by Numbers", 2005) .

Chapter Two

4. Refugee Rights & Standards

Refugees have the right to life, protection from torture and ill-treatment, the right to a nationality, the right to freedom of movement, the right to leave any country, including their own, and to return to their country, the right not to be forcibly returned and freedom of thought. Refugees are also entitled to have access to medical care, schooling, the right to work and the right to play. In 1981 the executive committee for UNHCR adopted a list of basic refugee standards (Appendix D).

Further, the Convention relating to the Status of Refugees was adopted by the United Nations and was ratified by 140 countries in February 2002. The Statute (Appendix A) states that the international protection system provided by UNHCR includes the prevention of refoulement, assistance in the processing of asylum seekers, providing legal counsel and aid, promoting arrangements for the physical safety of refugees, promoting and assisting voluntary repatriation, and helping refugees to resettle.

5. Rights of a Child

Civilians and children are often the casualties of modern war. Over the last 10 years an estimated 2 million children have been killed in armed conflicts, 4 to 5 million have been disabled, and more than 12 million made homeless (“Impact of Armed,” 2004).

The Convention on the Rights of the Child was adopted in 1989 (Appendix B). “It is the first legally binding document to include a full range of human rights - civil and

political rights as well as economic, social and cultural rights” (“Conventions on the Rights,” 2004).

The convention was created using various legal systems and cultural traditions and is a universally agreed set of non-negotiable standards and obligations. The basic premise of the Convention is that children (all human beings below the age of 18) are born with fundamental freedoms and the inherent rights without distraction of any kind, such as race, color, sex, language, religion political or other opinion, national or social origin, property, birth or other status. It spells out the basic human rights that children everywhere – without discrimination – have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. Standards have been set to assess and measure progress in health care, education and legal, civil and social services. By ratifying this instrument, national governments have committed themselves to protecting and ensuring children's rights, they are obliged to develop and undertake all actions and policies in the child’s best interest, and they have agreed to hold themselves accountable for this commitment before the international community. (“Convention on the Rights,” 2004).

Article 31, recognizes “the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child”. This article continues, stating that not only do children have the right to play; “they also have the right to the provision of the opportunity to play, requiring States to encourage the provision of

appropriate and equal opportunities for cultural, artistic, and recreational and leisure activity” (“Sport for Development,” 2003). Therefore, children are exclusively positioned forefront in the quest for human rights.

6. Children as Refugees

“Refugee children suffer a form of double jeopardy. A denial of their human rights made them refugees in the first place; and as child refugees they are also frequently abused, as the most vulnerable category of an already vulnerable population” (“Promises Broken,” 1999).

Child refugees suffer several forms of human rights abuse. They are the most vulnerable children in the world and are often neglected. First, is the abuse they endured from the war itself or the reason that caused them to flee and seek refuge. Second, even as refugees they suffer human rights abuse and are vulnerable to labor exploitation, physical abuse, denial of education, sexual violence and exploitation, cross-border attacks, militarization of refugee camps, and recruitment as child soldiers.

Special protection is granted to refugee children under Article 22 of the Convention on the Rights of the Child. Article 22 States parties

shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties (“Convention on the,” 1989).

It further states that parties should cooperate with the United Nations and any other competent intergovernmental organizations or NGOs to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. "In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention". ("Convention on the," 1989).

Refugee children fleeing war are also entitled to special protection under article 38 of the convention, as children affected by armed conflict. Like all children, they are also entitled to all other rights granted under the convention including the rights to life, physical integrity, adequate food and medical care, education, to be free from discrimination, exploitation, and abuse and the right to play. ("Promises Broken," 1999).

Chapter Three

7. Sport and Psychosocial Issues Associated With War

“One UNICEF survey in Rwanda found that nearly 80 per cent of children had lost immediate family members, and more than one third of these had actually witnessed the murders” (“Impact of Armed,” 2004).

The term psychosocial reflects the intertwined connection between the psychological and social effects of armed conflict and war. Psychological effects look at emotions, behaviors, thoughts and memory, learning ability and perceptions and understanding of situations. Social effects look at how experiences of war affect people’s relationships. “This point is particularly important to remember when we are talking about children, who are engaged in a dynamic process of development. This process doesn't hold still and wait for better times and more positive influences to shape developmental outcomes” (“The Refugee Experience,” 2004).

Children suffer physical and psychological damage from war. Armed conflict destroys communities and families undermining the foundation of children’s lives. The rehabilitation process for children is long and varied and must encompass a platform of trust, stable relationships and the opportunity for expression.

Sport and sport programs have the ability to initiate and develop social relationships by building connections and improving communication between groups and individuals. Well-designed sport programs that take into consideration the extreme importance of exceptional coaches will allow for the development of trust and will build positive relationships between peers and adults. Older adolescence, parents, or teachers trained as coaches for sports programs benefit by becoming involved in their community,

gaining a sense of purpose and aiding in the healthy development of themselves and the children they are working with. Coaches possessing exceptional qualities of compassion, respect, and encouragement will be admired and develop into role models that the children will look up to. These qualities plus a safe environment and an opportunity to play will afford refugee children the chance to become removed from their present situation and responsibilities, forget their troubles and just be children. The process of regaining trust in adults can be initiated through sport when a safe, respectful and positive atmosphere is created.

Once a child is comfortable, healthy relationships are developed and trust is established, communication can be addressed. Communication between children allows for the development of peer relationships, a sense of belonging and not feeling alone. Communication with adults allows children to address issues of flight and war. Either form of communication provides an opportunity for healthy expression and aids in the healing process.

8. Sport and Issues Associated With Being a Refugee

8.1 Sport and Psychosocial Issues of Refugees

Family and community networks that generally provide comfort and emotional support for developing children are often destroyed as a result of civilian populations and infrastructure being targeted during conflict. Refugee parents in camps are unable to provide shelter, protection, and adequate food. Without protection young women and mothers are frequently raped or forced to trade sex for food, while fathers are forced to

stand in line for handouts, “humiliated and powerless to help themselves or their children” (“Are Refugee Camps,” 2001). It is essential for refugees to establish daily routines such as food preparation, laundry, gardening and going to school to build a sense of purpose, self-esteem and identity. Both adult rehabilitation and a child’s trauma, which is inseparable from that of their family must be addressed.

“Well designed sport programs work to assist meeting the objectives of sustainable human development, by contributing to economic and social development and sustainability”(“Sport for Development”, 2003). Sport contributes to economic development sustainability in several ways. Locally, developing new activities based on sport and more effectively using sport facilities can create employment. The manufacturing of sporting goods locally at an affordable price is another opportunity for the creation of employment. Regular activity teaches the value of hard work and keeps people physically fit resulting in a physically active workforce. Lastly, employment can be created with the construction or rehabilitation of sporting facilities. Upon completion these sporting facilities can be used for income generating activities.

Sport can aid in social development by providing physical benefits, psychological benefits, and an educational environment that promotes the idea of healthy living, decreased drug, alcohol and tobacco use, delinquency and crime. Further, human capacity can be increased through sport programs that include and empower women, girls and persons living with a disability.

8.2 Sport, Environment and Health Issues of Refugees

Among the most significant problems associated with refugee-affected areas are deforestation, soil erosion, depletion and pollution of water resources, unhygienic conditions and poor sanitation resulting in major diseases and serious health issues.

With the deterioration of the environment comes a decrease in health and well-being and therefore physical activity. Sport and sport programs require a clean, safe and suitable place to play thus a cleaner environment fosters a more active population.

Sport is of great benefit in refugee camps as it is a cost effective way to improve health and health conditions. It offers a wide range of physical, social and mental health benefits. In refugee camps where sickness, disease and illness are rampant participation and education through sport can prevent illness and cure many non-communicable diseases. Fitness and regular activity correlate directly to attitude and disposition. Therefore, it is vital to provide physical activity in a safe and clean environment in refugee camps where motivation and outlooks are generally frustrated, negative and somber.

9. Sports and Child Soldier Refugees

"I've seen people get their hands cut off, a ten-year-old girl raped and then die, and so many men and women burned alive... So many times I just cried inside my heart because I didn't dare cry out loud". - fourteen-year-old girl, abducted in January 1999 by the Revolutionary United Front, a rebel group in Sierra Leone ("Sierra Leone Rebels, 2003).

With more than 300,000 children (a conservative estimate) participating in hostilities in more than thirty countries today, and half a million serving in the armed forces or armed groups of at least eighty-five countries, the consequences

for human security are cast into sharp relief. The use of children as soldiers is, in many countries, an integral part of the war machine. Children fought in most of the thirty-seven conflicts occurring around the world in 2001. During protracted armed conflicts children are often recruited as the number of available adults dwindles, thus enabling the conflict to continue (“Child Soldiers,” 2002).

While most child soldiers are boys, in some situations up to a third of child soldiers are girls. Girls are not only recruited as soldiers but as cooks, weapon carriers, and sex slaves or “wives”. Children can become involved in hostilities and become combatants in several ways. One way is often press-ganged from their neighborhoods where village leaders are following the demands made by military or other armed groups to fill quotas. In this instance children are often abducted or forced to be recruits. Another way is through compulsory recruitment through conscription. In this case those children without birth certificates and those who cannot prove they are under the legal recruiting age are at high risk of being recruited. Volunteering is another way in which children become involved. Volunteering is done for a number of reasons: for cultural reasons where warlike behavior is glorified, to adhere to the ideology for which they are fighting, a general desire for social justice, economic and social factors: unemployment vs. only route to upward social mobility, protecting themselves or their families, or as a form of revenge.

The longer a conflict continues, the more likely it is that children will be recruited. Recruitment of children is strictly for manpower and not for special fighting skills. Certain children including refugees are more vulnerable to under-age recruitment due to

economic, social, political or cultural circumstances. “Refugee children who live in dangerously located camps, frequently short distances from the border of their home country with a civil war just on the other side, are vulnerable to cross-border armed raids, which can result in murder, mutilation, and abduction” (“Impact of armed”, 1996). Armed rebels have been known to invade refugee camps and capture children for recruitment.

UNHCR is not equipped for taking care of combatants. Their care falls under international humanitarian law and the competence of International Committee of the Red Cross (ICRC). However, ex-combatants can qualify as refugees and receive protection from UNHCR if they have a well-founded fear of prosecution.

The well-being and lives of children are put at great risk when they are forced to be soldiers. They are often required to use high-caliber weapons at the front lines of combat, lay explosives and serve as human mine detectors, participate in suicide missions and commit atrocities. They may risk attack while carrying supplies or collecting intelligence. Apart from the inherent risks of combat, child soldiers are also frequently subjected to sexual abuse and other forms of brutal treatment by fellow soldiers or their commanders. In Sierra Leone, children have been murdered, mutilated, tortured, beaten, raped, and enslaved for sexual purposes. Reintegration of demobilized children is extremely difficult. Children who have been physically or sexually abused, seen their parents, family and friends killed, sometimes in the most brutal manner, in front of their eyes, or by their own hands, led into participating in murder, rape and other atrocities “have no skills for life in peacetime as they are accustomed to getting their way through violence” (“The Refugee Experience,” 2004). Further, Child soldiers have grown up

without their family or community therefore they have been prevented from engaging in normal opportunities for physical, emotional, and intellectual development.

Successful recovery and reintegration depends on the support from the family and community and should take place in an environment that fosters health, self-respect and the dignity of the child. Education, sport, recreation and cultural activities are key to normalizing their lives by providing a chance for employment, gaining an identity other than that of a soldier and aiding in developing peer relationships to improve self-esteem.

Sport promotes social integration, fosters tolerance, cuts across cultures, bridges social and ethnic divides and has the ability to engage in social dialogue. It is a practical tool to use for reintegration of child soldiers in communities as the skills and values learned through sport are compatible with those used to promote peace and reintegration.

“Sport programs offer a space to play, giving children back their childhood, while providing an outlet for channeling anger and controlling aggression” (“Sport for Development,” 2003). Well-designed sport programs encourage the development of respect, honesty, communication, cooperation, empathy, and the importance of following rules. Sport is an unbiased, non-discriminating medium that allows all children the opportunity to come together and play. Team sports produce a sense of belonging, a sense of family and develop and foster friendships that are essential for demobilization.

“Susan's Story - Susan is 15 years old. She was a refugee living in a camp with her family for two years. While living as a refugee she began school for the first time. During studies one night, a group of armed rebels came to the camp and abducted her and five other boys and girls. The rebels made them walk for six days carrying heavy loads of looted supplies. One child collapsed and was killed by the rebels on day three. On day four another child - Susan's cousin - collapsed. The children were told to kill the boy or die. They killed him. On arriving at the camp, Susan was raped by three rebels and given to one as a wife. She became pregnant, but still worked hard cooking and carrying weapons to battle. A big battle took place with the military. There was much confusion, so Susan

ran away with her baby. She was found by the military and demobilized. She wants to go home" ("The Refugee Experience," 2004).

10. Sport and Unaccompanied and Separated Refugee Children

"Thousands of unaccompanied Sudanese boys as young as seven and eight years of age journeyed on foot in search of safety across the border in Kenya. En route, soldiers, militiamen, boatmen and unscrupulous merchants often stole the boys' blankets, shoes and cooking pots. "When we ran in this war, we were in the White Nile," one of these young refugees later told aid workers. "Our total number was 129 people. When we crossed the river, the crocodiles caught 34 people" ("Impact of Armed," 1996).

Thousands of children have witnessed and experienced unimaginable terror in the darkness of war. War can lead to temporary or permanent separation of a child from its parents. These unaccompanied and separated children are at the greatest risk of lacking the most basic needs to survive, having their rights violated, or being tortured, raped, robbed, or recruited as child soldiers.

UNHCR defines unaccompanied and separated children as those who are separated from both parents and are not being cared for by an adult who, by law or custom, is responsible to do so. All such children are likely to necessitate services aimed at reuniting them with their parents or other traditional carers.

As reunification is crucial and should always be the priority it is important to keep track of unaccompanied and separated children and continuously monitor their situation so that they may be traced and reunited with their family at any time. Monitoring will also ensure that if neglect or abuse arises the child can be protected in an appropriate and quick manner. Caregivers should come first from the family, then neighbors, friends, community and at all costs using institutions should be avoided. Often older siblings are left responsible for younger children in the absence of parents. This type of household

makes separate children extremely vulnerable and in need of social and legal protection. Unaccompanied and separated refugee children are sometimes taken in by families along the way, while fleeing, or in refugee camps. While many are well cared for by their foster families, others might be neglected, used as a source to accumulate extra food, physically or sexually abused, denied food, denied education, or exploited for hazardous forms of labor.

Family unity is essential and the basis of all support for children. Without such relationships, children remain vulnerable to continued exploitation.

"It was reported to a UNICEF delegation in Cambodia that some refugee families had temporarily adopted unaccompanied children in order to obtain additional food and relief supplies, only to abandon the children once they had returned to Cambodia. In Bosnia and Herzegovina, Ms. Machel learned, some evacuations of children had been organized by groups intent on profiting from adoption markets" ("Impact of Armed," 1996).

Peer relationships through team sports provide support and a substitution for family in the case of unaccompanied and separated refugee children. Relationships through team sports transcend on and off the playing field. Children who participate in well designed sport programs that encourage friendship, respect, and teamwork will emulate those same attributes off the field, in life situations. One innovative alternative for unaccompanied and separated children would be to establish team homes where three to five unaccompanied and separated children live together under the supervision of a coach or caregiver from among their own people thus creating a family like environment (this situation has been implemented successfully with Sudanese refugees in Ethiopia). It is possible, through sport to create family unity and provide children with the supportive structure needed for healthy development.

11. Sport and Refugee Children Living with a Disability

The World Health Organization (WHO) has estimated that about 70 per cent of the disabilities in developing countries are caused by malnutrition, communicable diseases, low quality pre- and post-natal care and accidents, including violence.

Common causes of disabilities in refugee situations are malnutrition, vitamin deficiencies, polio, cerebral palsy, leprosy, epilepsy, burns and other accidents, injuries related to armed conflict, torture and other severe trauma, intellectual disability and severe ear and eye infections (“National Inquiry”, 2006).

An estimated 4 to 5 million children have been disabled through modern war over the last ten years (“Impact of armed Conflict,” 2004). It was found that the major types of war injuries to refugees were: fractures (22%), traumatic amputations (17%), spinal cord injuries (17%), nerve injuries (11%), combinations of fractures and nerve injuries (9%), bilateral eye injuries (9%), brain injuries (7%), other injuries (7%) (“War-wounded refugees,” 1996).

In situations of flight and displacement, in refugee camps and in the process of resettlement, refugees, are especially vulnerable to all forms of violence and abuse. Further, persons with disabilities are vulnerable or affected by multiple and intersectional discrimination based on race, ethnic origin, gender, age, and other grounds and are victims of governmental and societal neglect. A growing number of persons with disabilities are also victims of racism, racial discrimination, xenophobia and related intolerance, especially in situations of conflict. In particular, persons with disabilities experience grave discrimination in gaining access to health, education, employment, accommodation and sport (“NGO Forum,” 2001).

Through sport the limits of human achievements are ever expanding. This is particularly evident for disabled athletes where individuals have learned to overcome their mental and physical disabilities, social stigma and discrimination to compete, define their own limits, and reach their own goals. Through war injuries, landmines or other disabilities, the importance of equal opportunity and access to appropriate sport is essential for those disabled to return to normality, to overcome trauma and to learn to deal with a physical disability during re-education and social integration. The practice of sport teaches those living with a physical disability the capacity and limits of the body. Furthermore, the practice of sport teaches onlookers that the person with a physical or mental disability is able to perform and enjoy physical activity (“Sport for a”, 2006).

Sport can raise public awareness, support and can be recognized as an essential tool to rebuild lives, both as a rehabilitation tool and a lifestyle tool available to everyone. Sport allows individuals to excel, despite the odds and to compete with others on an even playing field. Over the past 50 years technological advances, new equipment and the individual drive and determination of athletes and policymakers have meant increasing possibilities for athletes with disabilities (“Sport for a”, 2006).

12. Sport and Refugee Education

Article 28 and 29 of the Convention on the Rights of the Child states that education is a fundamental right for all children. One of the best ways to protect children is to involve them actively in community activities. Keeping children involved and attending school is important as it lowers the risk of being recruited into armed forces,

prostitution, drug abuse or delinquency. Education affords children a sense of security and continuity even when they are surrounded by disarray and the chaos of war.

Unfortunately, war more often discourages girls from attending school because it is unsafe for them to leave home. Girls dropped out of school when it became too dangerous to travel to classes. In some cases, this may accelerate their early marriage. School attendance is further discouraged when the absence of males means greater workloads for women and girls. This is particularly true when, in the absence of both parents, adolescent girls take over as heads of their households (“Impact of Armed,” 1996).

In some countries and especially in refugee situations responsibilities placed on girls are so high formal education for girls is not possible. Further, the inability by UNHCR to distribute sanitary napkins has caused many girls to miss classes and exams resulting in poor grades, or has caused them to drop out of school altogether.

The decline in schooling for females during periods of armed conflict has implications for a nation's post-conflict recovery: the World Bank (WB) says that education is the single most important factor contributing to national economic growth. Education, or lack of it, also has implications for sustainable population growth on a global scale. Girls and women who are educated will have fewer children and those they have are more likely to survive and thrive (“Impact of Armed,” 1996).

When you empower a girl and provide her with an education you increase the chances of the entire community to climb its way out of poverty.

Generally, in refugee camps access to primary school is provided however, education never constitutes a priority; schools are often set up long after a population is well established in a camp. Ignoring questions about the curriculum and in what language it is taught and whether it is one the children speaks. Secondary school is generally not provided and education on the whole is voluntary.

As a result of high workloads and non-mandatory schooling attendance suffers. UNHCR has reported, “including physical education and team sport programs increases attendance rates and reduces antisocial uncooperative behavior including violence” (“Sport for Development,” 2003). The need for a child’s education is critical therefore incorporating sport and physical education within the schools provides an additional incentive for young people to attend. Sport and physical education is the only course at school that focuses directly on the body and respecting the body. Therefore, a school program that incorporates sports and physical education ensures a well-rounded education addressing body, spirit and mind.

Sport and sport programs can be implemented outside the classrooms as a non-formal or informal approach to education. Sport outside the classroom teaches life skills and basic values such as cooperation, respect for rules, trust, tolerance, honesty, fair play and confidence. These skills promote social cohesion and holistic development within children.

Both in schools and outside the classroom it is important for refugees to have access to sport programs. Researchers have found that a stress-free and enjoyable setting

for learning helps students ameliorate their performance in school as student's attitudes and perceptions serve as filters that enhance or inhibit natural learning. Sport and Sport programs can thus play a crucial role in creating the right environment for learning, not only about sports but also essential values and life skills. The educational value of sport, however, depends not only on the content, but also on the way it is staged ("Sport for a," 2006). Therefore it is necessary to establish well-organized sport programs as soon as possible and hold them in a safe location and at specific time of the day to ensure safety.

13. Sport, Sexual Violence and Refugees

In all recent conflicts including in the former Yugoslavia, Sierra Leone, India (Kashmir), Rwanda, Sri Lanka, the Democratic Republic of Congo (DRC), Angola, Sudan, Côte d'Ivoire, East Timor, Liberia, Algeria, the Russian Federation (Chechnya), and northern Uganda, sexual violence targeting women and girls has been used (Jefferson, 2004).

Rape has always meant direct physical harm, trauma, and social ostracism for the victim. Now, it may also be a death sentence for many women. Women are increasingly, and sometimes deliberately, being infected with HIV through wartime rape. By disrupting normal economic activity and destroying bases of economic support, armed conflict also puts women at risk for trafficking and at greater risk for having to engage in "survival" sex or sexual bartering, through which many women are becoming infected with HIV.

Although there has been increasing international attention to sexual violence in armed conflict, two essential features have persisted. First, it is routinely used on a

large scale in most wars against women (though much less frequently, men and boys too are sometimes targeted for sexual attack). Second, perpetrators of sexual violence continue to enjoy near complete impunity. Over the past decade, the number of successful prosecutions has been paltry compared to the scale of the crimes (Jefferson, 2004).

The risk of rape, sexual exploitation, prostitution, female genital mutilation and other forms of gender-based violence are the most severe problem children (boys and girls) and women face during war.

Children are at high risk of sexual violence given their dependence, vulnerability, high level of trust and the belief that they are less likely to carry sexually transmitted diseases, such as HIV/AIDS. For refugee children, the breakdown of traditional family and community protection mechanisms and the often tenuous circumstances in which they find themselves add to the risk (“The Refugee Experience,” 2004).

Therefore they are easily targeted for “sexual exploitation and assault by irregular forces, military, other refugees, and/or those in a position of authority” (“The Refugee Experience,” 2004).

UNHCR defines sexual violence as all forms of sexual threat, assault, interference, and exploitation, including 'statutory rape' and molestation without physical harm or penetration.

Sexual violence and exploitation affects a child's physical and mental health.

"Severe consequences of sexual exploitation include emotional trauma, health risks such as the contraction of HIV/AIDS, the physical wounds inflicted by rape, and unwanted pregnancies which often result in abortions or infanticide" ("Impact of Armed," 1996).

Victims and families often don't report sexual exploitation, gender based violence or rape for fear, embarrassment, risk of retaliation, and shame. Lack of reporting makes it difficult to protect children from predators, provide support and rehabilitation for the victims, and prevent such abuses from continuing. It further prevents treatment, and without treatment physical and mental trauma and damage can be irreversible.

Violence against women refugees is so common that the UNHCR advises field staff to assume that such violence is a problem unless shown to be otherwise ("Reproductive Health Concerns," 1996).

"Female genital mutilation (FGM), or female circumcision, is practiced in as many as 28 African countries and in two or three countries outside Africa. Eradicating this practice in refugee camps is particularly challenging because of the diverse backgrounds and cultures represented in the camps.

The practice of FGM reflects deeply held cultural beliefs but nonetheless constitutes violence against women and especially against children, on whom it is practiced without their consent. Most of the girls circumcised are very young, between six and twelve. FGM is painful, dangerous, and traumatic. Its consequences can be life-threatening for both mother and prospective offspring

The predominant type of FGM practiced among the refugees is circumcision that involves the complete removal of the clitoris and consequent closing up of the vaginal opening, leaving a small passage for urine and menses. Other members of the refugee community practice a milder form of the practice that involves the pricking, or slight cutting off, of the tip of the clitoris" ("Reproductive Health Concerns," 1996).

13.1 Peacekeeping Babies

"The UN must take some responsibility for these babies," she continued. "When [assaults] are committed by belligerent armed groups, it is somewhat comprehensible. When the soldiers are there to protect the population, it is very disturbing."

Micheal Fleshman

There are more than 25-armed conflicts around the world today. As a result, there are over 89,000 peacekeeping personnel (no sex desegregated data was presented) from 107 member states in 15 current peacekeeping operations and 18 current peace operations directed and supported by the department of peacekeeping operations (DPKO). The mandate of these peacekeeping missions is "to help countries torn by conflict, alleviate human suffering, and create conditions and build institutions for self-sustaining peace" ("United Nations Department of Public Information 2005").

In 2002, a report released by Save the Children UK (SCUK) and UNHCR accused more than 40 humanitarian aid agencies of sexually exploiting refugees in West Africa. The report triggered immediate action in the form of investigations and policy planning from the United Nations and humanitarian aid agencies ("UNHCR and SCUK," 2002).

"In Mozambique, after the signing of the peace treaty in 1992, United Nations Observer Mission in Mozambique (UNOMOZ) soldiers recruited girls aged 12 to 18 years into prostitution. After a commission of enquiry confirmed the allegations, the soldiers implicated were sent home. In 6 out of 12 country studies prepared for a research report ... the arrival of peace-keeping troops has been associated with a rapid rise in child prostitution" ("Impact of Armed," 1996)

These investigations found that while United Nations peacekeepers—soldiers and military officers, civilian police officers and civilian personnel from many countries—are mandated to provide security and protection to civilians and monitor and observe the peace processes that emerge in post-conflict situations, peacekeepers are using their

positions of power to sexually exploit and abuse women and girls (Spencer, 2005) . The collateral damage of these sexual exploitations and abusive altercations are being born in the form of “peacekeeping babies.”

“Peacekeeping babies” are children who are conceived and abandoned by peacekeepers. They are not orphans, their fathers are mostly alive, but have finished their tour of duty and gone home, often to waiting wives. Their discarded mothers struggle to support them or have abandoned them either because they are poor, or because they have married a local man who does not want a peacekeeping baby in the home (Economist, 2005). In this respect peacekeeping babies are discriminated against and can become a financial burden to local women, local communities, nations and the international community.

“The United Nations does not track the population of children abandoned by its peacekeepers” (Lynch, 2005). However, one estimate suggests that during the Economic Community of West African States Monitoring Group (ECOMOG) peacekeeping operation in Liberia from 1990 – 1998 the number of peacekeeping babies conceived was 25,000 (Cooper, 1998) while another suggests 6,000 (Gaylor, 2001). A United Nations staffer further estimated that in Liberia, another 1,500 babies will be conceived by United Nations peacekeepers by the end of 2006 (Economist, 2005).

“Though the UN has long maintained a “zero tolerance policy” toward such crimes, observers everywhere claim that this policy is simply ignored. UN peacekeepers feel free to abuse as they please in the countries where they are stationed, and have little fear of being held accountable. The UN can’t keep up with the allegations; few of their victims even know how to report them, and the world is paying little attention. The perpetrators have nothing to fear. The message is clear: the UN cannot even control its own forces.”
Ryan Viega the UN Shows its Love

Sport instilling the principle of inclusion is especially important for girls who are afforded fewer opportunities for social interaction and for whom access to basic education is often denied. Participation in sporting activities provides an opportunity for interpersonal linking, spending time with other girls, having their own physical and emotion space and allows more involvement and connection with the community.

It provides an opportunity for females to improve and showcase their skills and abilities and gain respect from their peers. As they gain and improve their skills they become role models, mentors and leaders for other girls in their communities. Leadership skills and leading improve self confidence, self esteem and impart empowerment. By displaying positive images of strong healthy females they are able to gain respect, challenge stereotypes and break down entrenched negative attitudes towards the roles of females.

Sport can further be used as a forum for providing avenues and resources for help and communicating important life messages about the rights of women and children, health issues and the prevention and treatment of HIV/AIDS.

“Some common elements that influence sexual violence are:

Poverty and social inequality put refugee children at increased risk, as economic insecurity forces families to initiate prostitution or trafficking in an effort to escape the desperation of their extreme poverty. Children are particularly vulnerable given that virginity, innocence and physical immaturity are highly prized amongst perpetrators. Consumerism/Materialism plays a role. The development of a culture which condones the commodification of individuals (particularly women and children) in an effort to acquire material wealth, increases the vulnerability of children.

Situations of armed conflict and subsequent displacement, in addition to creating a traumatic and stressful environment, cause serious disruption of societal values which puts children at greater risk of being targeted for sexual exploitation and assault by irregular forces, military, other refugees, and/or those in a position of authority. This

vulnerability can be exacerbated by the breakdown of the family unit, which reduces a child's access to protection and a secure and a stable environment.

Gender is a factor. Although both boys and girls are victims of sexual violence and exploitation, a general low regard for women exists in many cultures where women and girls are viewed as property. As a result, a vast majority of sexually assaulted, abused or exploited children are girls.

Unaccompanied or orphaned children and children in foster families are at increased risk of sexual exploitation and violence due to the fact that they no longer have direct access to a family member or family-like figure for physical protection and/or emotional support.

Mentally and physically disabled children are particularly vulnerable to sexual assault and abuse due to their inability to escape would-be aggressors.

Children belonging to marginalized ethnic groups are at times targeted for sexual violence as a form of 'ethnic cleansing.' There is also a demand within the sex trade for children of different backgrounds than the consumer; such children can be lured away from their communities to urban centers where they often cannot communicate in a foreign language, reducing their ability to resist and flee.

Cultural beliefs that are tolerant of child exploitation by condoning and/or ignoring the problems of prostitution, trafficking and early marriage of children also contribute to the risk of sexual exploitation" ("The Refugee Experience," 2004).

14. Sport, HIV/AIDS and Child Refugees

HIV/AIDS is one of the greatest threats to life and dignity. In the world today there are between 33.4 and 46.0 million people living with aids. 31.4 to 43.4 million are adults (men and women ages 15 and above), 14.8 to 20.6 are women, and 1.7 to 3.5 million are children ("World HIV," 2006). 90% are from the developing world 75% are from the Sub Sahara Africa. 14 million children have lost one or more parent and 12,000 people get infected daily, more than half of them are between the ages of 15 – 24, meaning 1 young person gets infected every 15 seconds ("Harnessing the Power,"2004). More than 25 million people have died of AIDS since 1981. By the end of 2005, women

accounted for 48% of all adults living with HIV worldwide, and for 59% in sub-Saharan Africa. Of the 6.5 million people in developing and transitional countries who need life-saving AIDS medications, only 1.3 million are receiving them.

Refugees are at a high risk for coming in contact with HIV/AIDS, STIs and other communicable diseases. HIV/AIDS and STIs, spread most quickly with mobility and in conditions of poverty, powerlessness, and social instability. Such conditions often are found in refugee emergencies. “The disruption of social ties and family life that occurs during moves, especially in situations of poverty and crisis, also increases risk of disease, as refugees find new sex partners. Sometimes women have no choice but to sell sex for protection, money, food, and other goods” (“Reproductive Health Concerns,” 2004).

“Refugee Movements and AIDS. Refugee movements have contributed to the spread of HIV/AIDS and other STDs. When nearly 2 million refugees who had fled in the 1980s to Malawi, which has a high HIV rate, returned home to Mozambique, the incidence of HIV began rising in Mozambique, where it was previously rare. Liberian refugees in Côte d'Ivoire and Guinea, Rwandan and Ugandan refugees in the former Zaire, Laotian and Cambodian refugees in Thailand, Sudanese refugees in Uganda, and Ethiopian refugees in Sudan have carried HIV home with them, after having been infected during their flight” (“HIV and Aids,” 1996).

“All aspects of civil society, including sport must be mobilized in the global fight against HIV/AIDS” (“Sport for Development”, 2003). HIV/AIDS is still spreading today. This would imply that the methods we are using to send messages need to be improved, enhanced and supplemented. Knowledge, life skills, the provision of a safe and supportive environment and access to services are the four pillars identified by Sport for Development and Peace (2003) for effective HIV/AIDS programming. Coaches who have developed trusting relationships are able to discuss sex, HIV/AIDS prevention and treatment and provide knowledge and support for all people including those members

living with HIV/AIDS. Sport and sport programs are flexible and can be easily adapted to incorporate lessons on healthy life choices and HIV/AIDS. Respect for one's body and knowledgeable decision-making are life skills that are encouraged through effective sport programs and thus reduce the risk of contracting HIV/AIDS. Well designed sport programs are facilitated in a safe and supportive environment. Sport further, has the ability to bring together large audiences from varying backgrounds thus making it a cost-effective tool for communicating vital life saving messages and discussing health services, treatment and resources available. Therefore, through sport the four pillars identified for effective HIV/AIDS programming can be achieved.

Sport cannot only help reduce the spread of HIV/AIDS but it can help improve the lives of those people living with AIDS. Participation in sport activities keeps the body and mind fit. Inclusion of people living with HIV/AIDS in regular sport programs decreases negative stigma and discrimination.

15. Sport, Gender Equality and the Empowerment of Refugee Women and Girls

Women and girls experience conflict and displacement in different ways from men because of the gender division of roles and responsibilities. Increasingly, modern warfare is wreaking havoc on the lives of women and girls, and on the health services that are key to family and community survival and development. Often health services available in refugee and emergency situations are dominated by men, so many women and girls, for cultural or religious reasons, underutilize these services despite their need for them. The population movements and breakdown of social controls engendered by armed conflict encourage rape and prostitution, as well as sexual slavery to serve

combatants, resulting in unwanted pregnancies and the spread of STIs and HIV/AIDS.

(“Impact of Armed,” 1996).

“Examples of such targeting and gender-based inequity leading to higher mortality and morbidity (illness) among females during armed conflict include: Violence against girls and women, including rape and sexual slavery; Hunger and exploitation in camps for refugees and internally displaced persons, when men take control of food distribution; Malnutrition, when food aid neglects women's and children's special nutritional requirements; Culturally inappropriate and/or inadequate access to health services, including mental and reproductive health services” (“Impact of Armed,” 1996).

The participation and involvement of women in sport at all levels has increased all over the world in recent years. In 1994, the International Working Group on Women and Sport (IWG) was established. The IWG acts as a catalyst for existing government and NGOs concerned with the development of girls and women through sport (“Sport for a,” 2006).

However, despite such measures, women and girls continue to face discrimination and the treatment of men and women in sport often mirrors existing gender stereotypes and reinforces gender inequalities. Women with disabilities encounter greater discrimination and additional obstacles, resulting in even lower rates of participation in sports at all levels (“Sport for a,” 2006).

Sport can provide a myriad of benefits for women and girls and can be a powerful tool for the empowerment of women and for gender equality. The benefits include building skills in communication, teamwork, leadership and negotiation; enjoying freedom of expression and movement; increasing self-esteem; and allowing women to become more engaged in school and community life. Sport also serves as a vehicle to improve women's leadership skills and participation in decision-making in all areas of life. The participation of women and girls in sport also challenges gender stereotypes,

thereby reducing discrimination and breaking down entrenched attitudes, leading to higher school enrolment and completion. Successful sports programmes can be a possible entry point to reach girls and young women on a variety of issues, particularly when social interaction outside the home is constrained and may offer non-traditional educational opportunities throughout the life cycle. Sport can therefore be a catalyst for economic, social and political development for women (“Sport for a,” 2006).

In 2005, the Parliamentary Assembly of the Council of Europe passed recommendation 1701 on discrimination against women and girls in sport. In the United Nations system, and the International Labor Organization (ILO) adopted the theme of women and sport for its 2006 celebrations of International Women’s Day, with activities that included a panel discussion, a special photography exhibition, the third annual ILO International Film Festival on Women in Sport, and the award ceremony of the International Olympic Committee’s (IOC) Women and Sport Trophy. The United Nations International Children’s Emergency Fund (UNICEF) implemented a programme in Somalia, in partnership with a local NGO, the Somaliland Culture and Sports Association, including initiatives such as a sports center for girls and the training of coaches for girls’ basketball and volleyball teams. UNHCR implemented “Together for girls” and “ninemillion.org” both with a strong emphasis on the inclusion of girls in sport and education programs (“Sport for a,” 2006).

16. Sport and the United Nations

The international community no longer considers sport as a luxury, but rather as a tool for development and peace. As a result, the United Nations General Assembly

declared 2005 “the IYSPE 2005 in recognition of the important role that sport and physical education can play at the individual, community, national and global levels as mechanisms, in combination with existing efforts, to achieve specific targets such as those concerning poverty reduction, universal education, gender equality, environmental sustainability and HIV/AIDS” (“Sport for a,” 2006).

The international community recognized sport as a fundamental right as early as 1959 in the United Nations Declaration on the Rights of the Child, and then in 1978, the United Nations Educational, Social and Cultural Organization (UNESCO) International Charter of Physical Education and Sport described sport and physical education as a “fundamental right for all”. It stresses that every person is entitled to participate in sport, including especially women, young people, the elderly and the disabled. In 1989, the United Nations Convention on the Rights of the Child entered into force, whereupon the “right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child” was recognized (article 31). This article also states that not only do children have the right to play, they also have the right to the provision of the opportunity to play, requiring states to “encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity”. The Convention on the Elimination of All Forms of Discrimination against Women affirms that, “... on the basis of equality of men and women...” women must be ensured “opportunities to participate actively in sports and physical education”. Similarly, ILO Conventions No. 138 and 182 concerning child labour require governments to establish policies for the rehabilitation of child labourers. Unfortunately, these international human

rights treaties received limited support and until recently the right to play and sport was sometimes described as the “forgotten right” (“Sport for a,” 2006).

In 2001, the United Nations Secretary-General appointed former President of Switzerland, Mr. Adolf Ogi as Special Advisor on Sport for Development and Peace. To review activities involving sport within the United Nations system a United Nations Inter-Agency Task Force on Sport for Development and Peace was convened by the United Nations Secretary-General in July 2002. The task force brought together agencies with significant experience using sport in their work, including the ILO, UNESCO, WHO, United Nations Development Programme (UNDP), United Nations Volunteers (UNV), United Nations Environment Programme (UNEP), UNHCR, UNICEF, United Nations Office on Drugs and Crime (UNODC) and the Joint United Nations Programme on HIV/AIDS (UNAIDS).

The aim of the Task Force was to promote a more systematic and coherent use of sport in development and peace activities, particularly at the community level as well as to generate greater support for such activities among Governments and sport-related organizations. The Task Force was asked to establish an inventory of sport-for-development programmes; identify instructive examples and encourage the United Nations system to incorporate sport into its activities and work towards the achievement of the MDGs (“Sport for a,” 2006).

In 2003, “Sport for Development and Peace: Towards Achieving the MDGs”, the report of the United Nations Inter-Agency Task Force was published. The Report found that well-designed sport-based initiatives are practical and cost-effective tools to achieve

objectives in development and peace and that sport is a powerful vehicle that should be increasingly considered by the United Nations as complementary to existing activities.

16.1 International Year of Sport and Physical Education 2005 (IYSPE 2005)

For nearly 50 years, the United Nations has designated International Years to draw attention to issues affecting mankind throughout the world and encouraging international cooperation and action to address issues of global importance.

In November 2003, the General Assembly of the United Nations adopted resolution 58/5 entitled “Sport as a means to promote education, health, development and peace” In recognition of the growing acceptance by the international community of the right to sport and physical education and its role in making a better world. This resolution recognized the significant role that sport can play in accelerating progress towards the achievement of the MDGs adopted in 2000. The resolution proclaimed the year 2005 as the IYSPE and called on governments, international sports bodies and sport-related organizations to use sport to promote education, health, development and peace.

IYSPE 2005 built on the experience of the European Year of Education through Sport 2004 and offered the European experience a platform to develop projects beyond Europe. IYSPE 2005 also took into account the International Year of Sport and the Olympic Ideal 1994 which was proclaimed by the United Nations General Assembly in resolution 48/10 in celebration of the centenary of the IOC. The resolution recognized that the goal of the Olympic Movement is to build a peaceful and better world by educating the youth of the world through sport and culture. On 3 November 2005, the General Assembly adopted resolution 60/8

urging Member States to observe, within the framework of the Charter of the United Nations, the Olympic Truce, individually or collectively, during the 2006 Olympic and Paralympic Winter Games, held in Turin (“Sport for a,” 2006).

On November 5 2004, the Secretary-General, at United Nations Headquarters in New York launched the IYSPE 2005.

The overall goal of IYSPE 2005 was to present undeniable proof that sport and physical education have a role to play in the achievement of global development goals and improving the lives of people living in poverty, disease or conflict. During IYSPE 2005, 70 countries worldwide-appointed national focal points to coordinate commemorative events; in addition, 52 other countries reported on commemorative activities without having officially appointed national focal points. Through a series of conferences and events, an impressive dynamic was developed placing sport and physical education clearly on the political agenda as tools for making the world a better place. Thousands of projects and initiatives undertaken globally have strengthened the role of sport and physical education as an integral dimension of the development and cooperation strategies of all stakeholders including sports organizations, athletes, multilateral organizations and the United Nations system, bilateral development agencies, Governments across all sectors, the armed forces, NGOs, the private sector and sports industry, research institutions and the media (“Sport for a,” 2006).

IYSPE 2005 proved more than a series of events and activities; rather, it was a springboard for launching new and strengthening existing programmes using sport and physical education in achieving the MDGs. The United Nations proved it has the ability to help Governments and communities harness the positive aspects of sport and channel them in a coordinated way (“Sport for a”, 2006).

16.2 Sport and the Millennium Development Goals (MDGs)

The MDGs (Appendix C) were established in September 2000 with a target of achieving them by 2015 at the United Nations Millennium Summit (United Nations Millennium Declaration, A/RES/55/2 (September 18, 2000). Sport as a mechanism to pursue the MDGs, offers a number of innovative approaches that can be combined with existing efforts to achieve specific targets such as those concerning the eradication of global poverty, hunger and disease, the promotion of education, environmental sustainability, gender equality, and global partnerships. Sports’ non-discriminatory forum and unbiased language is believed to address, distribute and communicate vital health messages and information to a targeted population. As one of the most developed aspects of civil society, sport offers new possibilities for community involvement through which to promote achievement of the MDGs (“Sport for a,” 2006).

Goal 1 Eradicate extreme poverty and hunger

Providing development opportunities will help fight poverty. The sports industry, as well as the organization of large sports events, creates opportunities for employment. Sport provides life skills essential for a productive life in society (“Sport for a,” 2006).

Goal 2 Achieve universal primary education

Sport and physical education are an essential element of quality education. They promote positive values and skills, which have a quick but lasting impact on young people. Sports activities and physical education generally make school more attractive and improve attendance (“Sport for a,” 2006).

Goal 3 Promote gender equality and empower women

Increasing access for women and girls to physical education and sport helps them build confidence and a stronger social integration. Involving girls into sport activities alongside with boys can help overcome prejudice that often contributes to social vulnerability of women and girls in a given society (“Sport for a,” 2006).

Goals 4 and 5 Reduce child mortality and improve maternal health

Sport can be an effective means to provide women with a healthy lifestyle, as well as to convey important messages relating to the empowerment of women and access to education (“Sport for a,” 2006).

Goal 6 Combat HIV/AIDS, malaria and other diseases

Sport can help reach out to otherwise difficult to reach populations and provide positive role models delivering prevention messages. Sport, through its inclusiveness and mostly informal structure, can effectively assist in overcoming prejudice, stigma and discrimination by favoring improved social integration (“Sport for a,” 2006).

Goal 7 Ensure environmental sustainability

Sport is ideal to raise awareness about the need to preserve the environment. The interdependency between the regular practice of outdoor sports and the protection of the environment are obvious for all to realize (“Sport for a,” 2006).

Goal 8 Develop a global partnership for development

Sport offers endless opportunities for innovative partnerships for development and can be used as a tool to build and foster partnerships between developed and developing nations to work towards achieving the millennium development goals. Goal 8 acknowledges that in order for poor countries to achieve the first 7 goals, it is absolutely critical that rich countries deliver on their end of the bargain – with more and more effective aid, sustainable debt relief and fairer trade rules for poor countries – well in advance of 2015 (“Sport for a,” 2006).

17. Sport and the UNHCR

17.1 Implementing and Operational Partners

Sport and sport programs are not essential in the protection of refugees. However, UNHCR realizing the benefits of sport has worked through implementing and operational partners such as Right To Play to ensure refugees have access to sport and recreation. As an operational partner for UNHCR, Right To Play is self-funded and receives no financial support from UNHCR.

17.1.1 Right To Play

Right To Play is an athlete-driven, international humanitarian organization that uses sport and play as a tool for child and youth development in the most disadvantaged areas of the world. Right To Play works with children who have been seriously affected by conflict, poverty and/or disease, often for long periods of time. It is a non-religious, non-political, humanitarian organization that partners with a wide variety of private sector

funders to deepen the involvement at the grassroots level and to engage leaders on all sides of sport, business and media to ensure every child has the right to play.

Today, Right To Play is a leader in the world of children's sport and play. In addition to its child development programs, Right To Play is an international advocate on behalf of every child's right to play and is actively involved in research and development in this area. Right To Play's relationships with different United Nations agencies has been intensified by its partnership and contribution to the report of the United Nations Inter-agency Task Force on Sport for Development and Peace.

UNHCR relies on Right To Play to implement sport and play programs for refugees. Right To Play's objectives for the implementation of sport and play programs are to enhance healthy child development by delivering initiatives of sport and play to children and youth living in situations of disadvantage and to assist in the development of community capacity by establishing community structures and a program of local community ownership.

Right To Play uses the following program modules to meet its objectives of child development, community capacity building and social mobilization.

Coaching Education: Coach2Coach Training Module (C2C)

The objective of Coach Training is to train local coach volunteers to implement and manage daily sport and play activities with children. The module consists of practical sport skills, leadership, communication skills, project management, health issues, child development, evaluation processes, and group dynamics. Experienced coaches can participate in supplemental workshops that enhance their skills, and enable them to train new coaches.

Holistic Child Development Program: The Red Ball Child Play (RBCP) Module

The Red Ball Child Play module is based on holistic child development, with a different colored ball to represent an area of child development: mind, body, spirit, health and peace (social cooperation). Right To Play has created a number of games and play activities for each ball that allows children to learn in a fun and memorable way. The RBCP module is often implemented through childcare centers and childcare workers are taught the material in order to integrate the modules into their regular activities.

Health Education Initiative: Live Safe, Play Safe (LSPS) Module

LSPS is a health education module designed to provide children with knowledge about personal health, and the tools and skills to make sound and informed decisions regarding their health. There is a strong focus on HIV/ AIDS and prevention. It is implemented in schools and teachers are taught the material in order to integrate the modules into their regular classes.

Community Capacity Building: Community Based Groups

Capacity building and sustainable development are core objectives of all Right To Play projects. Within any project initiative there is a component of training and skills transfer to promote individual capacity building and community-based ownership. Project resources are applied in a manner that supports these objectives.

Light Infrastructure Development: Sport and Play Facilities

The development of sporting facilities such as volleyball courts, basketball courts, football fields and recreation centers enables programs to be conducted in a safe environment.

Right To Play programs are implemented in partnership with UNHCR, and therefore, adhered to policy and procedures followed by UNHCR.

17.2 New Initiatives (Alternative Funding)

Recently the UNHCR, in search of additional funding, has developed partnerships with the private sector. Corporate partners seek to engage with UNHCR on a more sustainable basis to attain significant social impact, which could be transformed in nature, impacting upon social norms, public policy or inter-organizational priorities. These relationships are based upon long term, results-oriented, mutually beneficial collaboration in pursuit of a common aim. UNHCR's most significant corporate partners have chosen to signal to the world their ambition to make a difference by standing alongside UNHCR in a newly formed council of business leaders. The UNHCR council of business leaders is designed to strengthen the funding efforts of UNHCR, capitalize on synergies between UNHCR's key corporate partners, leverage business contacts with like-minded corporations, mobilize support from diverse constituencies and galvanize interest in order to scale-up projects that have demonstrated impact through replication of successful pilots supported by the corporate partners.

Nike is a founding member of the UNHCR council of business leaders, which launched in January 2004 at the World Economic Forum in Davos.

Among the world's excluded populations, refugee youth are often the least visible. Nike believes every child has a right to play, echoing its mission "to bring inspiration and innovation to every athlete in the world." Nike believes everyone is an athlete, regardless of physical ability, race, gender or social status. Sport as a tool for social change is an

integral part of the Nike brand and culture. As the leading global sports and fitness company, Nike understands firsthand the power of sport as an enabler to educate and empower, and the need of all young people to have a right to access sport. Nike's social programming is about removing barriers to enable access and to create opportunities for play and sport. For more than eight years, Nike has been funding cutting-edge programs that use sport as a tool for social change.

Nike's work with refugees began in 2000 at the Cralio refugee center in the Netherlands and brought refugee kids for play sessions each Wednesday at Nike's campus in Hilversum, the company's regional headquarters for Europe, the Middle East and Africa. Since, then, Nike has continued to be involved with community programs throughout the region. Nike's involvement with refugee kids and the positive impact of sport on the lives of excluded youth overall led to further commitments to refugee youth. One of Nike's first initiatives with UNHCR was the "Together for Girls" partnership launched in 2004. The initiative combines UNHCR's expertise working with and providing services for refugees, and Nike's experience inspiring excluded young people through sport and physical activity.

17.2.1 Together for Girls

Everyday, hundreds of thousands of refugee children are missing out on an education. UNHCR, with its corporate partner Nike, is working to change today's alarming situation: Only half of the refugee children in Africa have access to education, of those refugee children that do attend school, girls represent only 39%.

Girls are often marginalized and excluded from school and sport, particularly in the refugee context in Africa. The complex and inter-related reasons for this are found both in and out of school. Girls are kept home to care for younger siblings or to perform chores such as collecting firewood and water; are married young and experience early pregnancy; and are lacking female role models to inspire them to succeed in life. UNHCR lacks sufficient resources to hire enough teachers, build enough classrooms, and provide enough school materials and textbooks. The families and communities themselves often do not recognize the value in sending the girl-child to school, perpetuating a vicious cycle that excludes girls from partaking in social activities, sports and enrolling in the school system.

The partnership with Nike began in 2003 as a product donation to Kakuma and Dadaab camps in Kenya. In 2004, UNHCR, with Nike, developed the “Together for Girls” pilot project, which was implemented in Kenya’s Dadaab refugee camps (which houses 110,000 Somali refugees) and aimed to provide education to more than 1,700 Somali girls.

The ‘Together for Girls’ initiative uses sport as a tool for girls’ integration and education. The project blends activities that promote the well-being, dignity and empowerment of girls to enhance their ability to take leadership roles that in turn facilitate stability and peace within their communities - both within refugee camps and upon return to their homes. The project holistically addresses all the barriers girls face, working with the refugee communities to change attitudes and encourage girls to develop to their full potential.

As a result of the initial pilot project supported by Nike in Dadaab refugee camps (Kenya) UNHCR has seen female participation in sports, school enrollment and retention of girls in class improve significantly. A number of measures were taken to meet the needs outlined in the pilot project, mainly related to improvements in school infrastructure, procurement of additional learning and teaching materials, provision and donation of sports equipment and community development activities. Significant improvements to the infrastructure including the building of 16 classrooms and 57 female latrines. 267 desks with chairs were constructed and over 4,000 textbooks were procured. Further the provision of sports equipment, with a specific reserve for girls and young women, was integral for producing the positive outcomes in 2004.

The Together for Girls pilot project recorded important results and generated substantial lessons to build upon in 2005-2007. At the beginning of 2004, 50 girls were participating in various sports disciplines. After the implementation that number grew to over 500. The enrolment and retention of girl-child preschoolers was increased by 88%. The holistic approach of Together for Girls, including the involvement of community leaders and recruitment of refugee volunteers, was attributed with the programme's success. The incorporation of formal sports activities had a significant impact and helped reduce the number of idle youth in the camps.

After a successful pilot year the partnership was strengthened and a 3 year continuation of Together for Girls focusing on a broader educational programme beginning with primary education and continuing on with technology training was developed.

This project aims to: improve access of refugee girls to education, improve gender parity, retention and performance in physical development; improve access of refugee girls to sport thereby positively impacting on their well-being, self-esteem and breaking down gender stereotypes; through the recognized benefits of education and sport, to break down conflict within camps, and to support the peaceful and sustainable repatriation of refugees to their home countries; and focus on an innovative and holistic approach to the issues of gender participation in education and sport within the camp, with a view to mainstreaming learning.

From 2005-2007, the Dadaab project will help thousands more refugee girls enroll in school in the Dadaab camps. The project costs are \$1 million over the next three years. Nike has committed to fund about one half of these project costs. UNHCR is now seeking additional corporate supporters to join with Nike in supporting this initiative in Dadaab and to further extend this model to other refugee camp locations across Africa. The international community has made a commitment in the Millennium Development Goals Declaration to reach the goals of parity of girls and boys in school by 2005 and universal primary education by 2015. The private sector can help UNHCR to reach this goal, making a real difference in the lives of many young women.

17.2.2 Ninemillion.org



Nine million faces. Nine million names. Nine million stories.

Nine million children are refugees right now.
Help them learn, help them play.

Ninemillion.org is an innovative global awareness raising campaign launched to bring attention to the worlds forgotten ninemillion refugee children, and provide them with a chance to change their future through the power of education and sport. The campaign aims to create a global community dedicated to giving the world's refugee youth the chance to learn and play.

Ninemillion.org was developed by the UNHCR with the support of founding campaign partners Nike Inc. and Microsoft, both founding members of UNHCR's Council of Business Leaders, and Right To Play, the Toronto-based international humanitarian organization dedicated to using sport and play to foster the healthy physical, social and emotional development of children in refugee camps worldwide.

Ninemillion.org was launched on World Refugee Day in several locations throughout the world where UNHCR operates, i.e: Belgium, Belize, Benin, Central African Republic, Chad, Colombia, Croatia, Cuba, Ecuador, Ethiopia, China (Hong Kong), Iran, Kosovo, Kyrgyzstan, Liberia, Pakistan, Russian Federation (Chechnya), Rwanda, Serbia, Switzerland, Tanzania, Uganda, United Kingdom, United States of America, and Zambia.

“Ninemillion.org is about giving the world's refugee youth a chance to see beyond their current situation and begin to rebuild their lives,” said United Nations High Commissioner for Refugees António Guterres. “Our greatest priority is to help refugees in crisis and to find lasting solutions for them. Once out of harm's way, the needs of refugees continue despite having moved off the front pages, and

those needs far exceed existing sources of funding. All too often, the world's nine million refugee youth become the most forgotten. They are denied their basic rights to childhood and are left with uncertain futures. Ninemillion.org can help refugee youth by giving them a chance to learn and play, a chance to change their future through education and sport".

Kicking off the ninemillion.org campaign is a 30-second public service announcement featuring Brazilian football star Ronaldo, a UNDP Goodwill Ambassador. The public service announcement is available for viewing at ninemillion.org, which features individual portraits and biographies of refugee youth from camps in Azerbaijan, Uganda and Thailand. These are youth who have seen their parents killed, have fled their homes because of war, or who have been born in a refugee camp and known nothing else. Yet despite the trauma and conflict of their lives, and the harsh conditions of a refugee camp, they are connected by a universal love of sport and the desire to learn and create a better future for themselves, their families and their communities. Ninemillion.org is committed to giving them that chance.

In addition to raising awareness about refugee youth, ninemillion.org is the primary way individuals can donate money to the campaign. To kick off the fund-raising effort, the Nike Foundation announced a matching grant for the first US\$1 million donated to ninemillion.org.

Nike Inc. supported UNHCR by developing the overall concept and content for ninemillion.org and enlisted key support from other council members such as Microsoft. Nike developed the public service announcement with Ronaldo and other videos of

refugee youth in Azerbaijan, Uganda and Thailand. Nike will broaden awareness of ninemillion.org by creating a digital presence on nike.com and nikefootball.com, and by launching a ninemillion.org community on joga.com. T-shirts featuring the ninemillion.org logo are available for purchase in Niketown retail outlets worldwide, with net proceeds supporting the campaign. Additionally, Nike has donated 40,000 balls, designed specifically for durability in harsh refugee camp conditions, to UNHCR for refugee kids. To date the balls have been distributed to refugee children in 88 countries throughout the world.

Microsoft is supporting ninemillion.org through MSN, its online media network, by hosting and localizing the web site content in nine languages and providing 2.8 billion impressions of primary advertising media worth an estimated US\$1 million, plus editorial placement and promotional support for the campaign. MSN is featuring ninemillion.org on local portal, Hotmail and Messenger sites in the top ten markets in Europe and on MSN.com in the United States. In the European markets, MSN is also featuring ninemillion.org on MSN's popular "Road to the World Cup" channel. In addition, Microsoft will support education projects through donations of software to NGO partners, as well as the provision of curriculum and basic training content.

Other Companies Supporting ninemillion.org

Earth Water International, the Canada-based bottled water company that contributes 100 percent of its net profits to UNHCR, will feature the ninemillion.org campaign logo on its newly designed labels. Currently sold throughout Canada, Earth Water will expand its distribution to the United States later this summer and to Western Europe and Asia in the coming year.

Manpower Inc. will support ninemillion.org through broad internal and external outreach. The company's CEO will invite the more than 27,000 Manpower employees across 4,400 offices in 72 countries to get involved and spread the word in their local communities. Information on ninemillion.org also will be available on the company's web site, and campaign information will be distributed to Manpower's vast client and temporary employee/contractor networks.

Merck & Co, Inc., in collaboration with UNHCR and the International Council of Nurses (ICN) is delivering nursing knowledge and related training for health workers in refugee camps located in Tanzania and Zambia through a program of mobile nursing libraries. The libraries will increase access to the latest nursing and health information to meet refugee health priorities. Merck is supporting ninemillion.org through its Partnership for Giving Program, which will match employee contributions to the campaign.

Procter & Gamble joined ninemillion.org via its Children's Safe Drinking Water program. Procter & Gamble provided more than 1 million sachets of PUR Purifier of Water for safe drinking water in refugee camps. The company will also link to ninemillion.org from its web site and encourage employees to join the campaign.

Funds Raised

Two-thirds of funds raised through ninemillion.org will be distributed by UNHCR to support education in refugee communities, including fundamental education and life skills training; HIV/AIDS awareness and prevention; gender sensitivity; and peace education programs for war-torn communities. The remaining one-third will fund access

to customized sport and play programs by Right to Play for refugee youth, with an emphasis on getting girls and young women onto the playing field.

Chapter Four

18. Conclusion and Recommendations

Refugee children have suffered enormous atrocities. Witnessing war first hand, being captured or kidnapped and forced into armed conflict, being brutally raped or victims of sexual violence increasing their risks of contracting HIV/AIDS and other STI's, witnessing their parents being savagely murdered or separated from them in the panic and chaos of fleeing, and finally being placed in refugee camps where their problems continue as children often go unheard and unprotected. Some refugees are born in camps, others live and grow in camps for years on end, maybe lifetimes...a lifetime with little or no access to sport or recreation.

For refugees, sport provides normality and structure to lives that are in disarray. It provides psychosocial benefits and presents an outlet to channel energy positively. "Sports programs serve as a positive and productive activity for refugees, easing many of the problems they face, including violence, limited access to education and broken family structures" ("Sport for Development," 2003)

Although article 31, of the convention of the rights of a child states "the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child" sport is generally left out of most rehabilitation programs. Hence it has been called the "forgotten right" ("Sport for Development," 2003). In the past when sport has been incorporated it was done through ad hoc, last minute or poorly designed programs not accessing its full potential. It is crucial that well designed sport programs are developed and integrated into healing and development programs. Sport is a human

right and an effective tool for development which needs to be recognized and must be converted into mainstream thinking.

Recognizing the benefits and the potential of sport the United Nations declared the year 2005 the IYSPE as a means to promote sport, physical education, health, and development. The broad participation of Governments, the private sector, civil society and United Nations funds, programmes, and specialized agencies has created a greater awareness amongst all actors of the role of sport in making the world a better place, and the relationship between sport and the developing world has been considerably strengthened.

Over 100 international and thousands of local projects were initiated during IYSPE 2005, concretely establishing sport and physical education as tools for education, health, development and peace. Sport was identified as: (a) being integral to quality education with mandatory physical education recognized in a number of countries as a universal pillar to foster education, health and personal development; (b) improving public health; (c) an important element for achieving sustainable development; (d) a vehicle for achieving equality, including gender equality and women's empowerment; and (e) contributing to lasting peace ("Sport for a," 2006).

One of the greatest achievements of IYSPE 2005 was the adoption by over 170 Heads of States and Government of General Assembly resolution 60/1 paragraph 145: "We underline that sports can foster peace and development and can contribute to an atmosphere of tolerance and understanding, and we encourage discussions in the General

Assembly for proposals leading to a plan of action on sport and development” (“United Nations,” 2005).

Sport has further demonstrated its ability to assist in attaining the United Nations MDGs. UNHCR has been able to harness the power of sport to create an innovative global awareness and fundraising campaign to ensure a better future for nine million refugee children.

While progress is being made towards the realization of the benefits of sport for development and peace, it is only the beginning of a new way of thinking and much more remains to be done.

Recommendations towards improving the lives of refugee children through sport:

- 1) Install children focused sport programs that promote the rights of refugee children especially education, health, HIV/AIDS, safety and recreation.
- 2) Recognize sport as a cost-effective tool that’s non-discriminatory forum and unbiased language can address, distribute and communicate vital health messages and information to a targeted population and can be used in a variety of ways to facilitate education, health, rehabilitation and healing.
- 3) Incorporate well designed sport and sport programs into all aid, rehabilitation and development programs including the MDGs, ensuring sustainability and mainstream thinking.
- 4) Continue the momentum created by the United Nations IYSPE 2005 into the future.

With 20.8 million people of concern in the world today, more than half being children, the world needs to protect and make certain that the rights of refugee children are being met embracing the power of sport for development and guaranteeing children the right to play.

Chapter Five

19. Lessons Learned/Reflections

The purpose of my internship was to examine the benefits of sport for refugee children, sport in the United Nations, and Sport in the UNHCR. Previous field experience gained through Right to Play combined with this 6-month internship at the UNHCR has led me to believe that sport is a benefit to refugee children, the United Nations and the UNHCR. When sport programs are designed and implemented in a logical, systematic way sport can address psychosocial issues associated with war, psychosocial issues associated with being a refugee, environment and health issues from everyday refugee camp life, being a refugee ex-child soldiers, a unaccompanied and separated refugee child, a refugee child living with a disability, issues due to a lack of basic education, being a victim of sexual violence, affected by Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS) or other sexually transmitted infections (STI's), and issues of gender inequality.

19.1 Sport and the United Nations

Based upon my experiences at the UNHCR I believe that mainstreaming sport programs within the United Nations system is critical for the overall sport for development movement as many governments throughout the world rely on the United Nations and the United Nations agencies for support and direction.

As a sign of support and to indicate the level of commitment to sport for development the United Nations created the Office of the Special Adviser to the United

Nations Secretary General on Sport for Development and Peace. However, much more remains to be done. It is critical that the United Nations; position sport as a low-cost, high impact tool to achieve broader development aims; build government support through policy evidence, effective outreach across governments and to external sport and development partners; engage sport federations, civil society organizations as policy and delivery partners; strengthen monitoring and evaluation of programs to increase evidence base and to enhance international and cross-sectoral coordination at the field and policy level; encourage donor countries to support sport for development programs; encourage and support developing countries in establishing sport for development as a national policy; through dialogue raise awareness and coordination among the United Nations agencies, multilateral agencies, other organizations (such as the WB) and encourage them to provide resources and other assistance; and finally promote universal access on a wider scale including access to sport and play for adolescents, girls, women and people living with disabilities (Sport for Development, 2006).

19.1.1 The Office of the Special Adviser to the United Nations Secretary General on Sport for Development and Peace

My internship at the UNHCR allowed me to discover that in the last few years and especially in 2005 the IYSPE, an impressive dynamic was developed placing sport and physical education clearly on the political agenda as tools for making the world a better place. With 122 countries worldwide holding commemorative events, thousands of projects and initiatives undertaken globally and a series of conferences and events, the

role of sport and physical education was strengthened as an integral dimension of the development and cooperation strategies of all stakeholders including the United Nations. The IYSPE 2005 was successful in convincing the international development world that sport is a cost effective viable tool for development. However, I believe what was missing in their work is HOW to successfully implement sport for development programs within the United Nations system and with WHAT resources.

The Office of the Special Adviser to the United Nations Secretary General on Sport for Development and Peaces' publication of "Sport for a Better World: the International Year of Sport and Physical Education (IYSPE) 2005" emphasized the overall number of activities held and focal points appointed worldwide. However, I am of the opinion that this document failed to determine whether those activities were successful/beneficial or whether the focal points appointed were trained, skilled or even interested in implementing such programs. In addition, I believe that the IYSPE 2005 failed to; asses the resources required, (financial, human and/or informative) provide well designed tools / instruments to assist in implementation, or to provide a well laid out plan to be followed in the incorporation of sport into existing programs.

Thus, one of the initial criticisms of applying sport for development in an ad hoc, unorganized manner was not addressed. In continuing the momentum created by the IYSPE 2005 I believe the overriding focus needs to shift from raising awareness on sport for development to mainstreaming sport for development programs into the United Nations system. In order to substantiate the claim that sport for development works focus should now be placed on program design and implementation; the assessment of needs, program design based on those needs, program implementation, program monitoring and

evaluation and lessons learned reported. Guidelines, self-standing programs/tools/instruments and programs/tools/instruments that can be easily operated and incorporated into existing programs need to be designed, including strategies for utilizing local resources or obtaining resources and financial support. Focal points not only need to be appointed but also need to be qualified, trained, encouraged and supported through a worldwide communication system linking sport for development facilitators.

I would like to add that the sport for development movement at the United Nations places an overwhelming focus on sport for development for and in developing countries. Sport for development should not be limited to developing countries but should be presented in such a manner as to encourage all countries to adopt similar sport for development policies. This will allow for intergovernmental relationships and possible partner programs strengthening country relationships and global unification and avoid possible complications that could arise in the future where sport policy incompatibility between governments could restrict cooperation, relationships and development. Where, donor countries with specific sport for development policies may be unwilling or unable to support developing countries that do not have existing or similar sport policies. Likewise, developing countries with sport for development policies may be limited or restricted in their search for likeminded donor governments to fund sport for development strategies. Therefore, it is my opinion that the United Nations should take the lead in encouraging developing countries to make sport part of their national development plans while at the same time encouraging developed countries to

integrate sport for development and peace into their national policies and programs and into their international assistance policies and programs.

19.2 Sport and the UNHCR

Insight gained through this UNHCR internship has shown me that due to the current state of the United Nations and especially the UNHCR; sport for development is not a priority. While the UNHCR headquarters acknowledges the importance of sport for refugees it does not have the financial resources to implement sport programs. I have found that the UNHCR `s greatest support and requests for sport for refugee programs comes from the field where field staff involved in the daily lives of refugees see the positive impact that sport and sport programs can make in the lives of refugees living in refugee camps.

The UNHCR is aware of the impact that sport has on the lives of refugee children. Operational partners such as Right To Play ensure refugees have access to sport and recreation. As an operational partner for the UNHCR, Right To Play funds its own programs. Presently however, there are refugee camps in more than 158 countries worldwide, Right To Play is only implementing sport programs in 5 of those countries leaving 153 countries without any form of sport and play programs. The UNHCR as an organization believes in the power of sport, therefore efforts should not be placed on convincing the UNHCR that sport works but in: maintaining existing and developing new, innovative fundraising initiatives aimed at procuring external funding to implement sport and sport programs/initiatives. Sport programs/initiatives that will: mainstream sport into the UNHCR policies and procedures; raise awareness, create advocates and

establish international connectivity; appoint human resources to ensure responsibility and accountability for sport program implementation; and ensure refugee ownership and sustainability.

Chapter Six

20. My Contribution to Sport for Refugee Children

Knowing that sport is a benefit for refugee children, the United Nations and the UNHCR need to now mainstream sport programs into their existing systems. My work in the field as well as my internship at the UNHCR, have provided insight and knowledge on improving the lives of refugee children through sport. As a result, I will continue to contribute to the sport for refugee children cause, at the UNHCR, by: maintaining existing and developing new, innovative fundraising initiatives aimed at procuring external funding to implement sport and sport programs/initiatives. Sport programs/initiatives that will; mainstream sport into the UNHCR policies and procedures; raise awareness, create advocates and establish international connectivity; appoint human resources to ensure responsibility and accountability for sport program implementation; and ensure refugee ownership and sustainability.

20.1 Maintain and Develop Innovative Fundraising Initiatives

Ninemillion.org is a United Nations Refugee Agency led campaign to raise awareness and funds for education and sport programs for refugee youth, many of whom are forced to spend years of their young lives away from home with little hope of returning.

As the assistant manager of this global campaign it is my responsibility to act as focal point at the UNHCR HQ for the campaigns working groups, including communications, digital, fundraising and programming.

20.1.1 Ninemillion.org Communications

In collaboration with the campaign stakeholders and the communications and fundraising team at the UNHCR HQ, a ninemillion.org strategic plan of action was developed (Appendix E) that coordinates all aspects related to the planning and implementation of ninemillion.org in target countries, branch offices and in the field. This proposed plan of action outlines the campaigns objectives, the strategy, timeline and delegates responsibility for the priority target countries.

As the assistant manager of ninemillion.org and in relation to the above, I assist to manage, update and coordinate the strategic plan of action, develop retail products for sales, place media advertisements, messaging and the public service announcements. I also assist to assess the campaign progress based on online statistics and overall donations. From the results of the assessment, I will help develop new partnerships and innovative methods of raising awareness and funds.

20.1.2 Ninemillion.org Digital

Ninemillion.org is an online global campaign, aimed at raising awareness and funds through the youth of the developed world, it is my responsibility to ensure the digital online strategy is innovative, interactive, and cool.

To achieve and maintain this I have undertaken specialized online interactive training through Microsoft and have developed brainstorming, research and assessment task forces to guarantee ninemillion.org remains one step ahead, original and engaging.

Since the launch of the campaign ninemillion.org underwent an early assessment evaluating online statistics, activity and movement.

One of the major findings from the early assessment was that young people are communicating with each other through blogs and the creation of communities. Today's youth want to be in control of their own information flow, therefore, a bottom-up approach is of importance to make this campaign a success. Ninemillion.org needs to become a movement, a community in which peer to peer dialogues will take place on a daily basis communicating a positive message. Through the assessment it was clear that ninemillion.org lacked components of interactivity and was seen as an informative, one time visit website. To rectify this and to mesh with the communication style and needs of the youth the website underwent an extensive refresh and is scheduled to undergo two similar assessments in the upcoming six months.

Based on the assessment this extensive refresh consisted of redesigning ninemillion.org to be an information platform and creating a second site <http://nine-million.spaces.live.com> through MSN Spaces, Microsoft's blogging platform (<http://spaces.live.com>), for the interactivity and engagement components.

As the focal point for nine-million.spaces.live.com a live, interactive site, I am tasked with monitoring and updating daily all aspects related to blogs, photo galleries (Camps, Education, Sport etc), multimedia module (video / podcast / music), links (ninemillion.org, the UNHCR site, MSN Music Sierra Leone Refugee All Stars Album / Artist page, the UNHCR really simple syndication feed), messaging to create your own space (with banner) and add yourself as a friend, live local map to demonstrate the

location of friends of ninemillion, gadgets (Downloadable stamp / banner (tracked), visit counter and all donations.

Further, to the daily updating and monitoring of nine-million.spaces.live.com, I am responsible for establishing a participation strategy for refugees and all branch and field offices, creating new engaging strategies for the space, and implementing and evaluating all initiatives and methods of raising awareness and funds.

20.1.3 Ninemillion.org Fundraising

To ensure successful fundraising and ownership from our target population, the youth, I have helped to develop a variety of options for taking action: donate, tell a friend, wear a T-shirt, visit nine-million.spaces.live.com, access resources for teachers, build a ninemillion.org fundraising community and employee giving. Based on the findings that youth want to be in control of their own information flow these options will provide individuals with a variety of tools to actively participate in the ninemillion.org campaign. This relationship allows individuals to collect funds on behalf of ninemillion.org, spreading the message of the campaign and ultimately multiply the awareness raising and fundraising capacity for ninemillion.org.

It is further my responsibility to manage all ninemillion.org funds. This task includes tracking funds worldwide, recording and reporting funds raised on a weekly basis, and developing a special account (Ninemillion.org VAR) at the UNHCR for receiving and rapidly allocated funds to the field for implementation and evaluation (Appendix F).

20.1.4 Ninemillion.org Programming

As the ninemillion.org program coordinator I must ensure successful and sustainable programming. For successful programming I encourage open, two-way dialogue and have developed regular communication channels to inform and update the UNHCR HQ, branch and field staff, all partners and the public on developments and new initiatives.

I developed, in collaboration with the campaign stakeholders and the UNHCR HQ, a programming structure/strategy to: implement sport programs/initiatives for refugees children; mainstream sport into the UNHCR policies and procedures; raise awareness, create advocates and establish international connectivity; appoint human resources to ensure responsibility and accountability for sport program implementation; and ensure refugee ownership and sustainability.

20.1.4.1 Implement Sport for Refugee Children

When developing the strategy for the implementation of the sport for refugee children programs consideration was given to two important elements: One, implementing successful and sustainable sport for refugee children programs and two, demonstrating online, the impact donors and donations have made. Therefore, a two tier strategy/structure was created. Tier one is composed of quick impact, visibility programs while tier two demonstrates long-term sustainable programs.

20.1.4.1.1 Tier 1- Quick Impact, Visibility Programs

To demonstrate to donors online, the power of their donation it was necessary to create quick impact, visibility programs. Since the Ninemillion.org team has already worked with the UNHCR's offices in Azerbaijan, Thailand and Uganda it was in the best interest of the campaign to continue working in these locations. The structure developed for the quick impact, visibility programs is:

The UNHCR offices in Azerbaijan, Thailand and Uganda and Right To Play will each develop short-term projects focusing on education and sport. The objectives of these projects are to demonstrate quick impacts of education and sport programs in refugee camps. Project results and materials gained (such as video clips, interviews and online communications) from these programs will be placed on ninemillion.org and on nine-million.spaces.live.com to generate further awareness and funds towards education and sports programs and display donor impacts. The budget of each project should not exceed US\$50,000. Of this amount US\$35,000 will go to education activities whereas US\$15,000 will be used for sports-related activities that will be implemented by Right To Play and integrated into the education activities.

20.1.4.1.2 Tier II – Long-term Sustainable Programs

Apart from the quick impact, visibility programs that will provide awareness materials in support of the campaign, it was essential to develop long-term sustainable education and sport programs. These long-term programs will be designed to have a sustainable impact in the lives of refugee children, providing them with a holistic basic education that will equip them with new skills and qualifications to help rebuild their

lives upon return to their home countries or if integrate into the country of asylum or a third country.

The structure I developed for the long-term sustainable programs is based on the countries identified by the UNHCR to have the greatest need: Liberia and Uganda.

Liberia: Having grown up with violence, personal loss and insecurity, often missing out on years of schooling, being at a critical stage of identity-formation and choosing direction in life, returned Liberian refugee youth constitute a group at great risk. They need to be prioritized, and given the opportunities and tools to constructively deal with their past and contribute to the future, their own and that of Liberia.

In light of these developments, UNHCR needs a project that will train Liberian youth with marketable and employable skills, to facilitate their reintegration in Liberia and to provide Liberian youth with basic education and life-skills training, including literacy and numeracy classes, basic entrepreneurship courses, HIV/AIDS, Sexual and Gender-Based Violence prevention, gender awareness, peace education and leadership skills to enable them to protect themselves. Expected impact is that 6,500 returnee adolescent girls and boys will be enrolled in basic education and sport programs, vocational and life-skills training in Liberia.

Uganda: There are 61,875 children attending primary school and 8,924 attending post-primary schools. 45% are girls. The total refugee population as of January 2006 is 214,260 refugees living in eleven settlements. 173,312 are from Sudan, 22,604 are from Democratic Republic of Congo, 15,557 are from Rwanda and the remainders are from Burundi, Ethiopia, Eritrea, Somalia, among others.

In 2006, funding constraints meant that incentives for secondary school teachers in the refugee self help schools in the settlements would have to be discontinued at the end of June. School boards have been continuously requesting that funds be provided, to provide them with more time to make other arrangements.

By covering the costs of secondary school teacher's incentives until the end of the year, UNHCR can ensure that all students and in particular the girls, can continue with education and sport programs. Girls are particularly vulnerable because culturally, the Sudanese favor boys attending school rather than girls. If school fees are raised, most likely the girls will be affected.

The estimated total budget for Tier II programs is US\$500,000. US\$335,000 will be used for education programs and an additional US\$165,000 will be used for sport activities that will be integrated into the education program to ensure sustainability.

20.1.4.2 Mainstream Sport into the UNHCR Policies and Procedures

To mainstream sport into the UNHCR policies and procedures I have been tasked to rewrite the UNHCR Education: Field Guidelines incorporating sport and sport programs.

The UNHCR Education: Field Guidelines is the result of extensive consultations involving field offices, and replaces the 1995 Education Guidelines. This document elaborates UNHCR's continuing commitment and efforts to improve education assistance to refugees and other persons of concern. The publication of this document is particularly significant in the light of the Millennium Development Goals and the Dakar Framework for Action on Education for All.

UNHCR is committed to contributing to the fulfillment of the goals of the world community (UNHCR Education: Field Guidelines, 2003).

The UNHCR Education: Field Guidelines was intended as an operational tool. The document includes UNHCR's Education Policy and Commitments. It provides managers, programme and technical staff as well as partners, guidance in the management of refugee education programmes and in ensuring that access, quality and equity in education are improved. The Field Guidelines translates policy into practical and operational terms, to help field staff and implementing partners to take concrete actions on a range of education issues.

As education is a priority to the UNHCR incorporating sport into existing education policies will ensure sustainability, mainstream thinking and implementation. Rewriting the UNHCR Education: Field Guidelines to incorporate sport will allow field staff the flexibility to adapt programs to meet specific country and refugee needs thus instilling field level ownership, which is essential for successful program implementation. Finally, integrating sport into education programs will ensure all refugee children have access to sport and play.

20.1.4.3 Raise Awareness, Create Advocates and Establish International

Connectivity

To raise awareness, create advocates and establish international connectivity I assisted to develop the Road Show. The Road Show will connect youth from the Western world (from selected schools in Canada, the UK and the USA) with refugee youth living

in refugee camps (in Azerbaijan, Uganda and Thailand) via the internet and post interactions on nine-million.spaces.live.com. The rationale for the Road Show is that interactivity is an essential part of the digital strategy and will ensure lasting success of the ninemillion.org campaign. Interactivity will enable the youth to remain engaged with the campaign and the cause

The concept for the Road Show is for a crew of two Microsoft volunteers (technical staff) together with UNHCR staff to set up short-term web connectivity to broadcast online and allow dialogue between youth in Western schools and refugee youth in various refugee camps. Technical equipment will be brought in by the Microsoft team and the UNHCR will be responsible for the selection process and preparation of both the western youth and refugee youth living in camps. To realize this program we must control the connectivity environment (through a careful selection of interlocutors and briefing on both ends in classrooms to ensure controlled environment) to ensure successful sessions and attract passive listeners such as non-participatory schools and/or other persons visiting the site. Questions will be prepared and shared between both groups prior to the event, in order to control the discussions. Webcam transmission, translations and the typing of questions and answers are essential to ensure and reinforce a clear comprehension between both parties.

Objectives of the Road Show project:

1. Raise awareness in conformity with ninemillion.org objectives and sensitize youth in developed countries (Canada, the UK and the USA as first priority) by connecting them to refugee kids living in refugee camps through the

internet. This is the first UNHCR initiative to connect online with refugees in camps in order to:

- Increase interactivity and engagement from the developed world youth
 - Enable real-time connectivity between refugee youth and youth in developed countries
2. Provide to refugee youth introduction, awareness, knowledge and hands-on use of the same tools that their counterparts use and enjoy.
 - Increase interactivity and engagement from the refugee youth
 - Enable real-time connectivity between refugee youth and youth in developed countries
 3. Engage and inform youth through ninemillion.org and nine-million.spaces.live.com and promote the creation of a ninemillion.org online community to maintain dialogue, connection and interactions.
 4. Capture connections at each end for subsequent marketing to further ninemillion.org.

Tentative Schedule

Phase I: Azerbaijan, Sarigaya to be connected with Canada. The first event is tentatively scheduled for 31 October to 7 November 2006, which coincides with the launch of nine-million.spaces.live.com and the refreshing of the ninemillion.org website. Upon completion of Phase I, the UNHCR will evaluate and reprogramme as required.

Phase II – Uganda, Imvepi to be connected with UK – 14 to 21 November 2006

Phase III - Thailand, Tham Hin to be connected with USA – 5 to 12 December

2006

Phase IV - Connecting all six countries plus the United Nations staff children and local schools at the UNHCR HQ in Geneva - 15 December 2006.

The Road Show will help to raise awareness, create advocates and establish international connectivity and interactions.

20.1.4.4 Appoint Human Resources to Ensure Responsibility and Accountability for Sport Program Implementation

To ensure capacity, responsibility and accountability I have developed a strategy for the employment of a full time sport for refugee coordinator at the UNHCR. This coordinator will be responsible to ensure that sport program implementation will be: child focused promoting the rights of refugee children especially education, health, HIV/AIDS, safety and recreation; that sport will be recognized as a cost-effective tool that's non-discriminatory forum and unbiased language can address, distribute and communicate vital health messages and information to a targeted population and can be used in a variety of ways to facilitate education, health, rehabilitation and healing; and well designed sport and sport programs will be incorporated into all aid, rehabilitation and development programs including the MDGs, by linking other United Nations agencies, an innovative collaboration will be established bridging the gap between peacekeeping, emergency response and development ensuring success, sustainability, and mainstream thinking.

The sport for refugee coordinator will be responsible for assessing the needs in all refugee camps throughout the world in terms of sport and sport programs, designing appropriate programs, implementing and then monitoring and evaluating these programs.

Well-designed sport and play program for refugees will be designed based on refugee needs, implemented, monitored, evaluated and lessons learned reported.

The sport for refugee coordinator will also need to assess camps to determine current infrastructure and sport and play facilities. In most cases light infrastructure development of sporting facilities such as volleyball courts, basketball courts, football fields and recreation centers would be required to enable programs to be conducted in a safe environment.

The basic outline of a sport for refugee program within refugee camps will include several components: recruiting, training, employing, encouraging and supporting through various communication channels, two (1 male and 1 female) physical education teachers in all schools that will implement a similar project to the Live Safe, Play Safe Right To Play module, two sport and play facilitators (1 male and 1 female) in preschool centers that will implement a similar project to the Red Ball Child Play Right To Play module and two refugee camp coaches (1 male and 1 female) that will implement a similar project to the Coach2Coach Right To Play module. All positions will report to and be supported and supervised by a community service field staff who will in turn report to the sport for refugee coordinator at the UNHCR HQ.

Within all projects initiated there would be a component of training and skills transfer to promote individual capacity building, sustainability and community-based ownership.

The sport for refugee coordinator will ensure responsibility, accountability and implementation of sport programs for refugees.

20.1.4.5 Ensure Refugee Ownership and Sustainability

I developed, in collaboration with the campaign stakeholders and the UNHCR HQ, a strategy for the implementation of Community Technology Learning Centers (CTLCs) to ensure refugees develop ownership for their own learning and sustainability for their futures.

Microsoft has provided financial, technical and material input to help the UNHCR to establish CTLCs to help refugees access new sources of learning, which will increase their standard of living and job prospects. This is part of Microsoft's Unlimited Potential program, which is a global initiative designed to help broaden digital inclusion and aid global workforce development by providing technology skills through CTLCs. The objective of the CTLCs is to maximize the number of refugees who are able to improve their chances for self-sufficiency, both now and in the long-term, by providing opportunities to develop their skills, knowledge, training and access to the outside world for self-marketing and networking opportunities.

In 2004, the UNHCR and Microsoft in cooperation with the Red Cross launched a successful CTLC for the refugee community in St. Petersburg (the Russian Federation). Urban refugees as well as the local community in St. Petersburg now have access to new sources of learning, distance education and internet access to be in touch with relatives and external sources of support for entrepreneurial projects.

A new CTLC has been established in Kanembwa refugee camp in Tanzania. This CTLC reinforces the services offered at the existing vocational training centers and supports seeking durable solutions for the refugees in a sustainable manner. While most of the refugee students graduate from the primary schools, a majority, especially female

students, do not have opportunities to study at the secondary school. As a result of an assessment conducted in line with “Age, Gender, and Diversity Mainstreaming”, most of the refugees expressed their desire to obtain support for the modernized learning system including Inter-net facilities / on-line education (“Placing Refugees,” 2005). Female teachers need to be supported and encouraged to promote an increase in numbers of female teachers and female leadership in the communities. Students who complete the computer course will receive a Vocational Training and Training Authority certificate, which is recognized throughout East Africa, including Burundi. Therefore, successful graduates will have a better chance of obtaining employment and contributing to the social and economic development in the region. Students from the surrounding communities are also encouraged to enroll in Vocational Training Centers.

Computer literacy is becoming an increasingly vital skill in today’s developing world. As refugee students repatriate to re-start their lives in their countries of origin or in their countries of asylum, computer literacy will support them in pursuing higher studies, finding employment, and providing valuable political, economic, cultural and social leadership to rebuild a peaceful and prosperous society.

Implementing sport for refugee children programs, rewriting policies and procedures, raising awareness, creating advocates, establishing international connectivity, creating capacity, responsibility and accountability, and pioneering new approaches to ensure refugee ownership and sustainability will begin the process of mainstreaming sport at the UNHCR.

By mainstreaming sport at the UNHCR a forum for healthy development and rehabilitation is provided and the right to play for all refugee children will be met.

With 20.8 million people of concern in the world today, more than half being children, the world needs to protect and make certain that the rights of refugee children are being met embracing the power of sport for development and guaranteeing children the right to play. Sport for refugee children is critical.

Bibliography

2nd Magglingen Conference Sport and Development (2006) Retrieved July 22, 2006.
<http://www.magglingen2005.org/>

Basic Facts UNHCR. (2004) Retrieved October 2, 2004. <http://www.unhcr.ch/cgi-bin/texis/vtx/basics>

Business for Development: Business solutions in support of the Millennium Development Goals. (2005). Retrieved September 24, 2006.
<http://www.wbcsd.org/web/publications/biz4dev.pdf#search=%22business%20for%20development%20business%20solutions%20in%20support%20of%20the%20millennium%20development%20goals%22>

Child Soldiers, displacement and human security (2002). Retrieved July 28, 2006.
<http://www.unidir.org/pdf/articles/pdf-art1728.pdf>

Convention and Protocol Relating to the Status of Refugees. (1951). Retrieved October 2, 2004. http://www.unhcr.ch/cgi-bin/texis/vtx/basics/+SwwBmeJAIS_wwwwww3wwwwwwwhFqA72ZR0gRfZNtFqtXw5oq5zFqtFEIfgIAFqA72ZR0gRfZNDzmxwwwwwwlFqtFEIfgl/opendoc.pdf

Discrimination against women and girls in sport (2005) Retrieved July 22, 2006.
<http://assembly.coe.int/main.asp?Link=/documents/adoptedtext/ta05/erec1701.htm>

Doing Business with the poor a field guide: Learning journey of leading companies on the road to sustainable livelihoods business (2004) retrieved September 24, 2006.
<http://www.wbcsd.org/web/publications/sl-field-guide.pdf#search=%22doing%20business%20with%20the%20poor%20a%20field%20guide%22>

European Commission (2005), *The EU and Sport, Matching Expectations*, Consultation Conference with the European Sport Movement on the Social Function of Sport, Volunteering and the Fight against Doping, Brussels from 14 to 15 June 2005, available at: Retrieved on July 22, 2006. http://ec.europa.eu/sport/index_en.html

European Year of Education through Sport (EYES) (2004), *Sport: the Commission proposes to build on the achievements of the European Year of Education through Sport*, December 2005,. Retrieved July 22, 2006.
<http://europa.eu.int/rapid/pressReleasesAction.do?reference=IP/05/1709&format=HTML&aged=0&language=EN&guiLanguage=en>; <http://www.eyes-2004.info/254.0.html>

- Global Appeal (2006). Retrieved July 22, 2006. <http://www.unhcr.org/cgi-bin/texis/vtx/template?page=publ&src=static/ga2006/ga2006toc.htm>
- Handbook for Emergencies. (2004). Retrieved October 30, 2004. http://www.unhcr.ch/cgi-bin/texis/vtx/home/+8wwBmTe9c_dwwwcwwwwwwwhFqhT0yfEtFqnp1xcAFqhT0yfEcFqO1DrqGanMnGtnDqOarwDmxddADzmxwwwwwwwww1FqmRbZ/opedoc.pdf
- Harnessing the Power of Sport for Development and Peace. (2004). Retrieved October 23, 2004. http://www.righttoplay.com/athens/position_paper.pdf
- Impact of Armed Conflict on Children. (1996). Retrieved October 23, 2004. <http://www.unicef.org/graca/>
- International Olympic Committee/UNAIDS (2005), *Together for HIV and AIDS Prevention: A Toolkit for the Sports Community*, IOC/UNAIDS, Geneva, Switzerland. Retrieved June 20, 2006. http://multimedia.olympic.org/pdf/en_report_1015.pdf
- International Olympic Committee (2005a), *Factsheet: Environment and Sustainable Development, Update 2005*, IOC, Switzerland, December. Retrieved June 20, 2006. http://multimedia.olympic.org/pdf/en_report_842.pdf
- International Platform on Sport and Development (2006). Retrieved July 22, 2006. <http://www.sportanddev.org/en/index.htm>
- International Year of Sport and Physical Education (2006) Retrieved July 22, 2006. <http://www.un.org/sport2005/>
- Life Harsh For Children In Chad Refugee Camps (2006) Retrieved August 5, 2006. <http://www.christianchildrensfund.org/content.aspx?id=1433>
- Jefferson R.L. In War as in Peace: Sexual Violence and Women's Status. Human Rights Watch (2004) Retrieved July 28, 2006. <http://hrw.org/wr2k4/15.htm>
- McKenna M. Placing Refugees at the Center of Decision Making. Women's Commission for Refugee Women and Children (2005) Retrieved November 13, 2006. http://www.womenscommission.org/archive/05/articles/mon_dev1005.shtml
- National Inquiry into Children in Immigration detention (2006) Retrieved July 28, 2006. http://www.humanrights.gov.au/human_rights/children_detention/background/disabilities.html#ther

New Issues in Refugee Research (2004). October 30, 2004.
<http://privatewww.essex.ac.uk/~geoff/Forsythe.pdf>

NGO Forum Declaration and Programme of Action. NGO Forum, World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, Durban, South Africa, August 27 – Sept 1, 2001. Retrieved July 28, 2006.
<http://academic.udayton.edu/race/06hrights/WCAR2001/NGOFORUM/Disabilities.htm>

Promises Broken: An assessment of Children's Rights on the 10th Anniversary of the Convention on the Rights of the Child. (1999). Retrieved October 28, 2004.
<http://www.hrw.org/campaigns/crp/promises/>

Refugee Camps in the Heart of the City. (2006). Retrieved August 9, 2006.
<http://www.refugeecamp.org/>

Refugees by Numbers. (2005) Retrieved July 22, 2006. <http://www.unhcr.org/cgi-bin/texis/vtx/news/opendoc.htm?tbl=NEWS&id=4489294f4>

Refugees Defending Human Rights Worldwide. (2004). Retrieved October 23, 2004.
<http://www.hrw.org/>

Reproductive Health Concerns. (2004). Retrieved October 3, 2004.
<http://www.infoforhealth.org/pr/J45/j45chap3.shtml>

Seven Million Refugees Deprived of Basic Rights for Ten Years or More. (2004). Retrieved October 2, 2004. <http://www.worldrevolution.org/article/1378>

SGI Quarterly July 2006, A Buddhist Forum for Peace Culture and Education, 45, July 2006. Featuring Sport and Society. Retrieved July 28, 2006.
<http://sgi.org/english/Features/quarterly/0607/index0607.htm>

Sierra Leone Rebels Violating Peace Accord (2003). Retrieved August 9, 2006.
http://hrw.org/english/docs/1999/08/30/sierra996_txt.htm

Sport for a Better World, United Nations (2006). Report on the International Year of Sport and Physical Education 2005 (Draft version).

Sport for Development and Peace: Towards Achieving the Millennium Development Goals. (2003). Retrieved September 30, 2004.
<http://www.unicef.org/sports/reportE.pdf>

Sport for Development and Peace International Working Group (2006) Retrieved July 22, 2006. <http://www.righttoplay.com/site/DocServer/Right to Play - From Practice to Policy book.pdf?docID=3061>

- Sport for Development and Peace: from practice to Policy International Working Group (2006) Retrieved September 23, 2006.
<http://iwg.sportanddev.org/data/html/itor/file/SDP%20IWG/Right%20to%20Play%20-%20From%20Practice%20to%20Policy%20book.pdf>
- The Refugee Experience: Understanding the Psychological Needs of Refugee Children and Adolescents. (2004). Retrieved October 23, 2004.
http://earlybird.qeh.ox.ac.uk/rfgexp/rsp_tre/student/children/toc.htm
- UN Convention on the Elimination of All Forms of Discrimination Against Women 1979. Retrieved July 1, 2006. <http://www.un.org/womenwatch/daw/cedaw/>
- UN Committee on the Rights of the Child (2001), *The Aims of Education, CRC/GC/2001/1. (General Comments)*, 17 April 2001.
<http://www.ohchr.org/english/bodies/crc/docs/co/CRC.C.GC.8.pdf>
- UN GA Resolution (2003) “Sport as a means to promote education, health, development and peace”, A/RES/58/5. Retrieved July 1, 2006.
<http://www.un.org/depts/dhl/resguide/r58.htm>
- UN GA Resolution (2003b) Building a Peaceful and Better World through the Olympic Ideal, A/RES/58/6, adopted by the General Assembly on 18 November 2003, New York: UN. Retrieved July 10, 2006.
<http://www.un.org/av/photo/ga/gal110303.htm>
- UNHCR Education: Field Guidelines (2003). Retrieved Oct. 23, 2006.
<http://www.unhcr.org/cgi-bin/texis/vtx/protect/opendoc.pdf?tbl=PROTECTION&id=40586bd34>
- United Nations (2002) “A World Fit for Children”, A/RES/S-27/2 [*on the report of the Ad Hoc Committee of the Whole (A/S-27/19/Rev.1 and Corr.1 and 2)*], adopted by the General Assembly on 11 October 2002, New York: UN. <http://www.unicef.org/specialsession/wffc/>
- United Nations (UN) (2003a) Sport as a means to promote education, health, development and peace, Resolution 59/10 adopted by the General Assembly on 17 November 2003, New York: UN.
- United Nations (UN) (2004) Sport as a means to promote education, health, development and peace, Resolution 59/10 adopted by the General Assembly on 8 December 2004, New York: UN.
- United Nations (UN) (2005) World Summit Outcome, Resolution 60/1 adopted by the General Assembly on 24 October 2005, New York: UN.

United Nations (UN) (2005a) Building a peaceful and better world through sport and the Olympic ideal. Resolution 60/8 adopted by the General Assembly on 1 December 2005, New York: UN.

United Nations (UN) (2006) Sport as a means to promote education, health, development and peace, Resolution 60/9 adopted by the General Assembly on 17 January 2006, New York: UN.

United Nations Office of the High Commissioner for Human Rights. Conventions on the Rights of the Child. (1989). Retrieved August 5, 2006.
<http://www.unhchr.ch/html/menu3/b/k2crc.htm>

UNESCO International Charter of Physical Education and Sport 1978
http://portal.unesco.org/en/ev.php-URL_ID=13150&URL_DO=DO_TOPIC&URL_SECTION=201.html

UNESCO, Physical Education and Sport – Education and A Culture of Peace. Retrieved July 1, 2006 <http://www.unesco.org/cpp/ecp/sports.htm>

UNODC and Global Youth Network (2002), SPORT: Using sport for drug abuse prevention. UNODC and Global Youth Network United Nations, New York. Retrieved July 22, 2006.
http://www.unodc.org/youthnet/pdf/handbook_sport_english.pdf

War-wounded refugees: the types of injury and influence of disability on well-being and social integration (1996) Oct-Dec;12(4):284-302. Retrieved July 28, 2006.
http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=8953262&dopt=Abstract Med Confl Surviv.

World HIV & Aids Statistics. (2006) Retrieved July 22, 2006.
<http://www.avert.org/worldstats.htm>

Bibliography Peacekeeping Babies

al-Hussein, Prince Zeid. “A Comprehensive Strategy to Eliminate Future Sexual Exploitation and Abuse in United Nations Peacekeeping Operations.” United Nations Department of Peacekeeping Operations, 24 March 2005. (Doc.# A/59/710)

Bratt, Duane. “Blue Condoms: the Use of International Peacekeepers in the Fight Against AIDS.” *International Peacekeeping*, vol.9 no.3 Autumn 2002: 67-86.

Clayton, Jonathan and James Bone, “Sex Scandal in Congo Threatens to Engulf UN’s Peacekeepers.” *The Times* (United Kingdom), 23 December 2004.

- Cooper, Jeff. "Tracing Liberia's vanished soldier-fathers", Johannesburg, South Africa. October 26, 1998
- Economist. "Daddy Wore a Blue Helmet." vol. 375 no. 8423 (April 23, 2005): p.47
- Enloe, Cynthia. *The Morning After: Sexual Politics at the End of the Cold War*. Berkeley: University of California Press, 1993.
- Fleshman, Michael. "Tough UN Line on Peacekeeper Abuses." *Africa Renewal* (published by UN Dept. of Public Information) vol.19 no.1 (April 2005).
- Gaylor, Albert. "The Legacy of "Peacekeepers" Kids In Liberia", Public Agenda, Ghana Accra. March 13, 2001.
- Grieg, Kai. "War Children of the World." War and Children Identity Project, Bergen Norway (2001). Available at: <http://www.warandchildren.org/report1.pdf>
- Higate, Paul and Marsha Henry. "Engendering (In)security in Peace Support Operations." *Security Dialogue* v.35 no.4 (2004): 481-498.
- Higate Paul. "Gender and Peacekeeping, case studies: The Democratic Republic of Congo and Sierra Leone". Institute for Security Studies (ISS) Monograph Series, no. 91 March, 2004, 65 pages.
- Holt, Kate and Sarah Hughes. "Sex and Death in the Heart of Africa." *The Independent* (London), 25 May 2004.
- Kent, Vanessa L. "Peacekeepers as Perpetrators of Abuse." *African Security Review* vol.14 no.2 (2005): 85-92.
- Ladley, Andrew. "Peacekeeper Abuse, Immunity and Impunity: the Need for Effective Criminal and Civil Accountability on International Peace Operations." *Politics and Ethics Review* (publication pending – author's copy) v.1 (2005).
- Lynch Calum. "Report on Abuse Urges DNA Tests for Peacekeepers." Washington Post Staff Writer. Friday, March 25, 2005; Page A15
<http://www.washingtonpost.com/wp-dyn/articles/A64216-2005Mar24.html>
- Martin, Sarah. "Must Boys Be Boys? Ending Sexual Exploitation and Abuse in UN Peacekeeping Missions." Refugees International (October 2005). Available at: <http://www.refugeesinternational.org/content/publication/detail/6976/>
- Paye-Layleh, Jonathan. "Liberia's Peacekeeping Legacy." BBC News, 24 January 2005.
<http://www.tamilguardian.com/tg291/p6.pdf>

- Pajibo, Ezekiel. "A perspective on the Liberian Crisis – A Discussion Paper on Resolving the Liberian Crisis". Policy Analyst Africa Faith and Justice Network Washington DC. Liberian Archives 1995 - 1996
- Rajoo Karishma. "Sexual Abuse and Exploitation Power tools in Peacekeeping Missions"
- Rawski, Frederick. "To Waive or Not to Waive: Immunity and Accountability in UN Peacekeeping Operations." *Connecticut Journal of International Law* v.18 no.103 (Fall 2002).
- Reuters. "UN Peacekeeper Sex Abuse Still 'Unacceptably High'." February 23, 2006. Available at:
http://today.reuters.com/news/newsArticle.aspx?type=worldNews&storyID=2006-02-23T212910Z_01_N2320357_RTRUKOC_0_US-UN-SEXPEACEKEEPING.xml&archived=False
- Spees, Pam. "Gender Justice and Accountability in Peace Support Operations: Closing the Gaps." International Alert, February 2004.
<http://www.eldis.org/static/DOC14716.htm>
- Spencer, Sarah. "Making Peace: Preventing and Responding to Sexual Exploitation by United Nations Peacekeepers." *Journal of Public and International Affairs* vol.16 (Spring 2005): 177.
- Thakur Ramesh. "Action must be taken against peacekeeper sexual predators". Special to the Daily Yomiuri
- Uchendu Moses. "5.000 ecomog kids abandoned in Liberia", P. M. News, April 21, 1999
- UNAIDS. "AIDS and the military." In: *UNAIDS Best Practice Collection*. May 1998
- UNHCR and Save the Children-UK. "Note for Implementing and Operational Partners on Sexual Violence and Exploitation: The Experience of Refugee Children in Guinea, Liberia and Sierra Leone.", February 2002. Available at:
<http://www.unhcr.ch/cgi-bin/taxis/vtx/home/opendoc.pdf?id=3c7cf89a4&tbl=PARTNERS>
- United Nations. "Convention on the Rights of the Child," United Nations General Assembly Resolution 44/25, 1989.
- United Nations. "Impact of Armed Conflict on Women and Girls." *Women, Peace and Security*, 2002.

- United Nations. "Implementation of the Recommendations of the Special Committee on Peacekeeping Operations." Report of the Secretary General, 29 December 2005. (UN Doc.# A/60/640)
- United Nations. "Investigation by the Office of Internal Oversight Services int. Allegations of Sexual Exploitation and Abuse in the United Nations Organization Mission in the Democratic Republic of the Congo." United Nations General Assembly, 5 January 2005. (Doc.# A/59/661)
- United Nations. "Letter Dated 9 February 2005 from the Secretary-General Addressed to the President of the Security Council." United Nations Security Council, 9 February 2005. (Doc.# S/2005/79)
- United Nations Dept. of Peacekeeping Operations. "Presentation by Jean-Marie Guehenno Under Secretary-General for Peacekeeping Operations to the Security Council." 31 May 2005. Available at:
<http://www.un.org/Depts/dpko/dpko/articles/article310505.htm>
- United Nations Department of Public Information, 2003. Military Division Plans and Goals 2003 *Department of Peacekeeping Operations*.
- United Nations Security Council. "Resolution 1590." 24 March 2005.
- United Nations Security Council. "Statement by the President of the Security Council." 31 May 2005 (UN Doc# S/PRST/2005/21)
- United Nations Secretariat and Assembly must approve new rules for UN peacekeepers Report. Peace Women Women's International League for peace and Freedom. March 24, 2005
- United Nations Secretariat. "Secretary General's Bulletin: Special Measures for Protection from Sexual Exploitation and Sexual Abuse." 9 October 2003. UN Doc# ST/SGB2003/13
- United Nations. "Ten Rules: Code of Personal Conduct for Blue Helmets." United Nations Department of Peacekeeping Operations.
- Veiga Ryan. "The UN Shows Its Love. The UN is even more corrupt than you thought." The Primary Source Veritas Sine Dolo
- Wax, Emily. "Congo's Desperate 'One-Dollar UN Girls'; Shunned Teens, Many Raped by Militiamen, Sell Sex to Peacekeepers." *The Washington Post*, 21 March 2005.

Bibliography Ninemillion.org

Microsoft <http://www.microsoft.com/>

Nike <http://www.nike.com/main.html>

Ninemillion.org <http://www.ninemillion.org/>

Ninemillion.org Space <http://nine-million.spaces.live.com>

Right to Play <http://www.righttoplay.com/site/PageServer>

UNHCR <http://www.unhcr.org/cgi-bin/texis/vtx/home>

Appendix A

Statute of the Office of the United Nations High Commissioner for Refugees, G.A. res. 428 (V), annex, 5 U.N. GAOR Supp. (No. 20) at 46, U.N. Doc. A/1775 (1950).

CHAPTER I. - GENERAL PROVISIONS

1. The United Nations High Commissioner for Refugees, acting under the authority of the General Assembly, shall assume the function of providing international protection, under the auspices of the United Nations, to refugees who fall within the scope of the present Statute and of seeking permanent solutions for the problem of refugees by assisting governments and, subject to the approval of the governments concerned, private organizations to facilitate the voluntary repatriation of such refugees, or their assimilation within new national communities.

In the exercise of his functions, more particularly when difficulties arise, and for instance with regard to any controversy concerning the international status of these persons, the High Commissioner shall request the opinion of an advisory committee on refugees if it is created.

2. The work of the High Commissioner shall be of an entirely nonpolitical character; it shall be humanitarian and social and shall relate, as a rule, to groups and categories of refugees.

3. The High Commissioner shall follow policy directives given him by the General Assembly or the Economic and Social Council.

4. The Economic and Social Council may decide, after hearing the views of the High Commissioner on the subject, to establish an advisory committee on refugees, which shall consist of representatives of States Members and States non-members of the United Nations, to be selected by the Council on the basis of their demonstrated interest in and devotion to the solution of the refugee problem.

5. The General Assembly shall review, not later than at its eighth regular session, the arrangements for the Office of the High Commissioner with a view to determining whether the Office should be continued beyond 31 December 1963.

CHAPTER II. - FUNCTIONS OF THE HIGH COMMISSIONER

6. The competence of the High Commissioner shall extend to:

A. (i) Any person who has been considered a refugee under the Arrangements of 12 May 1926 and 30 June 1928 or under the Conventions of 28 October 1933 and 10 February 1938, the Protocol of 14 September 1939 or the Constitution of the International Refugee Organization;

(ii) Any person who, as a result of events occurring before 1 January 1951 and owing to well-founded fear of being persecuted for reasons of race, religion, nationality or political opinion, is outside the country of his nationality and is unable or, owing to such fear or for reasons other than personal convenience, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence, is unable or, owing to such fear or for reasons other than personal convenience, is unwilling to return to it.

Decisions as to eligibility taken by the International Refugee Organization during the period of its activities shall not prevent the status of refugee being accorded to persons who fulfil the conditions of the present paragraph.

The competence of the High Commissioner shall cease to apply to any person defined in section A above if:

(a) He has voluntarily re-availed himself of the protection of the country of his nationality; or

(b) Having lost his nationality, he has voluntarily re-acquired it; or

(c) He has acquired a new nationality, and enjoys the protection of the country of his new nationality; or

(d) He has voluntarily re-established himself in the country which he left or outside which he remained owing to fear of persecution; or

(e) He can no longer, because the circumstances in connection with which he has been recognized as a refugee have ceased to exist, claim grounds other than those of personal convenience, for continuing to refuse to avail himself of the protection of the country of his nationality. Reasons of a purely economic character may not be invoked; or

(f) Being a person who has no nationality, he can no longer, because the circumstances in connection with which he has been recognized as a refugee have ceased to exist and he is able to return to the country of his former habitual residence, claim grounds other than those of personal convenience for continuing to refuse to return to that country.

B. Any other person who is outside the country of his nationality or, if he has no nationality, the country of his former habitual residence, because he has or had well-founded fear of persecution by reason of his race, religion, nationality or political opinion and is unable or, because of such fear, is unwilling to avail himself of the protection of the government of the country of his nationality, or, if he has no nationality, to return to the country of his former habitual residence.

7. Provided that the competence of the High Commissioner as defined in paragraph 6 above shall not extend to a person:

(a) Who is a national of more than one country unless he satisfies the provisions of the preceding paragraph in relation to each of the countries of which he is a national; or

(b) Who is recognized by the competent authorities of the country in which he has taken residence as having the rights and obligations which are attached to the possession of the nationality of that country; or

(c) Who continues to receive from other organs or agencies of the United Nations protection or assistance; or

(d) In respect of whom there are serious reasons for considering that he has committed a crime covered by the provisions of treaties of extradition or a crime mentioned in article 6 of the London Charter of the International Military Tribunal or by the provisions of article 14, paragraph 2, of the Universal Declaration of Human Rights.

8. The High Commissioner shall provide for the protection of refugees falling under the competence of his Office by:

(a) Promoting the conclusion and ratification of international conventions for the protection of refugees, supervising their application and proposing amendments thereto;

(b) Promoting through special agreements with governments the execution of any measures calculated to improve the situation of refugees and to reduce the number requiring protection;

(c) Assisting governmental and private efforts to promote voluntary repatriation or assimilation within new national communities;

(d) Promoting the admission of refugees, not excluding those in the most destitute categories, to the territories of States;

(e) Endeavouring to obtain permission for refugees to transfer their assets and especially those necessary for their resettlement;

(f) Obtaining from governments information concerning the number and conditions of refugees in their territories and the laws and regulations concerning them;

(g) Keeping in close touch with the governments and inter-governmental organizations concerned;

(h) Establishing contact in such manner as he may think best with private organizations dealing with refugee questions;

(i) Facilitating the co-ordination of the efforts of private organizations concerned with the welfare of refugees.

9. The High Commissioner shall engage in such additional activities, including repatriation and resettlement, as the General Assembly may determine, within the limits of the resources placed at his disposal.

10. The High Commissioner shall administer any funds, public or private, which he receives for assistance to refugees, and shall distribute them among the private and, as appropriate, public agencies which he deems best qualified to administer such assistance.

The High Commissioner may reject any offers which he does not consider appropriate or which cannot be utilized.

The High Commissioner shall not appeal to governments for funds or make a general appeal, without the prior approval of the General Assembly.

The High Commissioner shall include in his annual report a statement of his activities in this field.

11. The High Commissioner shall be entitled to present his views before the General Assembly, the Economic and Social Council and their subsidiary bodies.

The High Commissioner shall report annually to the General Assembly through the Economic and Social Council; his report shall be considered as a separate item on the agenda of the General Assembly.

12. The High Commissioner may invite the co-operation of the various specialized agencies.

CHAPTER III. - ORGANIZATION AND FINANCES

13. The High Commissioner shall be elected by the General Assembly on the nomination of the Secretary-General. The terms of appointment of the High Commissioner shall be proposed by the Secretary-General and approved by the General Assembly. The High Commissioner shall be elected for a term of three years, from 1 January 1951.

14. The High Commissioner shall appoint, for the same term, a Deputy High Commissioner of a nationality other than his own.

15. (a) Within the limits of the budgetary appropriations provided, the staff of the Office of the High Commissioner shall be appointed by the High Commissioner and shall be responsible to him in the exercise of their functions.

(b) Such staff shall be chosen from persons devoted to the purposes of the Office of the High Commissioner.

(c) Their conditions of employment shall be those provided under the staff regulations adopted by the General Assembly and the rules promulgated thereunder by the Secretary-General.

(d) Provision may also be made to permit the employment of personnel without compensation.

16. The High Commissioner shall consult the governments of the countries of residence of refugees as to the need for appointing representatives therein. In any country recognizing such need, there may be appointed a representative approved by the government of that country. Subject to the foregoing, the same representative may serve in more than one country.

17. The High Commissioner and the Secretary-General shall make appropriate arrangements for liaison and consultation on matters of mutual interest.

18. The Secretary-General shall provide the High Commissioner with all necessary facilities within budgetary limitations.

19. The Office of the High Commissioner shall be located in Geneva, Switzerland.

20. The Office of the High Commissioner shall be financed under the budget of the United Nations. Unless the General Assembly subsequently decides otherwise, no expenditure, other than administrative expenditures relating to the functioning of the Office of the High Commissioner, shall be borne on the budget of the United Nations, and all other expenditures relating to the activities of the High Commissioner shall be financed by voluntary contributions.

21. The administration of the Office of the High Commissioner shall be subject to the Financial Regulations of the United Nations and to the financial rules promulgated thereunder by the Secretary-General.

22. Transactions relating to the High Commissioner's funds shall be subject to audit by the United Nations Board of Auditors, provided that the Board may accept audited accounts from the agencies to which funds have been allocated. Administrative arrangements for the custody of such funds and their allocation shall be agreed between the High Commissioner and the Secretary-General in accordance with the Financial Regulations of the United Nations and rules promulgated thereunder by the Secretary-General.

Appendix B

The Convention on the Rights of the Child

Preamble

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,
Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children, '

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) ; and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,

Recognizing that, in all countries in the world,

there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,

Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

Part I

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.
2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.
2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.
2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.
3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.
4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.
2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the

right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.
2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputations of others; or
 - (b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.
2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- (c) Encourage the production and dissemination of children's books;
- (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and

linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

- (a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counseling as may be necessary;
- (b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
- (c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;
- (d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;
- (e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) To diminish infant and child mortality;

(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;

(c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- (e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:
 - (a) Provide for a minimum age or minimum ages for admission to employment;
 - (b) Provide for appropriate regulation of the hours and conditions of employment;
 - (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offenses committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into

account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian la

Appendix C

Millennium Development Goals (MDGs)

Goal 1 - Eradicate extreme poverty and hunger	<ul style="list-style-type: none"> • Reduce by half the proportion of people living on less than a dollar a day • Reduce by half the proportion of people who suffer from hunger
Goal 2 - Achieve universal primary education	<ul style="list-style-type: none"> • Ensure that all boys and girls complete a full course of primary schooling
Goal 3 - Promote gender equality and empower women	<ul style="list-style-type: none"> • Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015
Goal 4 - Reduce child mortality	<ul style="list-style-type: none"> • Reduce by two thirds the mortality rate among children under five
Goal 5 - Improve maternal health	<ul style="list-style-type: none"> • Reduce by three quarters the maternal mortality ratio
Goal 6 - Combat HIV/AIDS, malaria and other diseases	<ul style="list-style-type: none"> • Halt and begin to reverse the spread of HIV/AIDS • Halt and begin to reverse the incidence of malaria and other major diseases
Goal 7 - Ensure environmental sustainability	<ul style="list-style-type: none"> • Integrate the principles of sustainable development into country policies and programmes: reverse loss of environmental resources • Reduce by half the proportion of people without sustainable access to safe drinking water • Achieve significant improvements in lives of at least 100 million slum dwellers, by 2010
Goal 8 - Develop a global partnership for development	<ul style="list-style-type: none"> • Develop further an open trading and financial system that is rule-based, predictable and non-discriminatory. Includes a commitment to good governance, development and poverty reduction-nationally and internationally • Address the least developed countries' special needs. This includes tariff- and quota-free access for their exports: enhanced debt relief for heavily indebted poor countries: cancellation of official bilateral debt: and more generous official development assistance for countries committed to poverty reduction • Address the special needs of landlocked and small island developing States • Deal comprehensively with developing countries' debt problems through national and international measure to make debt sustainable in the long term • In cooperation with the developing countries, develop decent and productive work for youth • In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries • In cooperation with the private sector, make available the benefits of new technologies-especially information and communications technologies

Appendix D

Basic Refugee Standards

A Set of internationally recognized basic standards of treatment applicable in refugee emergencies has been agreed (these were adopted by the UNHCR's Executive Committee in 1981, Conclusion No.22)

- a) Refugees and asylum seekers should not be penalized or exposed to any unfavorable treatment solely on the ground that their presence in the country is considered unlawful: they should not be subjected to restrictions on their movements other than those which are necessary in the interest of public health and public order:
- b) They should enjoy the fundamental civil rights international recognized, in particular those set out in the Universal Declaration of Human Rights
- c) They should receive all necessary assistance and be provided with the basic necessities of life including food, shelter and basic sanitary and health facilities: in this respect the international community should conform with the principles of the international solidarity and burden-sharing:
- d) They should be treated as persons whose tragic plight requires special understanding and sympathy. They should not be subjected to cruel, inhuman or degrading treatment:
- e) There should be no discrimination on the grounds of race, religion, political opinion, nationality, country of origin or physical incapacity:
- f) They are to be considered as person before law, enjoying free access to courts of law and other competent administrative authorities
- g) The location of asylum seekers should be determined by their safety and well-being as well as by the security needs of the receiving Stat. Asylum seekers should, as far as possible, be located at a reasonable distance from the frontier of their country of origin. They should not become involved in subversive activities against their country of origin or any other State;
- h) Family unity should be respected:
- i) All possible assistance should be given for the tracing of relatives
- j) Adequate provision should be made for the protection of minors and unaccompanied children
- k) The sending and receiving of mail should be allowed:
- l) Material assistance from friends or relatives should be permitted
- m) Appropriate arrangements should be made, where possible, for the registration of births, deaths and marriages:
- n) They should be granted all the necessary facilities to enable them to obtain a satisfactory durable solution:
- o) They should be permitted to transfer assets which they have brought into a territory to the country where the durable solution is obtained: and
- p) All steps should be taken to facilitate voluntary repatriation

Appendix E

Ninemillion.org Plan of Action

Objectives

- a. Significantly increase awareness about refugee youth with main target western world youth aged 13 to 20.
- b. Substantially increase funding from all sources to give refugee youth the chance to learn and play.

Priority Target Countries

Based on the results provided by MSN in terms of potential online markets and actual results for the first 30 days of the campaign ¹ a special focus will be made for the coming 12 months on five categories of countries:

ninemillion. Priority 1	ninemillion Priority 2	ninemillion Priority 3	ninemillion Priority 4	ninemillion Priority 5
USA	UK	Canada	Australia	Hong Kong
Japan	NL			Korea
Spain				
Italy				

Website to be hosted and localized in the following languages (based on priority countries):
English, Spanish, Italian, Dutch, Japanese and French

Ninemillion Priority 1

Countries where ninemillion.org was launched in June 2006, with UNHCR fund raising and public information capacity.

USA

The USA is showing the strongest results in terms of CTR and funds raised online. Given the US online capacity, the US will remain a top priority.

Japan

Japan is demonstrating a strong interest in education matters, Japan has a strong and committed Nike and Microsoft presence and has a demonstrated online capacity and initial results for the ninemillion.org campaign are encouraging since its launch on 18 August 2006.

Spain and Italy

Initial ninemillion.org results in Spain and Italy are encouraging and match UNHCR's strategy to retain Spain and Italy as a strong fund raising markets for UNHCR.

Ninemillion Priority 2

Countries where ninemillion.org was launched in June 2006 but without UNHCR fund raising capacity.

¹ MSN report on first 30 days of the ninemillion.org campaign, dated 2 August 2006

UK

For the UK, although UNHCR in the UK has very little time availability to work on the campaign due to limited Public Information staff (2), the UK would be included for selected activities because of market importance, presence of Nike and Microsoft as well as Manpower and specific opportunities such as the Manchester United support and the up coming partnership with 20th Century Fox for the European release of the *Night at the Museum* movie.

Netherlands

With regards to the Netherlands, an agreement with the Right to Play Netherlands (RTP) was reached whereby RTP will collect private donations for the ninemillion.org campaign and issue the tax receipt. Given the presence of Nike EMEA HQ and P.TP HQ in Amsterdam (RTP HQ is in Toronto), local initiatives might be launched in favor of the campaign. Partners in the Netherlands will be requested to keep UNHCR regional office in Brussels informed in order to provide support when appropriate.

Ninemillion Priority 3

Countries with UNHCR fund raising capacity but where ninemillion.org has not yet been launched officially by all partners but is already on the local UNHCR website.

Canada

ninemillion.org is already featured on UNHCR website and initial media and fund raising results are demonstrating a potential interest in the campaign. The Nike Town store in Toronto could distribute the ninemillion.org merchandizing items.

Ninemillion Priority 4

Countries with UNHCR fund raising and public information capacity but where ninemillion.org has not yet been launched.

Australia

UNHCR team and Nike team are already familiar and supportive of the ninemillion.org campaign, but the ninemillion.org is not yet localized in Australia.

Ninemillion Priority 5

Potential fund raising countries with significant online capacity where UNHCR might have fund raising capacity in the future.

Hong Kong and Korea

Strong potential online fund raising markets where UNHCR does not yet have fund raising capacity but is eventually planning to move into.

Other countries will benefit from the spill-over effect from projects that have an international reach.

Digital Strategy

The innovative part of the ninemillion.org campaign resides in its goal to become a digital icon among the world's youth.

Since the launch of the campaign in June, the number of ninemillion.org web references keeps going up and is now reaching 72,000 as opposed to 50,000 in early August. The number of blogs mentioning ninemillion is now reaching 12,000, the number of single visitors to the ninemillion.org website is approaching 1.5 million and the campaign is praised in specialized magazines for being innovative and unique².

² See Strategies, September 2006 issue

While these results are impressive we need to create a dynamic, interactive website that has connectivity and ownership built into its components. The website must require constant revisits to find out the latest news, information and updates, quick facts, games and a powerful, consistent call to action. While reaching our target audience is a priority we further need to engage them, have them participate, take action, wear a t-shirt, pass the ball and tell a friend. The youth need to feel like they are part of the campaign and that their involvement is making a difference.

The following suggestions/ideas are ways in which we believe ninemillion can reach these goals and be established as a digital icon within the next 12 months.

- 1) Strengthening of the ninemillion.org branding
- 2) Revamping the website to become dynamic, engaging and interactive
- 3) Generating web traffic to the website through: viral marketing, interactive web content, SPACES (blogs, ninemillion.org community online); corporate partners sites, by engaging corporate partner's staff worldwide, celebrities' support, auctions, events, media praise and engaging the United Nations.
- 4) Providing viewers with digital tools to support the campaign in a digital world: banners, podcast, RSS about refugee children, and creating a ninemillion.org community including a personalized fund raising web page and online individual fundraising guidebook).
- 5) Celebrities/sport heroes wearing the ninemillion.org t-shirt and creating a movement.
- 6) Providing donors with regular e-newsletters about the campaign
- 7) Implementing successful, sustainable projects and providing results online

In order to achieve the above mentioned suggestions/ideas the following plan was created. This plan lays out a suggested strategy, timeline and delegates responsibilities.

1. Increasing UNHCR ownership of the campaign

Ninemillion.org is a unique campaign where corporate partners have joined forces to assist the UNHCR in the launching of this worldwide campaign. This is the first campaign of this type ever launched by UNHCR. Despite that the initial attempt was to rely on the interest generated by the ninemillion.org's concept, the first few months have demonstrated that there is a need in some instances (i.e.: PSA for media, athletes, web) to have stronger linkages with UNHCR.

UNHCR visibility logo should be added to the website at the bottom left corner of the main pages as well as ninemillion.org material.

Who does what: UNHCR to submit visibility logo to partners for its insertion in the relevant material.

Timing: First Priority

2. Strengthening the logo *ninemillion.org*

An additional line to the logo, "a UN Refugee Agency led campaign with partners bringing education and sport to refugee youth" will increase comprehension for the campaign. It should help move more people to the website. It will also quickly identify for media the non-commercial ownership of the project. This is particularly relevant when we contact the media for free air time, free space. (Nike to create additional line to the logo).

Who does what: UNHCR to propose line to the partners for its insertion in the website and relevant material.

Timing: First Priority

3. Refresh of the Website: ease of understanding, dynamic, engaging

Experience since the website has been created indicates that despite its creativity and breadth of messages, it needs user patience and seems not to drive users to donate. We suggest a revamp to simplify use³.

Incorporating education and access to technology material to the website and the supporting material of the campaign.

Who does what: UNHCR and partners based on resources available to identify priority tasks. Microsoft to provide feedback and coordination with Nike. Nike to coordinate with Wieden and Kennedy for the messaging and Opuscreative for the web creative.

4. SPACES

Create an online ninemillion.org fundraising community to enable individuals to collect funds on behalf of ninemillion.org. This component is a critical element needed to multiple fundraising ninemillion.org fundraising capacity. The UNHCR will develop and provide an individual fundraising package/handbook to provide individuals with creative fundraising ideas and to aid individuals in designing, organizing and running fundraising events.

Create Blogging capacity. This will provide the campaign with the digital viral spread we were initially seeking while offering interaction, support and the sharing of creative ideas. It will also provide the opportunity for individuals to communicate with celebrities (RAS), UNHCR field and HQ staff, and other interesting people.

Spaces will provide a interactive platform for setting up contacts with selected refugee/IDP operations. Phase one will be to trial the concept with the CTLC in Kibongo, Tanzania while CTLCs in Azerbaijan, Thailand, Uganda are being implemented.

Who does what: MSN to create a ninemillion.live.spaces.com with assets provided by partners in particular Wieden and Kennedy and Opus.
UNHCR to hire a blog consultant for the moderation of the ninemillion.spaces.live.com. UNHCR Geneva to develop an individual fundraising package/handbook.

Timing: A

5. Supporting donors and ninemillion community

Providing donors with regular e-newsletters about the campaign giving them the heads up on upcoming events before posting it live on the website and to maintain donors engaged with the campaign.

Who does what: UNHCR to coordinate the effort with the support of Nike campaign coordinator. E-newsletter to be published at least once a month or on ad hoc basis should events require an earlier broadcast.

Timing: A

Media strategy

6. Media placement of ninemillion.org video material

³ see [Suggestions for revamping the ninemillion.org L:\Corporate Partnership Programme\Ninemillion\ninemillion website set up\October 2006 Refresh\Suggestions for revamping website.doc](#) and [L:\Corporate Partnership Programme\Ninemillion\ninemillion website set up\October 2006 Refresh\Website revamping input UNHCR.pdf](#)

Continue to propose the placement of video on national network in order to increase awareness for the campaign and its related support.

7. Editorials on ninemillion.org

Getting stories from the field about the campaign, the impact of the campaign for the children, a special focus on girls' education and obstacles overcome as the result of the campaign. Proposing major network journalist to travel to the three featured camps and report on the ninemillion.org campaign in terms of impact and rightness.

8. Celebrities

Continue to seek celebrities' endorsement and support for the campaign through the media (press and video).

Who does what: UNHCR Geneva to continue promoting the ninemillion.org with its international and national goodwill ambassadors. Nike Entertainment to continue with the t-shirt placement and media exposure. Partners to continue securing new celebrity's support for the campaign.

Timing: A

Program strategy

9. Implementing successful, sustainable projects and providing results online

Develop SMART (short, measurable, accountable, result oriented and timely) projects in which the plan is developed in the field to meet an existing need. Highlight online the results of those projects and the impact the campaign is having. As a result of placing project results online hope to generate more funds (example for a dollar a day you donations can do this - you may want to expand on this)

Who does what:

Timing: A

Broadening the support base of the campaign

Timing: First Priority

10. Sport Activities

- a. Support from federations, leagues, teams

In our target countries we will ask a number of sport federations to carry the ninemillion.org name in the description of their sport event. For example, the Italian Basketball Federation in describing the Lombardy regional championship will use their usual name plus "...in support of ninemillion.org – a UN Refugee Agency-led effort for refugee youth". The Basketball Federation will be asked to further this support in all national regions and for the national championships.

They will be asked to include in the printed program, appropriate text and pictures, and to give TV broadcasters the PSA plus a written description. Posters will also include reference to ninemillion.org.

This project requires very little extra effort from sport federations, leagues and teams.

Who does what: UNHCR and Nike confer to determine connections to sport federations, leagues, and team management in target countries.

The UNHCR High Commissioner writes the Federation requesting assistance. Local UNHCR follows up, is responsible for sending print and TV materials, and also making the Representative available for interviews.

Timing: A

b. Support by local country sport hero's

One or two national sport celebrities are asked to support the program. They are briefed on the youth issue by our national office and then opportunities are found for them to be interviewed.

Who does what: Local country Nike, Right To Play and UNHCR select sport heroes. Initial contact made by Nike and Right to Play. UNHCR/Right to Play handle the "selling" to the individual. UNHCR/Right to Play along with the sport person's management arranges public appearance opportunities.

Timing: A

c. Games hosted online:

- a. "pass the ball" professional
- b. "pass the ball" amateur youth
- c. "pass the ball" Icon
- d. "pass the ball" interactive game

"Pass the ball" professional

A publicized game where professional athletes are asked to pass the ball to other professional athletes, each of them donating a symbolic \$100 when the ball is passed to them or buying the t-shirt for \$100 and agreeing to have a picture taken of all his/her athlete friends who have done the same. Photos used for publicity and posted on the website. The game starts with a press conference and publicity in all local sports federations.

"Pass the ball" amateur youth

Amateur sports teams, schools or youth groups sign up online to receive the autographed ball from one of the professional athletes. An educational kit (who are refugees? where do they come from? etc) will be passed along with the ball. Upon completion of the educational kit the youth will be asked "What can you do with this ball other than play the traditional games of soccer, volleyball, basketball, netball?" The ideas should be realized, photographed and sent to UNHCR to be placed online. Photographs will be taken of the youths creative ideas and placed online. Once the youth view their photo on line they will then pass the ball to another online waiting group.

The photographs in both the professional and amateur games will be compiled and sent to refugee youth in UNHCR camps as evidence that they are not forgotten. Photos of refugee kids playing the creative game will be posted online.

"Pass the ball" Icon

Creating an icon through a downloadable gadget to prove you are a member of ninemillion.org (similar to the bracelet idea). Every time you send a message the "ball" is attached to your signature.

"Pass the ball" interactive game

Install an interactive game on the website similar to the nikefootball.com "kiss the ball / Ronaldinho game at <http://nikefootball.nike.com/nikefootball/siteshell/index.jsp#.us.0:jogacom>

Who does what: Nike reviews Game Plan, revises, and asks associated professional athletes, federations and leagues to cooperate in project. If t-shirt route is taken, Nike/UNHCR asks athletic federation to handle income/sales. UNHCR organizes press conference for launch. UNHCR Geneva prepares teaching materials on refugees and UNHCR works with national/regional school systems to start campaign.

Timing: A

11. Partners country based cooperation

As demonstrated by the US, Japan and more recently in the UK, the power of associating local partner offices is producing great results. In key priority countries, a local strategy should be put in place and regular contacts be made between all campaign partners (or on bilateral basis) in order to assess the best way to use their respective assets for leveraging the campaign in their territories.

Who does what: Partners HQ should brief and invite local offices to organize meetings between partners.

Timing: A

12. Music

Upon UNHCR's recommendation Nike engaged contacts with the Refugee All Stars (RAS) music group in order to seek their support for the campaign. RAS through the release of their CD on 26 September 2006 accepted to place an insert in it describing the ninemillion.org campaign and associate the campaign in their media strategy. Furthermore, RAS will feature ninemillion.org during gigs in target countries, during film festivals and premieres. Ninemillion.org will receive 1% from every CD sold by Refugee All Stars CD.

Possibility to request additional artists to create songs/perform for ninemillion.org to be placed on ninemillion.org and msn music.

Who does what: Nike Entertainment to continue taking the lead in securing new deals with artists and potential online distributors like Starbucks.

Timing: A

13. Corporate partners

- a. Corporate partners to advise all employees about ninemillion.org website and use promotion materials on their employee website.
- b. Corporate partners incorporate plan to match donations of employees.
- c. Corporate partners add to their letterhead, "supporting ninemillion.org a UN Refugee Agency-led effort for refugee youth.

Who does what: UNHCR Geneva works directly with corporate partners also using local UNHCR where needed. Geneva supplies photos and texts. Nike coordinates with Opuscreative in order to ensure that all relevant material be timely provided to the partner.

Timing: A

14. School Classes Twin with Refugee Camp Youth

Teaching materials on refugees are given to teachers of the selected classes for discussion during scheduled period of time. On one given day, the students in the class from our target countries are given the opportunity to communicate with refugee children by email for an interchange of thoughts, ideas, questions, answers. Computers will be set up in the camps.

Who does what: Microsoft assist in setting up computer training and learning centers in camps in Uganda, Azerbaijan and Thailand. UNHCR Geneva prepares teaching materials on refugees and works with selected national offices to adjust. Local UNHCR selects schools/classes. We make the developed world students aware that T-shirts are available online.

Timing: A

15. Nordstrom department store in USA to promote t-shirts

UNHCR Geneva and Nike HQ will work with Nordstrom management who already has shown interest in selling the t-shirt as a special interest item in the 100 plus stores in the USA. Appropriate publicity will surround the promotion.

Who does what: UNHCR Geneva with Nike HQ to finalize arrangement with Nordstrom management. Nike to work with Nordstrom to supply t-shirts, suggestions for point-of-purchase display. Nordstrom to build display. UNHCR Washington DC to handle publicity with Nike and Nordstrom.

Timing: A

16. Complete distribution of balls to refugee camps now in Dubai warehouse

From available funds get balls to refugee camps as originally promised.

Who does what: UNHCR Geneva prepares distribution plan including instruction for use and reporting.

Timing: A

17. European Economic Forum in Davos

UNHCR Geneva to confer with Manpower, Microsoft, Nike and PwC (all strategic partners of the Davos 2007) as to possible action in Davos 2007. Plan that will help promote the project should be presented to Klaus Schwab's group by October.

Who does what: UNHCR Geneva/Nike to discuss. Then meeting with Schwab's group.

Timing: A

18. Use offered donated services of OgilvyOne in target countries

A professional communications agency should be included in the finalization of this entire plan for each target country. OgilvyOne has already met UNHCR Geneva two times this year to offer their services at no cost. With Nike's permission because of arrangement with Wieden & Kennedy, UNHCR Geneva would contact Ogilvy to arrange next steps both with OgilvyOne Corporate office in London and local office operations in target countries.

Who does what: UNHCR confers with Nike. UNHCR sets up meetings with Ogilvy if Nike agrees.

Timing: A

19. Major events

UNHCR in local target countries will contact music impresarios to promote ninemillion.org with their event promotions and as part of the event organization. Possibility of UNHCR spokesperson interview.

Who does what: UNHCR local handles this. Nike and other corporate partners assist in finding events to be considered.

Timing: B

20. Nike sales of ball in one target country as a test

Nike to consider designing and producing a new ball or selling the current ball as a test in one selected target country. UNHCR in that country participates in raising awareness to desired level.

Who does what: Based on a Nike plan, media launch with Nike/UNHCR. Part of sale price goes to the project.

Timing: C

Support by partners outside the CBL

21. The UN Foundation

UN Foundation has a broad reach to publics supporting the United Nations. Their support was solicited in order to assist the campaign in two sectors:

1. Web aptitude
 - a. campaign marketing expertise
 - b. online expertise campaign support
2. Increasing intermediary constituency
 - a. network support for ninemillion.org
 - b. help publicize and raise funds for ninemillion.org

Who does what: UNHCR Geneva, in coordination with NY and Washington offices, works directly with the UN Foundation.

Timing: A

22. The Bill and Melinda Gates Foundation

Securing the support of the Foundation for promoting the campaign among its network. Providing potential individual, corporate donors with an opportunity to support the campaign.

Who does what: UNHCR Geneva, in coordination ROW, works directly with the UN Foundation.

Timing: A

23. Video game for the ninemillion.org campaign

UNHCR could propose to the Microsoft Games Studio division to continue pursuing project with a refugee angle but that could be linked to ninemillion.org. This kind of peace game is more popular with the youth than ever.

A potential game could also be fitted for mobile phones.

Who does what: UNHCR Geneva, in coordination ROW, works directly with the Microsoft Redmond to ensure appropriate decision process.

Timing: A

Appendix F

Ninemillion.org VAR

Ninemillion.org is raising specific funds for education and sport activities in refugee camps, returnee areas as well as internally displacement situation. The funds will be earmarked to the above activities.

The rationale for the establishment of a specific VAR for the ninemillion.org campaign is to ensure that funds raised through it will be rapidly allocated, field implementation will be satisfactory for all concerned and proper evaluation is conducted.

All UNHCR projects directly managed and monitored by UNHCR Geneva are called 'VAR' projects. They are created for example to manage earmarked funding as it is the case the ninemillion.org. This mechanism provides greater control over projects to the manager in UNHCR Geneva and gives the means to report separately on expenditure and achievements. While the implementation is still carried out in the field, changes in the focus, incorporation of wishes from donors and quick fund allocations are possible with a VAR project.

The ninemillion.org VAR was approved and will be administrated by the Education Unit of the Department of Operations based at HQ. The Unit will be in charge of supervising the reception of field project submissions, allocating the funds, ensuring implementation and reporting on activities.

Since the campaign is raising funds for education and sport activities, it has been agreed in the MoU between UNHCR, Nike, Microsoft and Right to Play that the funds raised will be allocated as follow: 67% towards education related projects and 33% towards sport for development activities. These percentages are expressed net of overhead costs stipulated in the MoU. All the funds raised by the campaign will be administrated by the VAR manager. A special implementing partner agreement is being signed between Right to Play and UNHCR, whereby Right to-Play will receive 33% of the funds raised for implementing sport related activities on behalf of UNHCR.

The remaining 67% will be allocated to AB (under funded) existing education related projects or to extra budgetary education related projects.

The sources of funding for the proposed project do not compete with UNHCR's governmental funding, or with other ongoing PSFR donor targets. As such, the allocation of appropriation from the Operational Reserve does not compete with other operational priorities. The initial blanket ORI request is in the amount of US\$2,000,000 for 2006 and US\$3,000,000 for 2007.

Ninemillion: VAR Resource Allocation, Implementation and Reporting





