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Factors hampering the integration of Refugee Children

Faktory ztěžující integraci uprchlických dětí

Vedoucí práce: doc. PhDr. Oldřich Matoušek

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Prohlašuji, že jsem diplomovou práci na téma Faktory ztěžující integraci uprchlických dětí vypracovala pod vedením vedoucího práce samostatně za použití v práci uvedených pramenů a literatury.

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Sarah Asfour

ABSTRAKT

Hlavním cílem této diplomové práce je zmínit faktory ovlivňující či ztěžující integraci uprchlických dětí do společnosti, a to ať nové hostitelské společnosti či do společnosti přechodné země. Zmiňované faktory se týkají vzdělávání, socioekonomických aspektů nebo nevlídných podmínek k řádnému dětství. V diplomové práci jsou diskutovány socio-ekonomické faktory, které úzce souvisí s ekonomickou situací rodiny. I z tohoto důvodu je v práci diskutována práce dětí, a to včetně jedné z nejhorších – dětských vojáků. Mnoho uprchlických dětí prochází situacemi složitými pro jejich psychické zdraví. V této diplomové práci jsou zmíněny složitosti spojené s přesídlením, zkušenostmi z války, zkušenostmi uprchlíků, migrací, zdlouhavým pobytem v uprchlických táborech i post traumatickými stresy. Dále, diplomová práce zmiňuje výzvy, kterými děti – uprchlíci čelí a to jak v zemi původu, tak v azylové hostitelské společnosti.

KLÍČOVÁ SLOVA

uprchlíci, uprchlický tábor, vzdělávání, dětská práce, dětský voják, psychické problémy, trauma, stres, inkluze, integrace

ABSTRACT

The main aim of this thesis is to describe the factors that hamper the integration of Refugee Children into a new society. Factors that are mentioned in relation to integration are connected with an education gap, unfamiliarity with the language spoken in a new society, a bad economic situation of a family and its consequences and unstable or inappropriate housing. Social economic factors are also mentioned in the thesis. Child Labour closely linked to family conditions are discuess together with the worst form of it: child requitment into army. Refugee children coming from various backgrounds also may face many psychologically challenging situations when forcefully or willingly leaving their home country and other significant situations connected to their refugee status. In this thesis, I discuss psychological distresses that influence children's mental state due to war experience, migration experience, extended stays in refugee camps or post-migration stressors. In this thesis the situation of Syrian refugee children in is a case study. The thesis reviews stressful reactions as well as demanding experiences. These experiences among refugee children may be associated with health problems that may lead to trauma, posttraumatic stress disorder, depression or emotional/ behavioural problems.

KEYWORDS

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List of Abbreviations Used

ILO	International Labor Organization
IOM	International Organization for Migration
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations International Children's Emergency Fund
UN	United Nations

1. INTRODUCTION

This thesis explores barriers to integration for refugee children. The key concept of this thesis is to describe the factors influencing and even hampering the integration of refugee children into the new society. Responding to these factors is essential to the child's regeneration when the child leaves the country during a time of a war because it can cause conflict. This thesis determines the many situations refugee children endure. These challenges that refugee children chase may be in areas of education, work, mental health and integration. This thesis, due to the extensive problem of refugee children and the urgency of the problem, only deals in general terms with various factors. Although the thesis is written in general term the example of the Syrian refugee crisis will be intentioned as a case study. The number of refugees resulting from the Second World War has been the highest up to date and a significant quantity of these numbers are children (United Nations High Commissioner for Refugees [UNHCR], 2017a). The current refugee children are part of the most vulnerable target group.

In the first chapter of this thesis I deal with the lives of children in a war conflict from several perspectives: from the perspective of children living and growing up in war, in constant fear and violence; and from the point of view of children who volunteer or involuntarily participate in combat activities and become children soldiers.

In the diploma thesis, I do focus on the importance of education as a process, and the process of educational policy. I mention different ways of understanding and the cooperation in schools that promote overall success to the entire operation of education of refugee children. According to international conventions, recommendations, strategies, and legislation in most developed countries, the right to education is guaranteed for this target group, but the complex situation associated with this issue does not often allow all children fair and equal access to education. To illustrate the educational system and to prove the difference between taking place within the system of inclusiveness I will compare the education of refugee children in couple of countries frequently inhabited by refugees.

Furthermore, the diploma thesis mentions the challenges faced by refugee children in the country they stay in temporarily and in the host society – asylum country: the integration process. Children learn a new language and must adapt to new cultures. However, the

integration process can be complicated not only because of the factors mentioned above but also due to psychological problems that may occur. Mental issues can also arise in a child's family, that can affect the integration of the entire family into a new society. The available data, research, and literature illustrate that in order to promote successful integration and psychological well-being it is essential to pay attention to the mental problems encountered by the child. These mental issues might begin in a child during their stay in the war zone or may have occurred during migration, but they could also arise once the child is in their safe asylum country.

In addition to education, integration and psychological health, the thesis deals with child labor. Because of the complex conditions of refugee families, many children are forced to work to improve the family's financial situation. Unfortunately, for many families, extra earnings are more important than education.

Every topic mentioned as a factor in this thesis is supported by legal documents concerning the essential issues of refugees, such as the right to education, the question of child soldiers' problems and the issue of child labour. In the diploma thesis I mention current statistics of topics.

2 WAR CONFLICT

2.1 Definitions

In this introducational chapter are explained the most important definitions for this thesis: status of refugee, migration and process of asylum.

2. 1. 1 Status of Refugee

The Convention on the Status of Refugees, adopted in Geneva in 1951, is a document confirming that all persons have the same principles of human rights and freedoms, without any form of discrimination that may occur against refugees. All Contracting States are bound by this Convention to respect the prohibition of discrimination against refugees, without distinction of race, religion or country of origin (UNHCR, 1951). 147 state members have signed the Convention on the Status of Refugees but 43 states have still not signed and ratified it. Among the 43 states who have not signed are Syria and Iraq, two countries which currently have very high number of displaced people.

A refugee, based on the 1951 Refugee Convention is a person, who is not able to return to his or her country, because he or she could face a persecution. This persecution may be based on a person's race, nationality, religion, but also due to person's political opinion or belonging to a particular social or ethnic group. Based on the article 1 of the 1951 Refugee Convention it is important to mention that a refugee is not considered a person who committed crimes, such as crimes against humanity or war crimes (Article 1, point f).

The fundamental importance must be given to refugee children. International law has a critical role in the protection of refugee children. In 1924, the Declaration of the Rights of the Child was issued, responding to the problems of the Second World War. Furthermore, the Convention on the Status of Refugees and the Convention on the Rights of the Child have been adopted to the current situation. In many situations it is essential to respond to the needs of a child alone as well as their needs as a refugee. Refugee children as well as children from

marginalized groups, such as children from economically or socially disadvantaged families, children from displaced families, children on the streets, detained children, or children in armed conflicts should have, on the basis of the Vienna Declaration and Action Program at the World Conference on Human Rights that took place in Vienna in 1993, a sufficient and necessary special protection, based on paragraph 21. Although the United Nation Convention on the Rights of the Child is one of the most important agreements document protecting children by the legal framework, this legal framework may interfere with the laws of individual countries, such as immigration law, but the principles that promote the best interests of the child should never be overlooked, even in the case of refugee children. The primary consideration of complete decisions and activities involving children, as well as involving refugee children, is the necessity of taking into account of the best interests of the child, which is established by the Convention on the Rights of the Child. Convention on the Rights of the Child has „several provisions that necessitate the facilitation of humanitarian relief to children in need, including ensuring that children seeking refugee status receive appropriate protection and humanitarian assistance.“ (United Nations [UN], 2018, p. 6).

By the end of 2017 there were 71 440 000 people globally in the refugee-like situation. Of the refugees coming to Europe through the Mediterranean, one in five were children (United Nations Children's Fund [Unicef], 2018). Most of the families coming to Europe during the first months of the year 2018 were from Syria, Afghanistan, and Iraq. In 2017 approximately 11 400 children arrived thought the Mediterranean to Italy. Almost all of these children (93%) came unaccompanied or were separated from their parents. Relatively many children compared to adults arrived in Greece in 2017: 32 % of children of whom 14% were unaccompanied (411 children in total). On the contrary, to Spain arrived in 2017 mostly men (80%) and only 11 % of children. There is no data on the arrival of children if they are accompanied or not (UNHCR, UNICEF & IOM, 2017).

In 2017, 996 766 refugees in Europe applied for an asylum. As the data show, the number decreased compared to last year. The highest wave of refugees coming to Europe was in 2016, when more than 1 million people found safety in Europe.

Graph 1: The graph provides the information about first instances decisions on applications in Europe in 2017 in total.

First instance on applications in Europe in 2017

```
                                                    1 148 910
                                                          996 766

                                         628 100

                        396 355
        315 850  342 790
261 265

1        2        3        4        5        6        7
2011     2012     2013     2014     2015     2016     2017
```
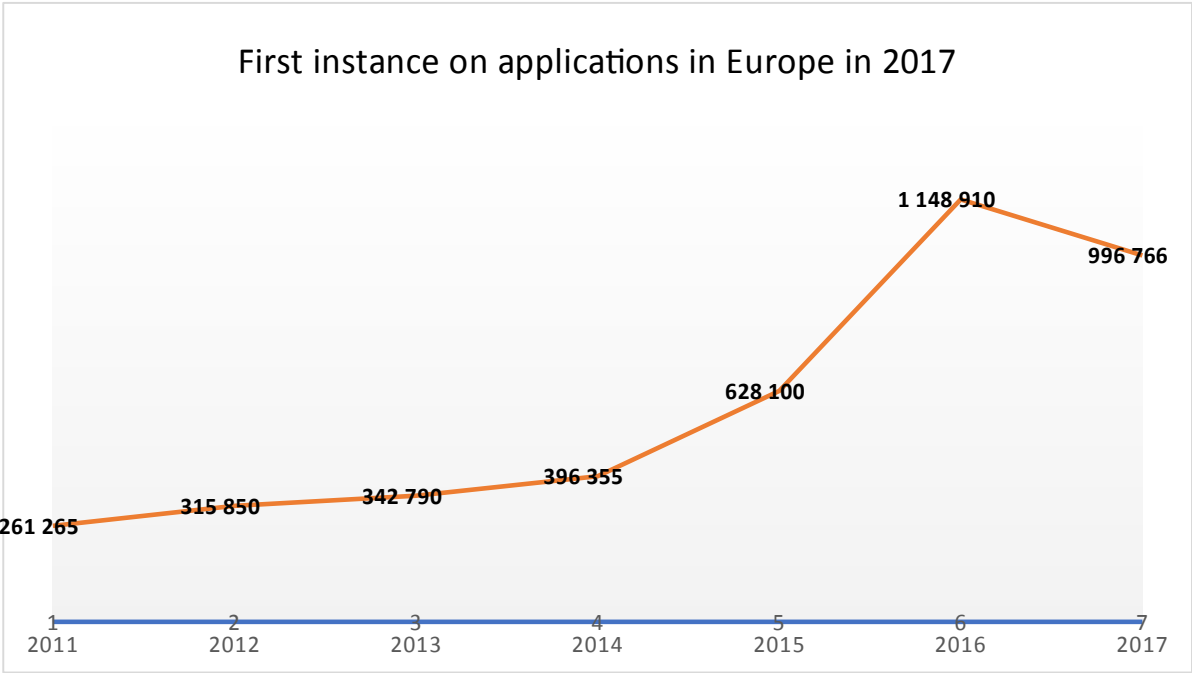
source: (UNHCR, 2017a)

Countries with highest requests on international protection in 2017 were (UNHCR, 2017a):

Germany	524 186
France	110 946
Italy	78 236
Sweden	61 064
Austria	56 286

Countries with lowest request on international protection in 2017 were (UNHCR, 2017a):

Liechtenstein	40
Slovakia	91
Estonia	155
Slovenia	241

2. 1. 2   Migration

In this chapter information about the process of migration will be provided together with overviews of the current situation and situation the took place the last couple of years. Today many people are migrating for economic reasons, or natural reasons along with the usual reasons for migration mentioned above, such as war, restrictions of rights, and also restriction of freedom.

Migration experiences can be divided into three different stages; pre-migration, migration, and post-migration. Certain distinctions characterize each of these phases. Pre-migration, as the name suggests, is period before refugees flee their country. It is the time when refugees experience war and its related consequences such as chaos, fear or violence (Shaheen, 2012).

The second phase is the migration phase. It is the phase when refugees leave their homeland because of fear for their safety. During this stage of migration, refugees experience many feelings which may include being fearful of the future - which for them would seem at best vague and unclear. Belonging to a particular place and its subsequent loss due to forced migration is also a psychological burden on top of losing their homes, friends and neighbours, but also their country and citizenship (Shaheen, 2012). Refugees intend to relocate to a new and safe place. At the same time, fleeing citizens do not usually know how long they will remain at that new place as they may do not know how long it will take to be able to return to their homeland because of the war taking place at their home country. Apart from leaving their homes there is also the emotional separation they face when being separated from their families (Shaheen, 2012).

In the last phase, the so-called post-immigration period, this occurs in new host societies in which refugees should be safe and they have more reliable resources and hope for the future. Just like the earlier stages, this phase is also very emotionally exhausting (Shaheen, 2012).

The reason why refugees are weak even in a safe, and sometimes unsettling environment, is that they may not know what is happening to their relatives and neighbours; they are thinking about a future that is very unclear for them as well as for the whole target group. In a safe area - whether in an asylum country or in refugee camps - the whole routine of individuals is changing, as well as the roles in families and societies are changing. Although refugees are in

safe areas, it is a very psychologically challenging period, as they often wait - to situation change, to return, or to settle (Joshi & O'Donnell, 2003). For example, Syrian refugees did not expect the length of the conflict to last for so long. Many of them relocated to an asylum country with the idea of settling for only several months (Papadopoulos, 2001). It is the home that that is a very important part of identifying and developing an individual (Joshi & O'Donnell, 2003). Refugee camps should ideally be a place where refugees find safety. Not always, unfortunately, the reality is so favourable, as refugee camps are often overcrowded and people may be of a different nature, as well as people with different social status or political opinion, which may cause problems (Machel, 1996). Under the Convention on the Rights of the Child, all states that have ratified this Convention are obliged to ensure that children are provided with a sufficient standard of living. The standard of living affects psychological, mental, moral and social development. All states that ratify the Convention on the Rights of the Child are obliged to protect children from abuse, exploitation or neglect. Under the Geneva Conventions, there must not be any attack on facilities providing assistance and medical care, such as hospitals and ambulances, but also the entire medical staff.

Many refugee children may not even remember the past stability of the country. Children may only recall the experiences of living in insecurity and distress (Fazel; Stein, 2002). Even worse, many children have already been born into an existing war conflict, so they know neither the stability nor the normal life. Here, this fact can also be used in the case of a life in a refugee camp or a living in an aggravated condition in an asylum country.

The relevant problem is being without citizenship. Primarily children, who were born in conflict, refugee camps or host countries, may not be registered and thus makes it difficult to determine both their nationality and their overall identity (Machel, 1996). Based on article 6 of the African Charter of Rights and the Welfare of the Child has every child a right to be registered once the child is born.

The chaos that arises during an armed conflict increases the likelihood of separation of the child from the family, especially during the escape (Machel, 1996). Separation of a child from parents, for example, may take place during the escape from the country of origin to the country of asylum. A child can be separated by accident - the child can get lost from the parents easily (Fazel; Stein, 2002). Children separated from their families are more susceptible to the situations such as military recruitment or sexual assault, but are also more

prone to hunger and disease. For this reason, separated children are identified and registered as soon as possible in order to reunite the family in the shortest possible time. This process ensures the child of the protection necessary (Machel, 1996). Separation from parents, however, may also take place intentionally, and for several reasons, which are essentially a security strategy. The strategy of intentional separation of a child from parents is in the event of a financial or another inability for the whole family to escape from the country of origin and hence the child is sent itself, just as a child is most likely to get refugee status in an asylum country (Fazel; Stein, 2002). Parents can send children out of the country because of the fear they have about them. „Evacuation also poses a long-term risk to children, including the trauma of separation from the family and the increased danger of trafficking or illegal adoption.“ (p. 19, Machel, 1996). Many boys under 18 years undertake a dangerous way for Europe to apply for a family reunification later (UNHCR, 2018c).

Graph 2: The graph provides the information about unaccompanied refugee minors coming to Europe between 2011 and 2017
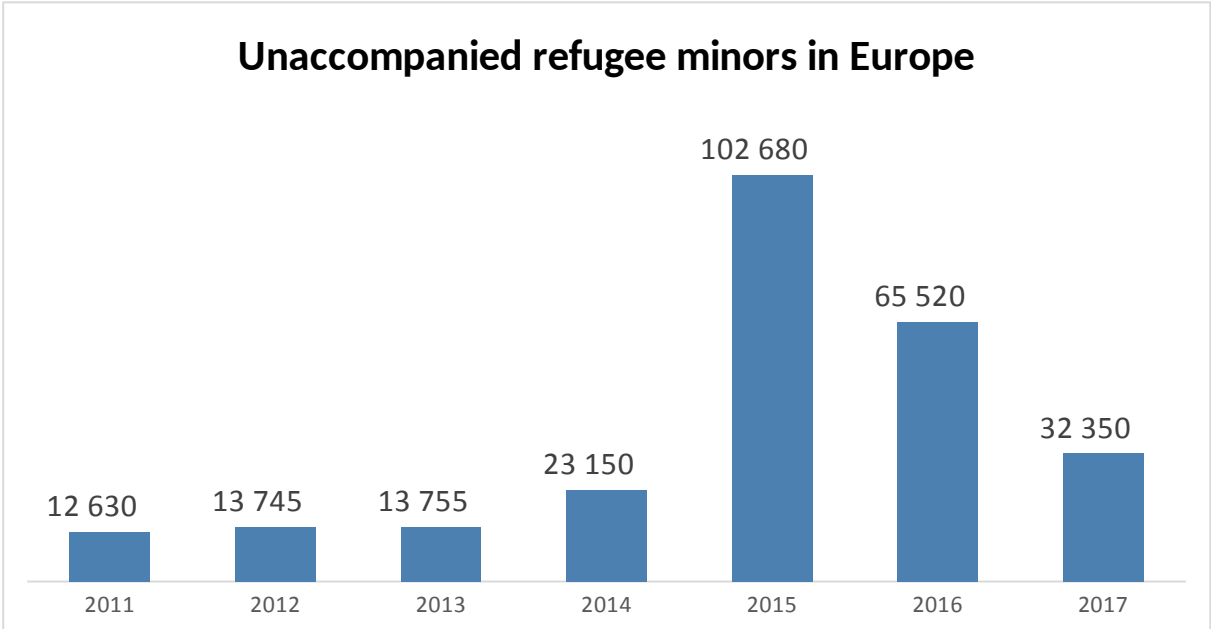
source: (UNHCR, 2017a)

In the graphs we can see the the number of unaccompanied refugee minors is decreasing.

Syrian refugee children formed in 2017 the majority of children (43%) arriving unaccompanied. 13 % of unaccompanied children were Iraqis, 7 % were children from Morocco, 6 % were stateless children and 4 % of children from Cote d'Ivoire (UNHCR, UNICEF & IOM, 2017).

As example many separated families are in Jordan. Separated Syrian refugee families who are situated in Jordan are usually separated due to a family member who decided or who had to remain in Syria. Another reason for family separation is a voluntary separation. This case may be due to as job opportunities abroad and better opportunities for children as in Jordan – as a host country for Syrian refugees – are not enough of job opportunities. This process is hazardous as in most cases the route to Europe is by boat. The family remained in the host country may have a possibility of resettlement in the future (UNHCR, 2018c).

The highest number of people internationally migrating was in 2015, the number of migrants reached 244 million people. Included in this number are people forced to leave their countries. This dramatic increase of refugees, asylum seekers, and displaced people was due to factors other than the conflict in the Syrian Arab Republic. The conflict in Syria began in 2011 by peaceful protests of opposition and people disagreeing with the government of current president Bashar Al Asad. To these anti-government protests lasting several weeks was responded by military forces crackdown causing a war lasting 7th year. The dictatorial government, consequences of war, recruiting young boys as well as forming terrorist groups forced millions of Syrians to leave their homes. In December 2017 there are in total 5 481 262 registered Syrian refugees in the world. Besides, 4 407 000 are vulnerable host community members (UNHCR, 2017b).

The growth of first-time asylum claims in 2015 is also due to applicants from Iraq and Afghans. Most of the refugees have used the Balkan route where they arrive by the Mediterranean sea which has caused a lot of tragic deaths in the sea. In 2015, 5 700 migrants died during the migration process (International Organization for Migration [IOM], 2015).

Even though Europe as a whole hosted a lot of refugees in recent years, the total number is not so drastic when compared to refugees living in the surrounding developing countries. Turkey, Jordan, Lebanon, Pakistan, and Germany are currently the countries with the highest number of refugees (IOM, 2015). Those countries may be also only transit counties for many refugees until they have an opportunity to continue to Europe. The huge number of migrants

has a huge effect on these countries as the hundreds of thousand or even millions of newcomers do affect economic and social cohesion as well as the development of these countries (UN, 2016).

During the last three years Europe has seen the hardest way of migrants coming to Europe. In October 2015, 221 454 refugees arrived in Europe. Then we see that in October of 2016 the number of refugees was much lower at 31 507 and ever since then it has been continually decreasing. We can see this decrease in numbers because in October 2017 only 14 233 refugees arrived in Europe. As seen in the statistics the number of refugees coming to Europe is decreasing. We can compare that in October 2015, 221 454 refugees came to Europe in just one month compared to the total number of refugees in 2017 was just 184 289 refugees for the entire year (Unicef, 2018).

Since of the Syrian conflict began in 2011 most of the Syrian refugees are situated in Turkey, Lebanon, Iraq, and Jordan and Egypt. Many of them also fled to Europe to find a better future. The Syrian refugees that are officially registered in Turkey are 3 541 572 persons in total. Unfortunately, many of them are undocumented so the total number may be actually much higher. About one year after the Syrian revolution started, Turkey registered Syrian refugees in the country. As the revolution in Syria turned into a war, many people were forced to leave the country. One example of the number of unregistered Syrian refugees in Turkey, is the increasing frequency of refugees seen (UNHCR, 2018a). Turkey qualifies Syrians as hosts who are temporarily protected in the country until the war is ended. Turkey has opened its borders to Syrians and has provided to Syrian people shelter along with food and other necessities for physical needs (UNHCR, 2016). In Lebanon there are up to 976 065 Syrian refugees as of June 2018 who are officially registered in the country. On the contrary to Turkey, the Lebanon refugees are mostly women and children (UNHCR, 2018d).

Graph 3: This graph provides the information about increasing number of Syrian refugees in Turkey in period between 2012 up to 2018 due to arising fighting in Syria. Number of Syrian refugees in Turkey in 218 is provided up to June 2018.

Number of Syrian Refugees in Turkey in period between 2013 to 2018

Year	Number
2018	3 539 664
2017	3 424 237
2016	2 814 631
2015	2 503 549
2014	1 622 839
2013	560 428
2012	144 755
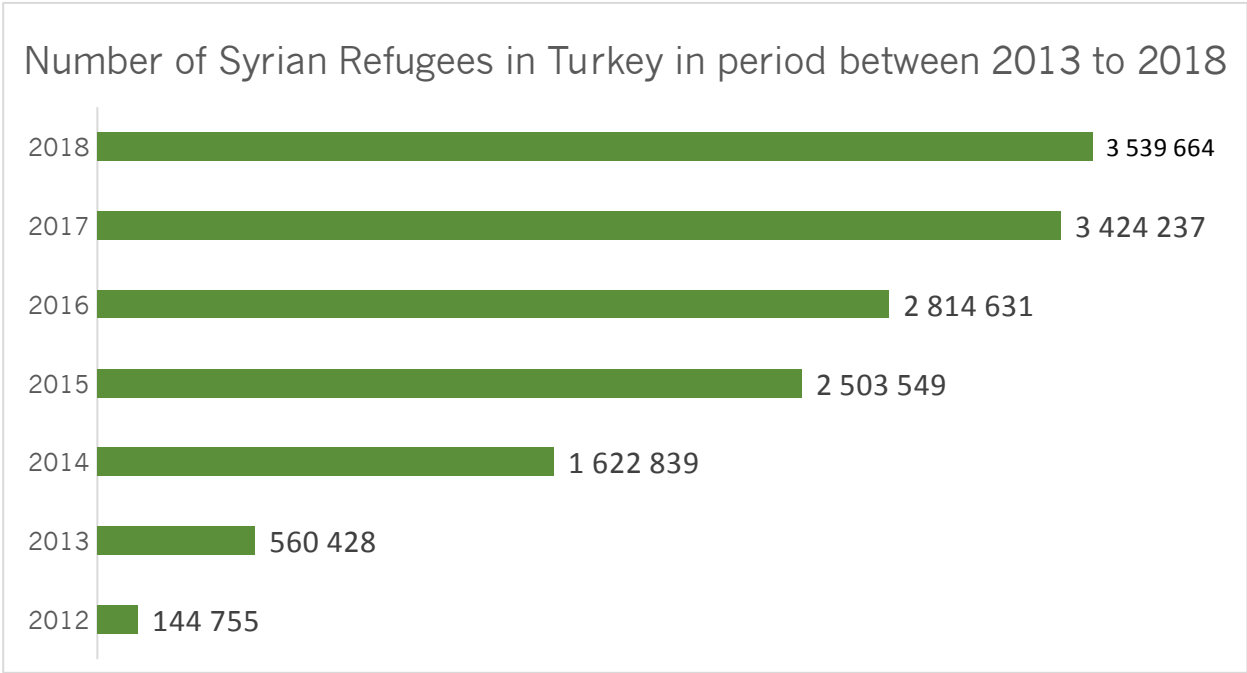
source: (UNHCR, 2018a).

Graph 4: This graph provides current information about population of Syrian refugees in Turkey

Population of Syrian refugees in Turkey in June 2018

- 30,60 %
- 31,71 %
- 37,68 %
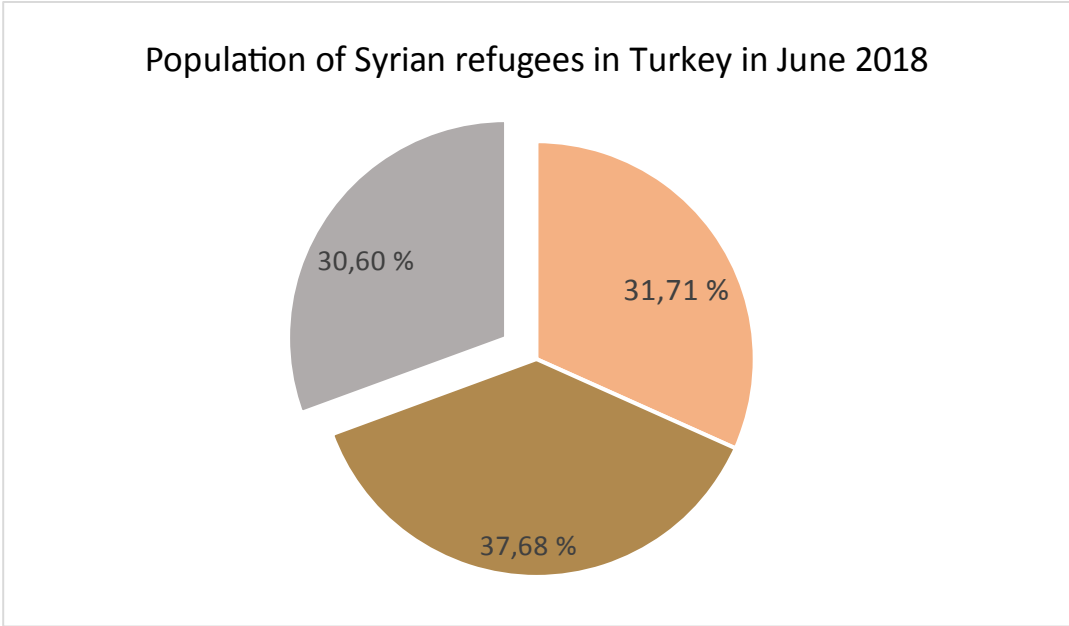
source: (UNHCR, 2018a).

Based on data provided in 2016 Syria is currently the country that is the most dangerous for children. Other very dangerous countries for children are Afghanistan, Somalia, Yemen, Nigeria, South Sudan, Iraq, the Democratic Republic of Congo, Sudan and the Central African Republic. Countries are ranked according to the relativity of danger for children. In 2016 more than half of all refugees came only from 3 main refugee countries, Syria, Afghanistan and South Sudan (UNHCR, 2016).

2. 1. 3   Process of Asylum

Every person from a third country or a stateless person has the right to ask for international protection. The person who asks for this protection is called an Asylum seeker. Every country has its own individual process of submission, but the common standards are established for all countries based on the Geneva Convention.

There is difference between receiving asylum or a so called subsidiary protection. A person may be granted refugee status if he or she faces persecution due to a person's race, religion, political opinion, nationality, or due to a participation in a social or ethnic group. Having membership in a social group is meant, for example, having a sexual orientation or gender identity. The above written criteria may threaten a person in his or her country of origin. On the other hand the subsidiary protection is usually granted to people who flee the country due to a war conflict or other disaster, but there is an assumption of a brighter future. In Germany, subsidiary protection is a three years residence permit. If even after one year of residence permit, the violence continues in the country of origin of the refugee, this protection is prolonged (UNHCR, 2018c). In the Czech Republic, the length of subsidiary protection is for two years.

For example, In 2017 in Greece, 49% of Syrian children received refugee status, and 46% received subsidiary protection. Only 4% of applications were rejected. On the contrary, 74% of applications of Pakistani children were rejected. The remaining children were granted refugee status (14%). subsidiary protection (9%) or humanitarian status (9%) (UNHCR, UNICEF & IOM, 2017).

Many refugee families wait a long time for the decision to be made on their residence or the asylum being granted in the territory where they are taking refuge. These applications for asylum may be administered repeatedly, thus undoubtedly extending the time that children, adolescents, and families living in unclear views about a possible future (Wiese & Burhorst, 2007). Because of the uncertain legal status of asylum seekers emotional distress may occur in children and adolescents (Fazel & Stein, 2003). The reason for the uncertain future is that, despite the fact that the process of processing an application for international protection takes a long time, the applications may be unsuccessful and refused. The refugee must then return to his or her country of origin, but often also some of them may remain illegally in the country (Wiese & Burhorst, 2007). In the Netherlands, but also in many other asylum countries, refugees are waiting for some specific time in special asylum centres - and this specific time period is prolonged. Asylum centres are often situated in the distant surroundings of cities (Wiese & Burhorst, 2007). The housing conditions of refugee families may be an obstacle to successful integration. Families may often live in shared housing, or in refugee centres that are often located in peripheral districts (Mestheneos & Ionnidi, 2002).

In many countries such as the Netherlands, it may be other factors hindering the asylum process: the accelerated asylum application procedure (which may result in an inadequate review of individual cases); the inappropriate treatment of migrant and asylum-seeking children and the restrictions on material support for asylum seekers pending final determination of their appeals (Wiese & Burhorst, 2007).

Subsidiary protection, which is a type of international protection, is granted to the applicant only for an indefinite period of time, for as long as his or her country of origin is dangerous. Since it type of residence permit in an asylum country is for a limited period of time, the future for the refugee is unclear (Wiese & Burhorst, 2007).

2.2   Childhood in a war conflict

Childhood is an essential and unique stage of human life. This stage is crucial period in which physical as well as mental development occurs in the individual. For this reason, children whose mental health and physical development are suspects to being damaged are an especially vulnerable group when in armed conflicts. Currently, approximately 350 million children are living in areas affected by conflict. These children are often maimed, killed and tortured, but also some are recruited into armed groups (Save the Children International, 2018).

Children in armed conflicts can be divided into two groups: children who do not participate in the armed conflict and children who are direct participants. This distinction must be taken into account not only in the application of international protection but also other conduct. In this chapter, is defined as a child who is considered a juvenile child under the age of 18 years. The child in the first chapter is seen as an individual living in an armed conflict, and this conflict affects the child in a certain way, but the child does not participate directly in the fighting. The following part of the chapter mentions child soldiers. These are children who supporting one party of the conflict and that are directly involved in fighting on one side of the conflict.

Even though documents and standards on the Protection of Children in armed conflicts are updated and new reports are being introduced, the data still shows no change. Instead it shows how significant the trend it of increasingly severe violations on children. What has increased in these reports is an increased killing, child molestation, and kidnapping. Also being reported is the direct bombing of schools and hospitals which ultimately result in detail of first aid. It is also reported that as a part of a collective punishment a denial of humanitarian aid is used by some government against refugees (Save the Children International, 2018).

2.2.1 Non-participating children in an armed conflict

This section is dedicated to the group of children who are affected by war since they live in a war environment, but who do not participate in armed conflict. Children living within close range of an armed conflict areas are often not recipients of humanitarian aid that is getting

into the country. These children numbered approximately 357 million in 2016 (Save the Children International, 2018).

It is essential to address the issue of children living in war. The fact is that their mental and physical development may affect future generations is noteworthy. During the war, children are exposed to several dangerous factors, such as kidnapping, abduction or sexual violence. The kidnapping of children during armed conflict may be for several reasons, such as, for ransom or vengeance. The kidnapping may be from both sides of armed non-state actors as well as from national armed forces (Save the Children International, 2018). The poverty, fear and stressful conditions inherent to armed conflict render women and children especially vulnerable to trafficking and commercial sexual exploitation (Machel, 1996, p. 17). Psychical abuse, torture, a treatment that degrading a child or that is inhuman, sexual abuse and other forms of maltreatment. These are forms of violence from which children should be protected (Organization of African Unity, 1990).

Child abduction may be to intimidate the particular group, but also for the purpose of recruiting child soldiers or sex slaves (Save the Children International, 2018). Girls and women are almost invariably in danger as they are especially susceptible to threats of rape, sexual exploitation, and sexual humiliation. However, they also are at risk due to domestic violence, which may increase at a time of armed conflict. These threats are real in all environments, in their home as well as in refugee camps. The main subjects that may commit sexual violence are the armed forces of the parties, be may also be a partner or acquaintances (Machel, 1996).

Children who have been subjected to sexual violence may also suffer life-long consequences. Some of them have serious injuries and others have less serious injuries. The clear one is the psychological effect and disturbing mental well-being. When it comes to girls, they are most at risk of getting pregnant. There is physical and psychological risk involved not only because of difficult labour but rather with consequences after delivery of a child. Girls may face social exclusion and stigmatization, which limits them in their future. Completion of education or a future marriage and livelihood, are almost impossible, or very difficult, and thus are much more vulnerable to further exploitation. On top of all this, all children have a high risk of contracting sexually transmitted diseases (Save the Children International, 2018). Around 21 millions of girls in age between 15 to 19 year get pregnant every year in developing countries.

But only 16 million of them give birth (WHO, 2018).

Because of the war, breastfeeding is often interrupted. Mothers during conflicts often cannot breastfeed due to a mother's exhaustion or malnutrition. For this reason, new-born babies and toddlers may suffer and are often not well developed (Machel, 1996).

For girls and their future health and mental condition. Their treatment in the period following sexual violence it is crucial. The girl will most likely be traumatized by this experience and how she is supported will determine how she will do. Many of the girls experience this period in silence and without entrusting their relatives and friends as they are afraid of community condemnation and rejection of their families. Some girls and women may experience the fear of retaliation from those who committed that violence on them. Precisely for these reasons high priority should be given to these girls and women – to those girls and women who either were themselves exposed to gender-based violence or those girls and women who witnessed those events (Machel, 1996).

2. 2. 2   Children participating in a war conflict

The individual child soldier is defined as a person under the age of 18, "who is compulsory, forcibly, voluntarily recruited or otherwise used in hostilities by armed forces, paramilitaries, civil defence units or other armed groups". Child soldier means a child who is involved in armed groups and forces, both regular and irregular. The definition of a child soldier also includes individuals who are auxiliary staff in armed groups and forces, such as cooks or luggage carriers as well as messengers or spies. The definition does not refer only to children who are carrying a gun. (Save the children International, 2018). The definition that defines a child soldier are also included in the process of recruiting girls working as the providers of sexual services or girls who unwillingly become the wives of soldiers (Save the Children International, 2018).

In 2000 the Expert Group completed the Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict. This document, which was adopted on February 12, 2002, states the lower age limit of the child. The age limit for child soldiers is not exactly stated. „In May 2000, the United Nations General Assembly adopted an

Optional Protocol to the Convention on the Rights of the Child establishing 18 as the minimum age for the participation of children in hostilities. Although the protocol prohibits non¬ governmental forces from recruiting children below the age of 18, it allows states to establish a minimum age for voluntary recruitment that is not necessarily eighteen." (p. 18, Machel, 1996). It is prohibited to government troops to recruit individuals under 18 years of age. Unfortunately, child soldiers are present both in government troops and rebel groups. However, in the case of participation in government troops, they are often not publicly recognized as a military component (Vautravers, 2008). Based on annual report of the Secretary-General on children and armed conflict for the recruitment and use of children in 2017 were children in conflict in Syria participated in the army of government militias (UN, 2018).

If, however, it is voluntary recruitment, not compulsory engagement, some children may become soldiers because they expect that they will be more protected with a weapon in the hands. Joining the armed group may be due to some unpleasant experiences. For example, a child may join the opposition if it was somehow harassed by government forces. A child who is unaccompanied and joins as a soldier in an armed group may even consider this group as a new family. In particular, young individuals often join the army on a voluntary basis, as participation in armed conflict can be glorified, and young people thus seem to participate in an attractive role. Often youngsters want to change the situation, they join the army (Machel, 1996). Conversely, compared to recruitment into government forces, it is forbidden in any case and under any circumstances, to involve children under the age of 18 in engaging in non-state military units, which arise in national armed conflicts.

As Child Soldiers International mentions, many minors join the struggle voluntarily. On the other hand, a child in armed contact may not have enough choices to choose from, so volunteering does not become purely voluntary in this case. It may be misleading to claim that child soldiers voluntarily join armed groups. Wanting to be part of military service is not viewed liberally since the child does not have enough options: whether to participate or not. These options are greatly influenced by cultural, social, economic or political factors (Machel, 1996). On the other hand, the forced recruitment of abducted and subsequently enrolled children is also very common. These children are often under the influence of addictive or narcotic drugs so they stay a part of the armed group (Vautravers, 2008).

Children are used in wars because of their easy manipulation. Since children are not mentally mature, their participation in armed conflict may cause a minimal possibility to survive. Children are used in combat because of their affordability: they do not require a high salary and training and they are mobile, which makes them accessible in developing countries (Vautravers, 2008). One of the main reasons for the recruitment of children in military units is that there is a shortage of adult soldiers due to death or disability that children have to replace (Save the Children International, 2018). In practice, children are consciously or unconsciously recruited, although many states are committed not to do so. Many of these children may be orphans or may be separated from their families – these children lack family support system. Also, children may be socially or economically disadvantaged (Save the Children International, 2018). Fanatical adolescents can be exploited during the war for example because of their pride and self-esteem, also because of lack of experience or/and interest of imitating paternal models. These units of child soldiers are not suitable for full military operations and operations requiring detailed tactics (Vautravers, 2008).

Even children with disabilities are being recruited. Those children are most frequently used as suicide bombers. For example, against government forces and civilian targets. Armed groups in such case, focus on street children, orphaned children or mentally disabled children – those, who are easier to manipulate (Save the children International, 2018). As example: „Al-Qaeda operated a youth wing in Iraq for children under 14 called "Birds of Paradise". (p. 3, McBride, 2013).

In order to maintain financial stability of armed groups, armed groups often use children for sexual purposes: selling children for sexual purposes (UN, 2018). Due to the lack of finance of the armed movements, but also because of the lack of finances of government, funding of both is often illegal, such as blackmailing and kidnappings (Vautravers, 2008). The recruitment and use of children in armed conflict almost always represent trafficking of human beings. It is the exploitation, which is a gross violation of human rights (UN, 2018).

The moment they are recruited their childhood period ends. Armed conflict has a devastating impact on their mental health. This impact does not only affect children - soldiers, but also children in very prolonged stay in war conflicts. By participating in armed conflict, the psychological health of the child is violated, which is also reflected in its further development. It is difficult for children to cope with the consequences of participating in armed conflict, and

this fact may also influence future generation (Save the children International, 2018). It is the testimonies of the brutalities that occur during the armed conflict, which the child was a part of. Brutal behaviour against others are remembered by the child himself/herself. Those experiences destroy their childhood and formulation of personality, which may endanger the life of the individual in adulthood.

Recruiting and the use of child soldiers is a serious violation of the child's rights.[1] Another consequence, based on the participation in the armed groups, the child may not be accepted in his or her community when he or she leaves an armed group and returns back and this could cause problems in recovery, cause a stigma and disrupt reintegration into normal life (Save the children International, 2018). It is important to mention that the reintegration of former soldiers into society is very complex. On the other hand, it is also necessary to mention that it may be even more complex to reintegrate the child into the family. Many children who used to be soldiers have already „grown up away from their families and have been deprived" (p. 14 Machel, 1996) of many of the customary normal opportunities to help stimulate their emotional and intellectual development as well as their physical development. (Machel, 1996).

For the child who used to be a soldier, completing an education is very important. Education is a factor for successful reintegration because the child starts to have a normal life with a routine, as well as education, which helps for future employment. To successfully reintegrate a former child soldier, various leisure activities can be important and helpful. An important issue is that when a child returns to society, their experience is far more extensive than the experience of children of his or her age. The challenging situation may occur when the former soldier is placed among younger children, whether for school or leisure activities (Machel, 1996).

Cooperation with international organizations is negligible. For this reason, it is impossible to estimate the exact number of children involved in the fighting. Despite the fact that child protection is constantly improving, the tactics in which children are used are still being utilized which include suicide bombings (Save the Children International, 2018). In order to

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[1] Recruiting child soldiers is also involved in The six grave violations of children.

prevent the re-recruitment of children to the armed forces, it is important to pay close attention to their integration into society, preferably by reintegration programs for children released from the army. Reintegration programs are suitable for the entire community and its future as these adolescents will create the future (UN, 2018).

2. 2. 3 Legal protection of children in war conflict

This following subchapter describes the protection of children affected by armed conflict through the use of the norms of international humanitarian law and human rights law standards. This subchapter is mainly a comparison of international legal texts dealing with issues in the given subchapter, and analysis of these texts and its description. The following section is devoted to the topic of child soldiers, and the other describes the primary legislation that regulates the status of children in armed conflict and child protection in this situation.

International documents devoted to the recruitment of children and adolescents to armed groups include the Geneva Declaration of the Rights of the Child (1929), the Geneva Convention (1949) and Geneva Convention's Additional Protocols I and II (1977), the Declaration of the Rights of the Child (1959), the International Covenant on Civil and Political Rights (1996, Articles 24 and 25) and beside others the International Covenant on Economic, Social and Cultural Rights. Furthermore, essential documents related to the issue of child soldiers, but from a regional perspective, are, for example, the African Charter on the Rights and Welfare of the Child (1990) or the European Union documents.

Children are provided special protection during the war. This protection is provided on the basis of international law. All relevant applicable standards include the principle of the maximum welfare of the child. Alongside the list of legal and other documents protecting children in armed conflict, the obligation to respect fundamental human rights is always maintained. The child should be protected to a maximum extent at the time of the conflict by both or more parties to the conflict. This principle is described in international documents as the best interest of the child. This principle was first mentioned in the Declaration of the Rights of the Child in 1959, and later in the 1989 Convention on the Rights of the Child. Children, especially children under the age of 15, have special protection in the areas of war conflicts.

The Convention on the Rights of the Child defines a child as „every human being below the age of eighteen years unless, under the law applicable to the child, the majority is attained earlier." In this definition, however, the minimum age of attaining a majority is not mentioned. The issue of armed conflict is explicitly mentioned in the Convention on the Rights of the Child in Articles 38 and 39 of the Convention. But, although it is mentioned in the first article of the Convention that the child is a child under the age of 18, the article mentions children in the age of 15 years and their right to be protected in the time of armed conflict as: „(to ensure that) persons who have not attained the age of fifteen years do not take a direct part in hostilities. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces." (article 38, point 2 and point 3). The Convention also mentions in the article 38, point 3, that the older children should be chosen instead of the younger ones. Also, according to the African Charter on the Rights and Welfare of the Child is defined in Article 2 that the period of a child is until his or her 18 years of age. According to the Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict, states must take all measures to prevent children under the age of 18 from participating in hostilities in the armed forces. On the other hand, this Protocol also mentions the lower age limit for a child: the age of 15 for child soldiers who volunteer to join armed groups. The age of 15 should be minimum. Since the Convention on the Rights of the Child has ratified a large number of states, the protection of children during wartime conflicts should be secured.

The international material law is traditionally divided into Geneva Law and the Hague Law. Geneva's law protects victims of armed conflicts, and the Hague law regulates the conduct of armed conflict. The Geneva Law is divided into four Geneva Conventions, and some of them are complemented by additional protocols. Protocol II covers Non-national conflicts. Protocol II provides for the prohibition of recruitment of children under 15 into the armed forces: "children who have not attained the age of fifteen years shall neither be recruited in the armed forces or groups nor allowed to take part in hostilities;" (article 4, paragraph 3, letter c).

Government regulations, more precisely laws, national measures or international treaties, of individual states, may grant to children higher protection than regulations mentioned in Optional Protocol. As an example, the African Charter of Rights and the Welfare of the Child can be mentioned. The high protection is also mentioned in article 22 point 2 of African

Charter of Rights and the Welfare of the Child as: „.. Parties… shall take all necessary measures to ensure that no children shall take a direct part in hostilities and refrain in particular, from recruiting any child. In this case, the state is governed in the field of child protection by its regulations, which commit to a higher standard of protection.

The definition of a child in a charter is any person under the age of 18 (article 2). The Charter mentions the prohibition of any participation of children in hostilities, and in other words, it is a ban on recruiting children and their direct participation. This also applies to the voluntary entry of a child under the age of 18 into an armed group.). According to the African Charter on the Rights and Welfare of the Child, every child under the age of 18 must be provided with protection and adequate care during ongoing conflicts or unrest.

The involvement of children in armed conflict is defined in the Stature of the Court of Justice in 1998 as a war crime if they are under the age of 15. The International Labour Organization in its Convention 182 sets a minimum age of 18 years for recruiting children into armed conflict. The Convention mentions the requirement to suspend compulsory and even forced recruitment of children into armed conflicts. The suspension of the requirement of children into armed conflict also suggests.

Based on Cape Town Principles and Best Practices, devoted to recruiting and preventing the recruitment of children in armed conflicts, as well as dedicated to the reintegration of these children into society, both children and adult refugees should be registered as soon as possible after their resettlement. The same document mentions the importance of these documents for children who are at risk of recruiting into armed groups. The Cape Town recommendation specifies the need to ensure protection for children leaving a group in an armed conflict. If fighting continues, disarmament happens very occasionally.

Usually, children leave the army due to wounds, escape or being captured (Unicef, 1997). Based on the Cape Town Principles and Best Practices should a child former child should retain in all cases all rights related to children's rights. The child should not be after leaving an army group considered as a deserter and to be treated so. Cape Town Principles and Best Practices was adopted in South Africa in 1997 based on the conference discussing prevention of recruitment of children to the armed conflict.

Since 2014, the Unicef campaign called „Children, Not Soldiers" has been conducted to protect children living in armed conflicts and vulnerable to recruitment into armed groups. This campaign is more focused on the public and their awareness.

3   SOCIAL AND ECONOMIC IMPACT

The Middle East is often perceived as having the most children in the world who are affected by armed/ war conflict. The most common countries where there is conflict are Syria, Iraq and Yemen, where "about 2 out of 5 children in the region live within 50 kilometres of the event in their country" (p. 7, Save the Children International, 2018). In 2016 every sixth child was living in a war conflict or armed conflict area. The percentage in Europe is much lower, as only 7 % of children are affected by armed conflict, but on the other hand, the highest rate is in the Middle East, where approximately 39 % of children live in conflict zones (Save the Children, 2018).

Results of war and conflict include disrupted access to education and health care, weak infrastructure, and a low economy in the area. The consequences of war conflict include lack of medication, lack of food and resulting in hunger (Save the Children International, 2018). Blocking the access of humanitarian workers can be considered a collective punishment of the population. As well as direct violence, a denial of access to workers can lead to death (Save the children International, 2018). In Syria, at the beginning of 2017, 650,000 people were out of food and basic needs because of deliberate unavailability of a humanitarian approach. It also involved the transport of life-saving medical materials (UN, 2018).

 One weapon of war is a siege tactic, to surround the area and start a starvation of that area. The main goal of this frequently used tactic, which affects most of the residents in the area, is to force the settled armed group to leave the area and hand it to another armed group. „We have seen this trend most notably in Syria, where the UN recently spent weeks trying to persuade the government to allow life-threateningly sick children out of an opposition-held district for medical treatment, but also in Gaza, Sudan and elsewhere." (p. 30, Save the Children International, 2018).

As mentioned in one of the chapters above, for girls and women, rape during the armed conflict, but also in the home or refugee camp, is a constant threat. Sexual harassment of women can also occur during the distribution of foods that are often entrusted to men. The victims of sexual violence mainly are girls because they are more vulnerable than adult women. The victims of sexual violence are, however, women of any age. Certain factors may increase the likelihood of sexual violence in women in war conflict. These factors include, for example, the ethnicity of a concrete woman, or her nationality and religion (Machel, 1996).

As a result of the armed conflict or war, the child is often killed or mutilated. According to The Six Grave Violations Against Children During Armed Conflict, this is a serious violation of the rights of the child, which is also specified in the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and the Convention on the Rights of the Child. Among the six most serious violations of child rights are killing, mutilation, child recruitment or use of children, sexual violence, direct attacks at schools or at hospitals, and the prohibition or disallowment of a humanitarian access (Save the Children International, 2018). These mentioned violations are also in violation of the 1949 Geneva Conventions.

March 2018, 678 hospitals in Syria were attacked. Now, in March 2018, none of the hospitals are available in the city of Deir Al Zour, Syria. Also none of the hospitals are available in the city of Hasakah, and only 1% of hospitals are available in the city of Raqqa. On these three cities 50 attacks in hospitals have been made on hospitals. To compare it to the city of Aleppo, where 163 attacks against health care facilities were carried out, and currently, 11% of hospitals are working. Approximately the same number of attacks on hospitals were made in the city of Idlib. In that city 178 attacks took place and now only 1% of hospitals are available. The capital city of Syria has 86% of hospitals available. Tartous and Lattakia are almost untouched by the fighting, with 99% and 91% of hospitals open (World Health Organization [WHO], 2018).

A result of armed conflict or war may be diseases and epidemics, which may interfere with the physical and mental development of the child. Children living in conflict-affected environments are less likely to have access to basic sanitation needs, drinking water or adequate medical care (Save the children International, 2018). Many families and children are placed in cellars, sometimes even for weeks or months, due to blasting, explosions or shelling

or other serious reasons. This deployment along with several other factors, such as stress or fear, undoubtedly has an impact on children's psyche.

Many boys who drop out of armies may face stigma because of experiencing sexual assault which may have been experienced during their time in the armed forces (UN, 2018).

Children who experience violence in their environment very often may have more aggressive behaviour. This may cause them to automatically use aggression when facing added adversity. Also, children who experience violence in their environment experience more fear, which can negatively affect their further development and emotional growth. Living and growing up in a violent environment may also cause lack of sensitization of children. Lack of sensitization, has, as well as aggression, a great impact on adolescents. Adolescent's level of aggression by observing violence and aggression changes and it causes that sensitivity is reduced and the tolerance of violence in society is increased (Joshi & O'Donnell, 2003).

3. 1 Right to the Education

The fundamental human rights conventions among other rights deal with the right to education, which is a one of a fundamental right for the fulfilment of related rights. The International Declaration of Human Rights, the Convention on the Status of Refugees, the Convention on the Rights of the Child, the International Covenant on Civil and Political Rights, the International Covenant on Economic and Social Rights, the International Covenant on Economic and Social Rights, and the Convention on the Rights of Refugees, and International Cultural Convention, the International Convention on the Elimination of All Forms of Racial Discrimination, the UNESCO Convention against Discrimination in Education.

Governments in all countries must provide primary education for children, as it is one of the fundamental rights of children. The right to education is contained in several international human rights documents and legal regulations, but nevertheless many children are still denied the right to education. The right to education is one of the human rights of every person, and denial of this right may lead to denial of other rights as well. The right to education is indirectly related to health, freedom, security, economic stability, and the right of political

expression and freedom of speech. The right to education is mentioned in Article 26 of the General Charter of Rights and Freedoms. The right to education is provided as free for all children at the elementary level according to the ratification of the international conventions that are part of the legislation of the states. But one of the principal documents dealing with the prohibition of discrimination in education is the Convention against Discrimination in Education that was adopted in 1960. This document says that not be any person should be limited or deprived of the access to education and that no discrimination provision should be implemented in legislation in each country. Countless other international legal documents mention the issue of non-discrimination in education. These include, for example, the International Covenant on Economic, Social and Cultural Rights and the Convention of the United Nations on the Rights of the Child.

The Convention on the Rights of the Child was adopted in 1989 by the United Nations General Assembly and ratified by all the states of the world except the United States. The Convention guarantees, among other things, equal access to education for all children without distinction and is one of the most comprehensive human rights treaties. The Czech Republic implemented it in 1991. Convention on the Rights of the Child guarantees that the actions of governments, public and private authorities and states will be in the best interests of the child, regardless of whether they are children as a target group or an individual. Every child should have access to education that should match their capabilities and abilities. This right should be made available to every child without distinction (Article 26). Other articles devoted to the right of the child to education are, for example, Article 20 on the elimination of all forms of discrimination, Article 22 on the right of refugee status, or, inter alia, Article 29 on the objectives of education. Based on Article 28 of the Convention on the Rights of the Child an elementary education should be available and free of charge for all children. This access, as referred to in point (a) of Article 28, would promote equal access and equal opportunities for all children. Additionally, on the basis of letter d, of the same article and the same point, all children should have the possibility to use professional counselling. For example, in Turkish public schools is counselling for students and their parents available, but counselling centres are adapted mainly for Turkish students. Due to a language barrier, but also the overwork of school counsellors, Syrian children do not usually have enough support (Crul, Keskiner, Schneiner, Lelie, Ghaeminia, 2016). Employing a social worker who speaks both languages would help children to better integrate into the classroom as well as to the society (Celik & Erdogan, 2017). Counselling is an opportunity for individuals to get answers to questions

about a new life in a host society. Individual counselling may even help in the case of personal development, mitigation of the consequences of war, removal of feelings of helplessness, instability or emotional tension (Pezerović & Babić, 2016).

UNESCO is the United Nations Educational, Scientific and Cultural Organization, and one of UNESCO's primary objectives is to enable refugee children, access to education and to find a long-term way to protect this target group in which nearly 4 million have no access to education (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2016). Other international organizations dealing with refugee children and education are the United Nations High Commissioner for Refugees (UNHCR).

In 1990, the World Summit for Children adopted an action plan, the aims of which were to address, among others, the education of refugee children. Following the above-mentioned World Summit, governments were invited to develop educational strategies involving this target group as pupils under challenging situations with special educational needs. While states were not contractually bound, it was an initial step in this issue (UNHCR, 1994). One of the primary development goals is that, by 2030, the policies of all the states will be implemented to support the educational needs of the population, including refugee children. SDG 4 further implements this right as a global commitment to apply education to refugees and other children from marginalized groups. The aim of this plan is that, within of 15 years, each child should have access to education (Unicef & UNHCR, 2017).

Based on international conventions that are part of the legislation of the states, access to education could be guaranteed by a sufficient number of schools located in the respective areas that are accessible for pupils - available not only in terms of the school's distance from the pupil's homes but also accessible in terms of a non-discrimination environment, equal access, and economic friendliness.

3. 2 Destroyed schools and schooling

A consequence of the conflict is that it can cause a disruption to the education process. More than 16 million refugees are currently out of their homes, of which at least half are children. 6 million of them are school-aged children, which can cause a major impact on the educational

process of this target group. The average time that a refugee spends outside his or her country is 20 years, which corresponds to the entire length of the childhood and adolescence of an individual (UNESCO, 2016).

The bombing of primary schools and children's homes can indirectly affect children when living in areas affected by the conflict. This indirect consequence on children may be a higher absenteeism or a complete termination of schooling (Save the children International, 2018). Among other violations of children's rights include attacks on schools as well as attacks on hospitals, all medical and educational facilities where there is a high probability that children will be in it (UN, 2018). In Syria in 2015 was one in four schools due to a war conflict damaged or destroyed on converted as shelters (Sirin & Rogers-Sirin, 2015).

By attacking and destroying schools, and subsequent disabling of educational opportunities, children may become more vulnerable (UN, 2018). This vulnerability can be caused, for example, by the fact that children are forced to seek a school elsewhere, which at longer distances means the possibility of abduction, trafficking and possibly sales of children. Overall, children are more vulnerable to further abuse and violations of their rights (UN, 2018). Child abduction and child trafficking are among the six serious violations of children's rights (UN, 2018). Attacks on schools and health facilities are more and more frequent. Unfortunately, children are often the target of attacks in this case. Both these facilities should be protected as safe spaces (Save the children International, 2018). Schools are increasingly being used as military bases, which may be the reason for their frequent bombing and destruction. Schools can also be used as a detention centre or place for launching rockets (Save the children International, 2018).

Risk of child trafficking can arise when a child is looking for a job instead of attending a school or when he/ she is denied humanitarian assistance and „they are forced to find ways to leave areas where insufficient aid is getting through." (UN, 2018, p. 7). In the future education could help to change public health or reduce the differences between individuals (UNESCO, 2008). Education enables individuals to improve social and economic conditions not only for themselves but also for their surroundings and their societies.

Individuals who are denied the right and the opportunity to learn may be members of a particular social group, and therefore, not because of lack of their ability, lack of their motivation, or characteristics necessary for success in education – the concrete social group

may have disabled access to education for other reasons, but not personal ones. Groups of educationally disadvantaged individuals are distinguished mainly by racial, ethnic, social class or religious criteria. It is important to analyse the educational injustices in particular societies and to identify which groups are victims of educational discrimination. At the level of practical measures, efforts have been made to create the same educational opportunities for compensatory education programs and for a policy of positive discrimination. Facilitating their education may achieve their emancipation and, in turn, influence children and society. If the child is denied the possibility of education, their working opportunities are limited, which may cause income inequality and negatively affect the social stratum of the society in which the adult individual is. However, it is important to mention that education as such, or access to education, does not fulfil the right to education itself if not set the adequate quality of education (UNESCO, 2008).

The education process for refugee children varies from country to country, but all countries that have ratified international conventions must allow the children from the target group their right to education. Unfortunately, there are many refugees settled in the neighbouring countries. In many of these countries, governments can fight access to education for their own citizens. This situation makes a task of finding the available school, trained teachers and teaching materials for dozens, hundreds or even hundreds of thousands of newcomers. Refugee pupils or students often do not speak the language they are required to know at school. Some of them often lose three to four years or even more years of schooling due to war or due to fleeing a country or resettlement. More than half of the children without school attendance are in only seven countries: Chad, Democratic Republic of Congo, Ethiopia, Congo, Lebanon, Pakistan, and Turkey. Based on the outcomes of the UNHCR summits, governments, donors, humanitarian organizations, development partners and the private sector are being summoned to reinforce action to guarantee each child the opportunity to be educated.

If the formal education of children is terminated due to war or migration and children have no compulsory schooling, any educational activities should be sufficiently supported before children return normally to formal education. Informal educational activities and recreational activities created as a program for children affected by war will return some sort of routine for those children. The routine can support the health of children from a psychosocial and emotional point of view (Machel, 1996).

3. 3   Reintegration into Education

The opportunities for access to education, as well as the process of educating refugee children themselves, vary depending on the host society in which refugee children are located. The legislative framework on the education of refugee children is not uniformly formulated, but the legislation of each country should correspond to its ratified documents, that refugee children should have equal access to education and should not be discriminated against due to their social status (UNHCR, 2009).

Reintegration into the educational process can return children again to the routine and normality (UNHCR, 2009) and helps them re-establish social contacts, interpersonal relationships, and also to support emotional stability. Adolescents are the future because they can renew the community that has been affected by war. This virtuous activity can build up adolescents identity in, this activity can enhance self-esteem and the ability to realize oneself. This community restoration activity is realized despite the fact that adolescents might have suffered greatly during the war, for example by not being able to complete their education or training for future employment for various reasons (Machel, 1996).

The reintegration of refugee children can be complicated in the case of a multi-year gap in education, which may be due, for example, war conflict (UNHCR, 2009). The process of education can complicate factors related to the level of communication language of the host society and language of children, the length of life in armed conflict, the availability of schools, or the feeling of safety and fear (UNHCR, 2009). A lot of Syrian children experienced an educational gap as in 2014 the enrolment of children was so slow that it causes wold's second-lowest rate of elementary education enrolment. Only 49% of Syrian school-aged children were attending a school in the 2014/2015 school year. In 2015 53% of children were not enrolled in schools. The educational gap and destruction of education cause disadvantages for pupils and students while reintegrating into the educational process – if these students have an opportunity to return to these process. Being in a class with peers who are at a higher level in knowledge or even in a higher level of language of lessons, the child may be demotivated, which may cause school dropout or forfeiture (Sirin & Rogers-Sirin, 2015).

In Turkey, Lebanon, Iraq, Jordan and Egypt 1 940 000 of Syrian refugee children in school-age were registered (UNHCR, 2017b). Most refugees are hosted by the surrounding countries of the country of armed conflict. In the case of Syrian refugees, these are the neighbouring states of Jordan, Lebanon, Iraq, and Turkey. Turkey host the highest number of Syrian refugees school-aged children.

In those five mentioned countries increased the number of enrolled children into the education system. Unfortunately, there is still the high number of Syrian refugee children (aged from 5 to 17 years) not attending formal or non-formal education. In December 2017 there were 689 087 school-age Syrian refugee children out of the educational process. The number decreased compared to the previous year: in December 2016 there were 731 614 of Syrian school-aged children out of formal and non-formal education (UNHCR, 2017b).

The crucial is focusing on improvement of the quality of the educational process and the effort to include every student in this process indiscriminately based on student's „race, ethnicity, social class, language learning (bilingual and plurilingual), religious diversity, gender (as) disability may or may not be covered by national policies of social and educational inclusion" (Pantić & Florian, 2015, p. 335). Inclusive education for refugee children may be challenging from the perspective of social education (Celik & Erdogan, 2017). The primary objective of inclusive education is to provide equal opportunities to enter the education system for vulnerable groups of children. Among those vulnerable children are beyond refugee children: children from minorities, children from socially excluded families, children with different native language or children with other special educational needs. Inclusive education should avoid the marginalization of the students mentioned above (Pantić & Florian, 2015).

Usually it is up to the school head to decide to which class the pupil will be placed in. The pupil's age and the level of education completed in the country of origin are taken into account. A frequent aspect of this classification is the knowledge of the language and the subsequent language barrier between the pupil and his or her peers. It is recommended that the pupil is not included among younger classmates because the pupil will not be included in the collective due to the age difference. On the other hand, the necessary language level is much lower among the younger students and the pupil is thus enabled to learn the basics of reading and writing, for example. If a pupil is included in a class with younger pupils, it is recommended that he or she attend at least leisure activities in which he or she would be in

contact with peers (Celik & Erdogan, 2017).

The hardship that concerns Syrian refugee children may be placing a child in a classroom with younger children, so that may disrupt straight integration (Celik & Erdogan, 2017). This practice is not a problem only in Turkey but in every country when refugees and also migrants or other children are being placed into classrooms. For example, in the Czech Republic it is possible to use the support of a teaching assistant during classes. This service can be used by pupils with special educational needs, and those include pupils whose level of knowledge of the language is not adequate. The support of teaching assistant operates under the

Ministry of Education, Youth and Sports with subsidies from the Development Program (Ministry of Education, 2017).

Only every fifth Syrian refugee child had access to education in Lebanon in 2014. One of the reasons why many children were left without education process was that schools were overcrowded, as the number of Syrian refugees, or Syrian school-aged children, was higher than the capacity of Lebanon's public schools. As another example of the limitation of the possibility of enrolling education system of Syrian refugee children is in Jordan, where it is not legal to register a student who was outside of the education process for more than three years - what is for many Syrian refugee children usual. Due to this restriction or due to other factors was 1/3 of children from the target group out of the education system. The advantage for Syrian refugee in Jordan and Lebanon as well as Egypt where the concentration of Syrian students is also high is that they are reintegrated into schools where the teaching language Arabic (note: many Syrian refugees struggle even in Lebanon where beside Arabic is a teaching language even French or English) (Sirin & Rogers-Sirin, 2015). Lebanon hosts 987 000 Syrian refugees, of whom 490 000 are children from 3 to 18 years. Only 220 000 of those children attend school. In Lebanon, there in many schools so-called two shift system allowing part of the children attend classed in the morning and the other part of the children in the afternoon/ evening shift (UNHCR, 2018b).

In Turkey in 2013 were many refugees situated in refugee camps. In those refugee camps, a significant number (83%) of school-aged children reintegrate into the education process, besides 14% of children in the cities who were reinstated into the educational process was outside the learning process. In 2014 only 30% of school-aged refugee children attended

schools (Sirin & Rogers-Sirin, 2015).

In the summer semester of 2017 there were in Turkey approximately 60 000 Syrian refugee children in the education system where Syrian pupils and students are in classrooms together with Turkish peers. The educational process of Syrians is taking place in Turkish public schools. Many of the Syrian refugee children used to attend only Syrian educational facilities, as Syrians were only registered in Turkey as visitors. Because of the non-calming situation of Syria, Syrian people are not able to return, and their stay in Turkey is extended more than expected. Due to the extension of the stay of Syrian refugees besides other laws, the obligation to place Syrian children into Turkish educational facilities was made. The Turkish system used to place many refugee children into Temporary Education Centres, but by 2017 more children were enrolled in public schools (UNHCR, 2017b). Due to this law, approximately 70 000 to 100 000 of Syrian pupils were put in first grades in Turkish school in the school year 2017/ 2018 (Celik & Erdogan, 2017).

In Turkey, children struggle due to the language barrier (Sirin & Rogers-Sirin, 2015). Among Syrian refugees, only the Turkmen community speaks Turkish, while the rest of Syrian refugee children speak only Arabic or Kurdish (Crul, Keskiner, Schneiner, Lelie, Ghaeminia, 2016). The Syrian refugee is in Turkish education system taking into account as a one target group even though Syrians are very heterogeneous (Celik & Erdogan, 2017).

Based on the research and the Human Right Watch report of 2015, younger Syrian refugee children who are placed in Turkish schools are more likely to integrate faster than elderly Syrian refugee children. Younger children, among other things, learn the Turkish language very quickly. Conversely, since older children often have problems with Turkish, they can be or can feel isolated in class (Crul, Keskiner, Schneiner, Lelie, Ghaeminia, 2016). „Attending school with locals helps to facilitate peer group exchange, increase intergroup contacts, and potentially reduce ethnic prejudice and stereotypes." (Celik & Erdogan, 2017, p. 6).

As Turkey welcomed more than three million Syrian refugees plus the many Afghan and Iraqi refugees it forced the country to create a variety of measures in different political and social fields (Celik & Erdogan, 2017). Based on this report, the Turkish authorities have been recommended to make the process of older children's placement into higher grades more flexible and to encourage a study of language for refugees on a national scale (Crul, Keskiner, Schneiner, Lelie, Ghaeminia, 2016). Because of the large concentration of Syrian refugees in

Turkish schools, there is another suggestion of a supportive measure how to integrate children into the educational process better, and that is a placing a special adviser in schools. This special advisor would be Arabic and Turkish speaking and would help not only students but also their parents (Celik & Erdogan, 2017).

Children who have a disability from conflict should be fully integrated with other children into the classroom and should not be separated from the peer collective in any way (Machel, 1996).

Many girls are not allowed to continue their studies, mainly after elementary school. We can assume that this implementation of parents is for security reasons of adolescent girls. Education provided to girls may protect them in the future as many of adolescent girls are being married very young (Sirin & Rogers-Sirin, 2015).

Access of refugees to higher education is usually difficult due to gaps in the education process. It is also due to insufficient knowledge of the language and difficult access due to documentation. Also, it can confusing for the refugees to figure out how they must sign up (Unesco, 2017). In 2015 there was a deficient number of Syrian refugees who could continue in a higher educational process while being in a host country (Unesco, 2017). The number of Syrian refugees enrolled in upper secondary education is under 25% in Turkey, Jordan, Iraq, and Lebanon (UNHCR, 2017b). Based on the newest Refugee Education Data and Statistics approximately 39% of refugee children are missing out on education and do not attend primary school. Only 23% of adolescent refugee children are placed at secondary schools. Placement of refugee adolescent children in secondary schools is very low in comparison to the attendance of the world's adolescent children on average. In total, 84% of adolescent worldwide do attend secondary education (UNHCR, 2016).

Many children experience bullying in classes. For example, in Lebanon, many Lebanese parents complained of a high concentration of Syrian children in classrooms as they were afraid that this could reduce the quality of school education for their children (Sirin & Rogers-Sirin, 2015). The teacher's behaviour and attitude just does not motivate pupils in the classroom often enough but this can be a huge influence if they have a good teacher. The pupil often must motivate himself and their behaviour and abilities constitute a pattern of social roles (UNHCR, 2016b). The teacher provides the student motivation not only in education, but in the total integration so the relationship between teacher and student is

crucial. The relationship between teacher and student may, among other things, provide a feeling of safety and determine the relationship with the team (UNHCR, 2016b). It is crucial for teachers to master their role as a teacher in a multicultural class because based on their attitude, pupils in class can respond to the new situation of having a new student in their environment. The teacher's ability in the classroom changes the situation because the teacher is not only a teacher but also to a director of a classroom as well as a psychologist of the classroom. As the teacher leads the class the other students will follow. The teacher by his or her behaviour and attitude can motivate the pupils in the class. The teacher can also motivate the refugee children who is new in the classroom and therefore the teacher can represent a role model both for the pupils and for the refugee child. (Pantić & Florian, 2015). The teacher may provide the refugee pupil motivation for education, but also to the overall integration, therefore the teacher-pupil relationship is crucial. The relationship between a teacher and a pupil by an alien can, among other things, provide a sense of security or a relationship with the school (UNHCR, 2016).

3. 4   Child Labour

To improve social justice in working space and, primarily, to promote conditions of children in working places or to eliminate child labour, the United Nations International Labour Organization was created in 1919. International Program on the Elimination of Child Labour "embarked on an ambitious undertaking to design and develop quantitative estimates of setting targets, formulating interventions and monitoring the impact of child labour policies, regulations, and programs." (Fassa, Parker & Scanlon, 2010, p. 8).

In 1999, precisely in June, the International Labour Organization a Convention was adopted and this was Convention No. 182 on the worst forms of child labour. This shift in the protection of children in the labour market was since the International Labour Organization in 1999 estimated the number of working children at 250 million. The data gathered show that many of these children work in "exploitive and dangerous situations." (Fassa, Parker & Scanlon, 2010, p. 8).

The minimum age of the child is stated differently in some category of jobs. The minimum age of working children under standard and safe working conditions is according to International Labour Organisation Convention 138, 15 years. On the contrary, when it comes to working in dangerous situations, the standard is 18 years. According to Article 32 of the Convention on the Rights of the Child, clear conditions should be laid down concerning work of children, for example, working hours or minimum age. This recommendation about the determination of precise conditions was also raised by the Committee on the Rights of the Child. The International Labour Organization sufficiently mentions minimum age and working conditions.

By Article 32 of the Convention on the Rights of the Child, states that have ratified the Convention, should protect children from such work that could affect the child both in terms of the education and concerning raising of a child. Article 32 of the Convention on the Rights of the Child, letter c, mentions the possibility of punishment in violation of these regulations.

The economic situation of the refugees is often restricted, for example, because the refugee families live on savings. Adults are often limited in their access to the labour market, which means that children are required to participate in income-generating activities. In the case of Syrian refugees, whether in Syria or in neighbouring countries, „the lack of access to education and the poor quality or low relevance of learning opportunities, as well the perception among some refugee families that children can work in the informal economy with lower risks of arrest or punishment than adults, are additional factors that push refugee children into child labour" (UNHCR, 2017c, p. 9). The refugee children face may obstacles to access to education. This may be a reason why it may be easier for refugee children to give up on education and start working. Other possible obstacles that may be a reason to stop the educational process is the lack of knowledge of a foreign language. Another obstacle to education or, indeed, the reason why children have blatant access to work is refugee documentation in the country (UNHCR, 2017c).

Children are economically active when working for the financial reward, but also when working for a non-financial reward, such as the possibility of staying in the facility where they work or the acquisition of material goods. Another condition for the child to be included in the working population or, better said, to be included in the economically active population is that the child is working at least one hour a week (Fassa, Parker & Scanlon, 2010). Not

every type of child labour is considered work. In order to call specific practices child labour, it is necessary to look at this activity from the perspective of the age of the child, length of hours worked and the type of work. Definition of child labour often also depends on the legislation of each country (International Labour Organization [ILO], 2004).

Child labour is such work that can interfere with the psychological or mental health of the child These kinds of work can be dangerous for the child also in terms of social and moral point of view (ILO, 2004). It can be dangerous for the child because child labour is considered an activity that interferes with a childhood and/or disrupts the physical or mental development of children. The work that is specified as dangerous for children is, for example, dangerous from a mental or physical point of view or from a moral or social point of view. Work that is inappropriate for children is work that restricts them from attending education, and/or work that overlaps with the time of school or/and the kind of work that makes children quit school. The interfering of school attendance is not the only fact that the child is denied to go to school just because of work responsibilities, but it can also be a fact that children are not able to attend school regularly in conjunction with demanding working hours and hard work (ILO, 2004), Certain types of work have no impact on the health of children, their personal development, and evolution. Likewise, the mentioned kinds of work that are not considered child labour, do not interfere with the child's schooling. On the contrary, these kinds of work, as for example housekeeping, part time jobs during holidays or weekends or assistance in a family business, are positive for children in some aspect and view (ILO, 2004). Child labour is such a job „that deprives children of their childhood, their potential, and their dignity, and that is harmful to physical and mental development." (ILO, 2004, p.).

Not every kind of work done that is performed by children are considered as dangerous and should be banned. Some types of work do not affect the child's health or their personal development, but on the contrary, those type of positive work can somehow enrich the child. In all cases, to consider a job as positive and enriching, work must not in any way replace or disrupt the child's schooling that is crucial for the child and its future. An example of the kind of work that encourages the child in his or her development can be, for example, part-time jobs during summer holidays or part-time jobs after school in the afternoon and weekends or helping in family businesses (ILO, 2004). The minimum age usually set by the national law of specific countries is 15 years, yet normal working mode at this age can harm a child's emotional well-being or development. Therefore, the recommended age for normal working

full-time is 18 years. Children can perform light work that is not hazardous to their health or safety from 13 years. This work, of course, must not be in contradiction with their education (UNHCR, 2017c). Hazardous work is work for children under the age of 18 years (Fassa, Parker & Scanlon, 2010).

Child labour is frowned upon because of the exploitation of the victims, or the exploitation of children, and because of that, the children are not paid equally high payment rates as adults. As already mentioned, some children may not get paid at all for their work. The children are paid less or they are not paid at all and for this reason, some employers may prefer children as a workforce, because employing someone for free or for low rate is for employers more favourable. Employers may also prefer children as a workforce because they are more obedient than adult workers (ILO, 2004). Child labour for a number of the above-mentioned factors is also a question of violation of human dignity (Fassa, Parker & Scanlon, 2010).

An exclusive kind of one of the worst forms of child labour „involves children being enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities - often at a very early age." (ILO, 2004, p. 16). The worst types of child labour include „being enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities – often at a very early age." (ILO, 2004, p. 16). Other dangerous work performed by children is, for example, working on the construction sites and/or with heavy machinery, work in mining or working with pesticides. Among the dangerous work also includes work where children work more than 43 hours per week (Fassa, Parker & Scanlon, 2010).

If the type of work is complicated or physically demanding, physical health can be compromised during this kind of work, which can cause health problems in the long term (ILO, 2004). If children stop their studies because their families are in need of other salary and because of the poverty, children and their families get into such a vicious circle. It is very likely that the children who stop studying will become adults without a prospect of high earnings (ILO, 2004). For example in Turkey, there are many Syrian refugee families who cannot afford education their children (Crul, Keskiner, Schneiner, Lelie, Ghaeminia, 20106). For many refugees are costs as transportation to school or books very high so they cannot afford to send their children to schools rather they encourage them to work (Sirin & Rogers-Sirin, 2015).

Child labour can be criticized on the grounds that the work and duties alienate the child, which children could experience in a classical and carefree manner (ILO, 2004). The difference in terminology, whether it is or it is not a child labour, may also depend on the country in which the children perform certain types of work (ILO, 2004).

In the case of Syrian refugees and from the perspective of gender balance of child labour, not only boys work, but so do girls. The fact that several million Syrians settled in Jordan during the Syrian crisis, it caused an impact on local communities as well. Based on statistical data, the number of working Jordanian children has increased by half in the first five years of the refugee crisis (UNHCR, 2017c).

However, the girls often work in jobs that are not as readily visible as boys' working places. Girls are often involved in such employment, which is at home, such as housekeeping, work from home (such as embroidery and handicrafts) or work in agriculture. The fact that the girls are in the background can threaten the prospect of abuse as well as exploitation, as most of the housework is not paid (UNHCR, 2017c). Also evidence shows that many Syrian girls are being forced into early marriages as the family is out of the financial resources and usually older groom can support the whole family (Sirin & Rogers-Sirin, 2015).

Undoubtedly, one of the best and most effective ways to prevent juvenile children from working, including work that is highly dangerous, is to interfere with national systems. It is the national systems that may be able to reduce the incidence of child labour and also to respond to the needs of children (UNHCR, 2017c).

4 DEVELOPMENT OF A CHILD

Children are huge victims of war and terrorist acts who are often overlooked. During war conflicts, there are losses and other stressful situations in which the child's organism reacts in some specific way (Joshi & O'Donnell, 2003). Many children have been experiencing an endless armed conflict their entire life so this may also affect their future. During their life in the war, not only do they not have a regular childhood but are affected by many factors, one is that they become more mature than usual.

Children in the war zones grow up witnessing constant violence. These children live in ongoing fear and danger, which is psychologically endangering them for the long run making them susceptible to mental illness. Life in war zones can affect the child's normal development, including prosocial behaviour. Children living in the war are exposed to

frequent losses (Joshi & OʻDonnell, 2003). Some children may, in addition to witnessing violence, also be victims of direct violence (Joshi & OʻDonnell, 2003). Optimal development of children may be disturbed by the violence children often experience, "in many cases, children directly witness violence, directed at, and the death of, their own family members." (Joshi & OʻDonnell, 2003, p. 278).

Childhood and its developmental aspects can be seriously disrupted by difficult situations. Negative events may include, for example, loss of a close person or resettlement, but those events also include radical changes in routine matters or values of children and its family. The development of children may be also disturbed if a member of the family is missing for a longer period of time and the family has no information about its member. If children are constantly watching new and television of the terrible news from the area it can have a bad impact on their development (Joshi & OʻDonnell, 2003). This psychological phenomenon can have a lifetime impact on the development of children and their mental health (Save the children International, 2018). Although millions of children are suffering now from the effects of war, whether from psychological traumas or lifelong physical disabilities, if they manage to get sufficient support, they could recover from their experiences thanks to their incredible resilience (Save the children International, 2018).

The war and its erratic events and its whole dramatic progress have a negative impact not only on individuals but also on entire families and communities of war-torn areas. Individuals who do not manage exposure to traumatic events suffer from a contextual and social fabric. The experience of war may also change the child's expectations regarding its future (Joshi & OʻDonnell, 2003). Children living in armed conflict areas are very prone to psychological impact. This future generation may struggle when rebuilding new peaceful societies (Save the Children International, 2018).

4. 1 Mental Health

Refugee children have a higher incidence of psychiatric disorders based on all their experience (Fazel & Stein, 2003). Refugees undergo situations that are strenuous for a person's psychological state. These situations may include events that threaten individual's life

or events of physical violence. Among the possible predictors of psychological distress may also be included the separation from a family (Lie, Lavik & Laake, 2001). Mental health can be described by several concepts, including „emotional literacy, emotional intelligence, emotional health and well-being, mental well-being and fear, emotional and behavioural problems, mental health problems and health disorders". (Shaheen, 2012, p. 15).

Throughout the three phases of migration, i.e., pre-migration, migration and post-migration, children face a number of major risks that may cause mental disorders (Fazel & Stein, 2002). Risk factors for the onset of a mental disorder may be, for example, escape from the war zone, but also adaptation to the new country and its culture (Shaheen, 2012). Stress can also occur for refugee children during a safe stay in the country of asylum, both prior to the granting of international protection, and eventually afterward at the time of integration into the new host society (Fazel & Stein, 2002, p. 367). The migration process that affects the mental health of refugees could be conceived in four main phases: expectations, devastating events, survival, and adaptation. The life experiences of refugees are conceptualized as a stressful period of life, and as tough, stinging and ubiquitous situations (Papadopoulos, 2001). Most commonly, post-traumatic stress disorder, depression, or sleep disturbances are diagnosed in asylum countries. Children in exile also often suffer from emotional or behavioural disorders (Fazel & Stein, 2002).

The so-called pre-traumatic period is the anticipation phase since it is assumed that at this stage the refugees decide about their future - whether to leave or remain in danger. Decisions are not only about the individual itself but about all family members, so that can make this decision difficult. Decision making is also hampered by the unclear result of this decision. Because of these mentioned factors this phase can even be in the most traumatic phase, even more than the phase of the upcoming "phase of devastating events" (Papadopoulos, 2001, p. 415). The stage of devastating events can be used to mark the duration of the war. The stage of devastating events „is followed by the phase of survival during which refugees are no longer in physical danger from enemy action. They are safe and protected in sanctioned places, living in tents or in abandoned schools, factories or other large buildings." (Papadopoulos, 2001, p. 414). Unfortunately, during this phase the refugees are in a bad psychological situation because regular gas in the environment is weak, unprotected or confused and of course unsettled. Phase adjustment comes after arrival in the country of asylum/ or receiving country. The arrival itself often precedes many ideas or expectations that

are often unrealistic. „The expectations and high hopes are often crushed by the harsh reality that is filled by disorientation, helplessness, bitterness, (or) anger…" (Papadopoulos, 2001, p. 416). For some children who have "poor coping capacities and lack of (a) supportive family environment have shown high levels of stress-related symptomatology response throughout Entire refugee era" (Joshi & O'Donnell, p. 279). Response to trauma, such as extreme stress, is common and expected. Expected are any responses when child is leaving country of origin, migrating into a new country, trying to integrate. When something tragic happens, a person and its body react to the event. The consultant can explain to the child the reasons for its reaction and different types of responses how do a body respond. Consultation with a professional should help the child to better overcome any future stress, better self-confidence, and control over their emotions (Pezerović & Babić, 2016).

Psychological disorders may arise in children during military residence in the country of origin, but also in children who are fleeing the country and are in the transition country but also mainly in children already in the asylum country. The most common psychological disorders include post-traumatic stress disorder „re-experiencing aspects of the trauma: nightmares; visual images; feelings of fear and helplessness, persistent symptoms of increased arousal: easily aroused; disorganized and agitated behaviour; lack of concentration" (Fazel & Stein, 2002, p. 367), depression, and somatic symptoms (such as headache or abdominal pain). Other psychiatric disorders may include loss of interest, poor performance at school, behavioural disorder, sleep disorder, fear and / or anxiety (Fazel & Stein, 2002).

The refugee experience is very psychologically demanding not only for adults but especially for children. During these experiences it has been found that the child's physically well-being is dependent on several protective factors. These protective factors could be divided into three groups. The first group of protective factors is the disposition of a particular child. It is important to assess the child's self-esteem and how he or she can manage or fail to respond to new, though complicated, situations. The second group of protective factors is how much the children are supported by their family, whether there is a positive relationship between their members in the family, whether they are supported by both parents or at least by one of them. The last group is environmental support, which means support from strangers with whom the child interacts. These people with whom the child is in contact can be teachers or health care providers, but they can also be relatives or peers and friends. In the third group, the child shows up during the communication with the mentioned people. Positive relationships with

friends and peers have positive effects on children. Positive effects are also supportive relationships with parents or support for children in schools (Shaheen, 2012).

The risk factors of refugee children that may interfere with their mental health can be divided into several areas, such as parents associated factors, factors directly associated with children or environmental factors. The first mentioned-mentioned factors associated with the child's parents are, for example, when the child is separated from the parent and this may also be the separation of the child due to the death of the parent/ of both parents. Another major factor is abuse or/and torture of parents or observing directly the weakness of the parents. Other parent-related factors are for example, if parents are unemployed or if parents themselves suffer from post-traumatic stress syndrome (Fazel & Stein, 2002).

The other factors mentioned are factors related to the children. An example of this might be, of course, a great deal of traumatic experience that can cause to the child to have psychological problems, whether the events are experienced by the child alone, or the events are witnessed by the child. Some mental health problems can occur due to malnutrition. The more traumatic and stressful the events are, the higher the risk for children may be. Also, the older ones realize the factors more and for this reason, those may be at risk more (Fazel & Stein, 2002).

Among the last factors, the so-called environmental factors, that can also contribute to the child's mental health, can be, for example, the number of resettlements the child has attended, which also involves time spent at a place, such as a refugee camp. This is also related to a cultural isolation, change of the social status of the family or financial change – as poverty is also one of the environmental factors (Fazel & Stein, 2002).

The psychological effects that war has on a child, are those that affect the emotions of the child's behaviour or thoughts. Psychological implications can also affect the child's memory and ability to learn and the ability to understand and perceive (Machel, 1996). Almost all refugee children are exposed to stress factors, but each of these children reacts to stress factors differently. Even though a lot of children suffer from trauma each of them may exhibit signs of trauma in different ways. Trauma in children can affect their behaviour, their emotional well-being, as well as their physical and psychological well-being (Shaheen, 2012). It is not a necessity that every refugee must be experienced with trauma or psycho-emotional

problems. For many, the process of leaving the country due to the dangers can be a smooth process as well as a person's integration into the host society. Therefore, it can be said that not every refugee needs counselling and special care (Pezerović & Babić, 2016).

The phrase psychosocial impacts, which emphasizes the relationship between individual effects, is often used. Social impacts on a child affect relationships and their changes. More specifically, it may be a loss of a relationship due to separation or loss of relationship caused by death. The social impacts are further exacerbated by the disintegration of the community and the harming of social values that are connected with family, community or customary practices. The social impact may have a slight connection with the economic impacts, as there is a change in the social status of the family in the case of loss of finances (Machel, 1996).

4. 2   Trauma

Many refugees may experience significant trauma already in their countries of origin. This trauma can be caused, for example, by witnessing violence, losing close family members, or losing friends. The cause of the trauma can also be torture - whether on its own or a close person (Fazel & Stein, 2002). Children are exposed to possible traumatic stress reactions during or after a war or terrorist conflict. „Such reactions are best understood in the context of social-emotional and cognitive development, as children respond differently to the stress of violence, depending on their developmental level." (Joshi & O'Donnell, 2003, p. 275).

Trauma in a child without a doubt arises in the case of physical injury (Joshi & O'Donnell, 2003).

If the child has a permanent health impact due to the injury, this change on child's body is a permanent reminder of the traumatic event that a child experienced. This traumatic event, that cause a handicap or impairment in some way, can be from an explosion, bombing or shooting. For the child all of these events are of course connected to feelings of sadness, fear and/or pain. Trauma is further supported by the child's surroundings, as people stare at the disability. The trauma may increase due to the feeling of a child: difference, rejection, inferiority or humiliation (Joshi & O'Donnell, 2003). Many refugees and refugees children with disabilities may not be protected enough, especially in overcrowded refugee camps in Greece. Some

disabilities are not visible at the first sign. Many families have a family member with trauma, depression or anxiety. These members get inadequate support: „asylum seekers and migrants with disabilities, who might require specific health or rehabilitation services or assistive devices, face particular obstacles and often struggle to get medical treatment or specialized care." (Human Right Watch, 2017, p. 14).

The response to the trauma varies, but also differs depending on the age of the child. „It is important to see these reactions within the context of social-cognitive processes during each developmental stage to better understand how and why specific trauma reactions appear". (Joshi & O'Donnell, 2003, p. 277).

The fact that the child closes himself or herself from the outside world in response to trauma, is quite common. The child is otherwise unable to defend himself/ herself unless defending himself/ herself by using primitive mechanisms such as the depersonalization (Joshi & O'Donnell, 2003).

Some children or adolescents who are victims of trauma may have anxiety disorders or posttraumatic stress disorder. Of course, this disorder does not manifest in everyone, and the revelation depends on several other circumstances (Joshi & O'Donnell, 2003).

The consequences that are often shown as a result of trauma involving the child is often shown through emotional and behavioural problems. Children may, due to trauma, have problems with aggressive or/and disturbing behaviour, atypical formula custodial relationships, which can interfere with relationships with others, such as parents, peers or other people (Joshi & O'Donnell, 2003). Trauma can also cause poor academic results (Joshi & O'Donnell, 2003). Trauma can affect the child's performance at as well (Shaheen, 2012). Trauma can cause aggression leading to social withdrawal (Joshi & O'Donnell, 2003). The child's ability to actively participate in learning can also be affected because the child may not only have a memory problem but may also be less able to concentrate. A traumatized child may not be able to maintain effective relationships in the classroom with classmates and peers. A child also often has low self-esteem and feels hopeless (Shaheen, 2012).

Refugees often suffer from traumatic exposure, which is manifested, for example, by the fact

that a person has trouble sleeping, even including nightmares. Other possible symptoms of traumatic exposure include lack of concentration, hypervigilance, or irritability (Lie, Lavik & Laake, 2001). These studies emphasize the relationship between traumatic exposure and psychological symptoms, as well as the need for early diagnosis and treatment to avoid the long-term effects of trauma. The effects of exposure to traumatic events are heterogeneous and complex. Symptoms frequently include sleeping problems, nightmares, concentration difficulties, irritability and hypervigilance. Somatic symptoms are also common, including headaches, stomach aches, and other pains. Affective difficulties are often found: depression, feeling lonely and isolated. Other findings are changes in self-perception, relationships to others and in the interpretation of the social context. (Lie, Lavik & Laake, 2001). The traumatized child is often afraid. A child may experience complexity in expression, it may be difficult for him or her to process verbal information. The child is not able to solve the problems, or he or she solve very badly. It is also caused by cognitive deficits which is an inability to think, to understand, and to react (Shaheen, 2012).

The trauma suffered by victims of suffering, deprivation, and violence can be passed on to future generations (Joshi & O'Donnell, 2003).

Unfortunately, due to several factors related to the subsistence of refugee families the need for psychosocial support for children is often for families unacceptable. Many families are only able to provide the necessary physical needs by finding a job and starting work. Also, family members where children are looking for support may also face psychological problems.

Some of these factors and others not mentioned support the vulnerability of the child (Pezerović & Babić, 2016).

4. 3 Other consequences

4. 3. 1 Posttraumatic Stress Disorder

If a refugee is/was exposed to an extremely stressful event or situation, Posttraumatic stress disorder may occur. Posttraumatic stress disorder is characterized, for example, by the fact

that the traumatic event is constantly repeated, for instance in nightmares. Posttraumatic stress disorder may also be characterized by extreme excitement, such as anger and inappropriate behaviour. A person experiencing posttraumatic stress disorder may purposefully avoid incentives or situations that are associated with the trauma (Shaheen, 2012).

Posttraumatic stress disorder occurs when the child begins to perceive that something serious, horrible, or threatening has happened to him or her. The child responds to these feelings by storing the traumatic memories and then later remembering them in his or her mind. The child constantly thinks about and reflects on the trauma, looks for answers to his or her questions about past traumatic event, and thus creates an ever clearer picture of how it all happened. A clearer idea of a traumatic event is created through repeating the story or feedback to that event. over and over. As soon as the whole story fits into the created child's image of trauma, he or she has great concerns about playing back this conception. And, later on, this created image takes place in the child's nightmares (Joshi & O'Donnell, 2003).

Children respond differently to posttraumatic stress disorder. Adult individuals who have anxiety disorders or posttraumatic stress disorder are afraid and they do feel helpless, while children are often upset and disorganized. Disorganized behaviour shows up in the child's inability to sleep because of sleeping disorders (Joshi & O'Donnell, 2003). Refugee children are prone to depression or posttraumatic stress disorder which are internalized symptoms while other refugee children may express their trauma through anxiety and/or externalized symptoms. Anxiety and other externalized symptoms are manifested for example, by aggression or delinquency (Shaheen, 2012).

If a child suffers from depression or posttraumatic stress disorder prior to forced migration, because of violence that he or she was exposed to, or because of witnessing of death in the family due to war, the symptoms may be significantly impaired or exacerbated during migration and the post-migration phase (Shaheen, 2012). Refugee children during the forced migration, experience increased psychological stress, leading to cumulative stress (Shaheen, 2012).

Children may experience loss of a loved one, not only because of death, but also in the case of a long-term alienation from a close person, for example, due to exile, and for the child the fragmentation of the family is complicated. The reason for the trauma can also be „hunger,

violence, torture, resettlement, changing roles, status, and identity, the theme that represents most of all these components is the theme of complex grief". (Shaheen, 2012, p. 23).

4. 3. 2   Stress and toxic stress

Life in armed conflict can cause to the child stress – but it is obviously important to take into consideration the length of the conflict and the nature of the conflict. Stress in the child may show up as sleep disorders or sleep disturbances or nightmares. Some children due to stress may not be interested in playing, on the contrary, a child may be more closed to his / her surroundings. It is important to take into a consideration that every child responds to the armed conflict in different ways (Machel, 1996). A stressful period for a child may be a migration journey into the country of asylum. This journey can be both peaceful but also very dangerous or even life-threatening (Fazel & Stein, 2002).

Many children living in the war are subjected to violence, whether in the form of home destruction, destruction of schools, air strikes, or in the form of death, injuries or even torture. These events may cause psychological consequences in children (Murray, 2017). Prolonged exposure to stress on children in the war, which Syrian children are experiencing currently in the 7th year, may lead to long-term physical and psychological undesirable effects.

Moreover, one of the studies showed that children who lived in military zones may experience symptoms of toxic stress. Toxic stress, which can deeply affect children from war zones. This can lead to a terrible impact that may even affect the next generation (Save the Children International, 2018).

Toxic stress is a permanent and undesirable effect that often occurs after the brutal and/or traumatic situations, as a war is. The child's support network can significantly help the child cope with toxic stress. It is appropriate to provide a refugee child's guardians with professional and needed instruction to strengthen the child's support network. If stress is alleviated, toxic stress is avoided (Murray, 2017). Stress can be divided into three categories. The first is called positive stress, which can even be beneficial for a child, as the child learns to respond to certain aspects of life (Murray, 2017). Positive stress is part of the child's

development, as this type of fear can occur in such ordinary events as changing a child's school, communicating with strangers or exams at school (Sawyers, 2014). The second category is tolerable stress that is more threatening for the child (Murray, 2017). Tolerative stress is also called temporary or short-term stress. It is a type of stress that, with the help of close family or friends, the child can quite easily overcome, such as the divorce proceeding of the child's parents or a natural disaster (Sawyers, 2014). This stress can also be caused by a malignant disease the child has or of a family member. Also death of a close person or experiencing a terrorist attack or other disasters. Toxic stress is the third category (Murray, 2017).

Toxic stress is constant in which the child's body is constantly in the warning mode. In the case of long-term occurrence the affects on the brain and the organ systems of the child and its development can be affected (Sawyers, 2014). The long-term presence of toxic stress may even lead to heart disease, diabetes, substance abuse, immune problems or depression in the adulthood (Save the Children International, 2017b).

Toxic stress can cause changes in function and brain development in the child, which is connected with learning, judgment, memory, impulsiveness or emotions, and worse, these changes are at a critical period in which a child develops (Murray, 2017). The brain's areas of learning and thinking are most developed during the first years of life (Save the Children International, 2017b).

Mentioned changes in brain development and its function may cause permanent results on the ability of the development of a child (Murray, 2017). The toxic stress can cause delayed development of the child (Save the Children International, 2017b). „Toxic stress also results in biological alterations, which impact the nervous, endocrine, and immune systems, extending into adulthood. The cause is the result of the profound effects that dysregulation of the stress response has on immune functions, including a marked increase in inflammatory marker proteins" (Murray, 2017, p. 2) Permanent toxic stress can affect physical development, socio-emotional development, and cognitive development of the child (Save the Children International, 2017b).

The state of toxic stress is among Syrian children is supported by several factors. These children lived or still currently are living in a war conflict. Of these children many of them

have experience with refugee resettlement to new host countries. Therefore, for Syrian refugee children there are several cumulative factors for which the state of toxic stress persists. These situations include traumatic events during life in war and various forms of threats such as fear of abduction and deprivation such as poverty or lack of food and starvation (Save the Children International, 2017b).

4. 4. Reaction of children based on their age

In all developmental stages of childhood, i.e. whether children are pre-schoolers, school-age children or they are already in the age of adolescence, depression may occur as a result of the trauma. There may even be a type of depression in infants who are not happy and fearful (Joshi & O'Donnell, 2003). Different responses to stress can also be given by the age of the child, as it is more likely that older children will demonstrate the more aggressive behaviour. Likewise, older children more often may experience depression or anxiety (Machel, 1996). Other psychological consequences for refugee children and adolescents may be depression and distress/ anxiety (Shaheen, 2012). As a result of witnessing events in the war, many children may suffer dissociative disorders that protect affected children. However, a disassociation disorder may be unsuitably adapted and enhanced and expressed verbally or non-verbally. Some non-verbal signals may be misinterpreted by others, for example as the child is rude or bored, although it may be the result of this disorder. A child with a dissociative disorder is often lost in thoughts (Joshi & O'Donnell, 2003).

Younger children, in addition to the reactions mentioned above, may have learning difficulties and, overall, stress may disturb their development, that may result in stress. Younger children are more likely to have anxiety when they are separated (Machel, 1996).

The child's response to the war depends on many circumstances, including among others the age of the child, the gender of the child, and/or his or her personality. The impact of armed conflict on a child may also depend on family and/or personal history of the child or his or her experience (Machel, 1996). Refugee children usually reflect depression, anxiety disorder and post-traumatic stress disorder in psychological morbidity (Fazel & Stein, 2002).

Unaccompanied children who come to the host societies alone without parents are more prone to mental disorders (Fazel & Stein, 2002). Children who are unaccompanied by parents have a much higher percentage to suffer from of symptoms and mental disorders than refugee children who are accompanied by their parents (Wiese & Burhorst, 2007).

For preschool children, it may be difficult to find out what level of fear they experienced, because this fear and its magnitude may be hidden on the basis of unclear and somatic reactions such as lack of concentration of a child or ignoring important information by the child (Joshi & O'Donnell, 2003). Another key trait in children of this age is the inability to understand death as permanent. Children of this age often manifest their emotional responses to trauma in the form of sleep difficulties such as falling or staying asleep and night-mares. Worry and anxiety, manifested as "clinging behaviour" in the form of refusing to leave the caretaker's side, worrying that something bad could happen to the caretaker, fear of going to sleep, or fear of leaving the house, may also exist. Increased temper tantrums may surface (Cooley-Quille, Turner, & Beidel, 1995; Osofsky, 1995).

Many preschool children think that these traumatic events are happening because of something they did. These children can then blame themselves saying if they had behaved or acted differently, war or other complicated events would not have occurred. Child's thoughts that a war is happening due to a child's behaviour or actions can also inadvertently support the behaviour of parents or child's surrounding. Parents in the case of difficult and traumatic situations become psychically devastated and may act differently than the child is used to. Many adults respond to these situations by crying or shouting, although not directly targeted at a child, the child may blame himself/ herself (Joshi & O'Donnell, 2003).

Children of school age, i.e. children aged 7 to 11 years, respond to traumatic events more differently than younger children of preschool age. In contrast to younger children, children of school age are able to take into account multiple factors into the current problem. On the contrary, children in school age are not yet able to think critically and, conversely, their thinking is too specific, which may make it difficult or even impossible to understand the situation, which leads to the confusion, anxiousness or fears of children. Children in school-age often respond to childish behaviour, a behaviour that does not correspond to their age and deliberately behave like younger children. This type of behaviour is manifested, for example, by the need for a child to carry a plush or another toy. These affected children often use baby

talk and do not speak clearly at their age level. Among the problematic behaviours that these children may have is nightingale. Children in school age may also feel physical pain such as a headache or stomach ache and possible dizziness (Joshi & O'Donnell, 2003).

For school-age children, it is possible to record children's lack of concentration in the classroom, which is often caused by the hyperactivity of children. A significant example is the indifference and rejection of children to attend school. Some children may even be aggressive in the school environment. Many of the children are no longer interested in leisure time activities and other hobbies, which can cause an increasing in the child's trauma (Joshi & O'Donnell, 2003).

As well as younger children, preschool children, do, even children in school-age can feel a sense of responsibility or even feel guilty for the events that take place around them. These feelings increase when the length of fear is extended, which may be in the case of a long-lasting war conflict. School-aged children respond to fear by internally closing themselves off to others think more about their anxieties alone. This condition of closing oneself off may lead to chronic or dissociative states. Children during this difficult time look up to their parents and seek guidance (Joshi & O'Donnell, 2003). Adolescent on the other hand, when compared to younger children are already able to think abstractly enough to be able to focus on the possible circumstances and factors of the war (Joshi & O'Donnell, 2003). On the other hand, adolescents are more prone to depressive thoughts. During the adolescent developmental stage they are able to keep their thoughts inside without any specific indications that something is wrong and are able to possibly withdraw from the outside leading to loneliness. However, the teenager also can assess the situation objectively enough to minimize the possibility of trauma (Joshi & O'Donnell, 2003).

Teenagers may react to trauma with a desire for revenge or desire to be in some other way actively involved. The teenager may feel unwanted, or unappreciated, and he or she may feel like he or she does not belong anywhere. These feelings of alienation from society can be very dangerous for adolescents because they are very vulnerable and easily influenced by terrorist organizations. Participation in the armed group is undoubtedly destructive and dangerous for the adolescent, not only because the adolescent is celebrated for atrocities. Teenagers often have a lot of free time that is very usually an ineffective used time. The educational structure and its quality are generally at odds with war conflicts (Joshi & O'Donnell, 2003). In new

societies, the period of time for teens to re-enter the education process may take some time and many adolescents do not return to education process at all.

Teenagers without effectively used time can experience feelings of hopelessness and helplessness (Joshi & O'Donnell, 2003). If adolescents do not use their time effectively, they may be more likely to experience depressive symptoms. During the developmental stage of adolescence, teens often feel the need to be accepted, wanted or appreciated. The fact that adolescents get into an armed organization make them feel to be an important part of it. They feel what they ask for: they are wanted and appreciated, they feel that they have an important goal and task in their lives (Joshi & O'Donnell, 2003).

Participation in the armed group is undoubtedly destructive and dangerous for the adolescent. „The hopelessness, despair, oppression, lack of education and employment during wars, and the state of chronic terror are the ingredients of the recipe for ongoing acts of violence, terrorism, and war." (Joshi & O'Donnell, 2003, p. 280).

5 INTEGRATION PROCESS

5. 1 Integration

Integration is a dynamic process in a legal, social, cultural and economic dimension. The

successful integration requires two parties to participate actively: in the case of this thesis the first party is refugees, and another party is a host society. Migrants coming to a new coutry are suppost to assimilate. The process means to learn a language of a society as well as a culture and traditions.

The European Convention on Human rights provides effective protection in case of integration. Provisions contained in the Convention are for example family protection, right to social benefits or right to public benefits. In the European Convention on Human rights as well as in the 1951 Refugee Convention in its article 33 mentioned the right of non-refoulment of refugees. This right means that a host society in which a refugee gets international protection may not return a refugee in the country of origin „where his life or freedom would be threatened on account of his race, religion, nationality, membership of a particular social group or political opinion." (article 33, point 1).

The possibility of successful or unsuccessful integration into the society of the asylum country is influenced by the reactions of the environment and society. Whether integration was successful or not could be measured on the basis of certain parameters or indicators that would cover all areas of integration and the overall position of refugees. These indicators should adequately and objectively compare the status of refugees in asylum countries to the inhabitants of the country. The information obtained on the status of refugees apart from information on activity or passivity on the labour market or on housing and education should be so detailed that it would also include information on whether and how they are represented in politics or if they participate in politics. Integration of refugees can be based on research and studies outcome of the European Council on Refugees and Exiles, in addition to a difficult and long legal procedure for obtaining international protection, lengthy for other reasons as well. Other reasons include, for example, change or complete loss of a status at the social level, as the refugee's social status changes. A person must learn a foreign language and also often they need to retrain their profession or learn a new trade (Mestheneos & Ionnidi, 2002).

Many individuals are obliged to rebuild their lives in a new country, starting from the zero again, in a strange environment and in a foreign culture (Hermansson, Timpka & Thyberg, 2002). Refugees are often unsupported, and they face complications due to no/or basic knowledge of the language or system of the country (Hermansson, Timpka & Thyberg, 2002).

Refugees are often insufficiently taken into account in the areas of culture and cultural differences and may also, on the basis of the cultural and linguistic differences face various forms of racism and psychological violence (Mestheneos & Ionnidi, 2002). Many asylum seekers or refugees may experience feeling of anxiety due to the confrontation with discrimination or racism that may often occur against foreigners (Wiese & Burhorst, 2007).

The social status of the family may also be affected by the fact that adults have difficulties finding a job. This may lead to a family becoming financially dependent, and in turn could lead adults to helplessness (Joshi & O'Donnell, 2003). The fact that so many people are unemployed and therefore / or for some other reason they live in poverty, it significantly affects their entire community and it can also affect the society in which they live (Joshi & O'Donnell, 2003). The change in a family that often occurs is a change of the role of a woman. In traditional cultures, it is only a man who earns and cares for a family in the financial and material way, while a woman cares for a household and children. In the case of war and forced migration, women's roles often change (Joshi & O'Donnell, 2003).

Acclimatization can be a great deal of stress for children, especially if the culture in a new country varies greatly. Children who live outside of their communities, out of their culture and beyond their traditions, they may be disturbed or feel disturbed in practicing their religious beliefs (Joshi & O'Donnell, 2003). When an individual's personality is being created, culture has a very important role. Culture even determines the perception of certain life changes and even life losses. There is a so-called cultural death for refugees, a critical condition from the point of view of mental health. After leaving a country of origin refugees lose not only their culture but they lose all that remains to them including cultural attributes of the country (Shaheen, 2012). For many children and adults, spirituality and religion can be a big help when adapting to a new country (Joshi & O'Donnell, 2003). Disturbance of cultural aspects includes, for example, native language, religion or local customs. Studies have shown that children lose their culture faster and easier than adults (Shaheen, 2012). Acculturation is keeping the individual's culture, even if living in a country with a different culture (Shaheen, 2012).

Since the question of forced migration and adaptability is a new experience for most of the families, a lot of the parents cannot cope with this situation. The stress that occurs in the

family can cause many other family problems, such as domestic violence (Joshi & O'Donnell, 2003).

Migration and subsequent integration of refugees has an impact not only on refugees but also in the citizens of a given society. The proper integration process for refugees can be successful when there is participation from local citizens as well. The important condition is if laws and measures are fair as well as equal opportunities for both the immigrants and local people are present (Wiese & Burhorst, 2007).

5. 2 Factors to cope with a situation

The first way that children lose their native culture is by a description of normal daily activities which they were used to. Those activities may be as common as going to school, their learning routine, further, their social networks are disrupted, they may suffer from loss of friends or loss of a family role due to change of the social level of the family (Joshi & O'Donnell, 2003). Many children after their displacement are thinking about their home and country, although often there are no buildings left as consequences of war conflicts (Joshi & O'Donnell, 2003).

A very important role in the psyche of children is the role of educational and child psychologists. Educational and child psychologists are interested in teaching and developing children, which is very promising for children because it can have very positive changes for children in the process in which children learn to behave or adapt socially. Thus, refugee children can get help from psychologists in new and unknown systems and help them to integrate into local communities (Shaheen, 2012).

Among the types of treatments may be, for example, interface both individual and family, but also the type of intervention in a group or in a classroom/school environment (Fazel & Stein, 2002). Methods of providing consultation should be adapted to cultural differences because only this way are intervention effective. For many families and children, the possibility of counselling is a new experience. A key to understanding intercultural counselling is to

understand the perspective of the family and the child in other cultures and other approaches

and lifestyle (Pezerović & Babić, 2016).

The possible method of counselling is group counselling. In contrast to individual counselling, this method allows children, along with other children, to respond to fear, to respond to the feelings of sadness or feelings of aggression that in the children appear while processing in the counselling these or other feelings. For some children, group counselling can be better suited, for example, because the child may feel exposed when an individual meeting. On the contrary, group counselling encourages children to communicate with each other and to discuss their experiences and their memories. Mutual sharing, listening, developing relationships between participants of group therapy, and support between children is a method of treatment. An important method of group therapy is the motivation to move towards the intended goal together with the group through group dynamics (Pezerović & Babić, 2016).

Suitable activities during treatment may be a variety of games, arts, playing of a musical instrument or music therapy and storytelling (Fazel & Stein, 2002). Apart from family and school environment, the development of a child is also influenced by the community in which it a child lives, as well as it is affected by the assistance and services that are provided to children and/or its family (Shaheen, 2012). Teachers and schools have the potential to support the children's ability for some achievements and the children's resilience. The potential in children can be promoted by developing their emotional, educational and social capacity (Fazel & Stein, 2002).

5. 2. 1 Attachment to a care provider

Refugee children are confronted with a new situation that they have somehow to cope with. This process in which they regulate themselves is very influenced by their parents or other guardians, and also by parents or guardians' emotional state (Wiese & Burhorst, 2007). Sufficient attachment relationship is crucial for children to cope with difficult situations. So-called Children's Internal Working Model helps children to correctly develop themselves if there is a satisfactory and early relationship between the baby and its main caregiver. This model allows children to understand themselves, to be self-conscious, and, above all,

attachment relationship allows them to feel safe. The relationship helps a child to feel loved (Shaheen, 2012).

Since the ability to deal with the situation and the ability of self-regulation broadly depends on guardians of children, for children who arrive unaccompanied, are considerably more dangerous that they can be more prone to psychiatric maladies after exposing the trauma (Wiese & Burhorst, 2007).

Many risky children help a supportive family environment as well as the social environment of the child. For the child and for his or her behaviour, parental support is very important, not only during stress but also after it. One of the contributing and influential factors is also the personality of the child and its positives disposition. While providing assistance to children who have suffered psychological injury, it is important to focus on the two main areas of concern in planning needs: firstly, primary prevention and mental health prevention strategies and the second area that need to be addressed is to provide assistance to already disabled persons with mental health difficulties (Fazel & Stein, 2002). Refugees with disabilities should be within the risk group together with children or pregnant women or elderly people so that the priority is given to them (Human Right Watch, 2017).

The problem of providing assistance that can occur when working with refugee children with mental health problems is that many refugee children may suffer long-term and/or repeated traumas, since war and armed conflict, migration, resettlement, staying in a refugee camp and/ or other circumstances are not a one-off situation but a long-term situation, but a prolonged situation (Fazel & Stein, 2002).

The attachments between parents and children can be very marked in difficult situations. For children, the refugee experience is very hard, but it is also hard for adult individuals/parents. Many parents may be traumatized or depressed for example due to war, violence or refugee experience. In order for disruption of the attachments between the child and the parent it is enough for the parents to be disturbed, absent-minded and mentally occupied, and there is no even need for a traumatic situation. Trauma can affect the relationship between the child and the caregiver. This influence is due to disruption of emotional, social, cognitive and physiological functioning (Shaheen, 2012). Fazel and Stein (2012) in their tudy mentioned traumatized mothers who vented their anger to his children. Parents are often exposed to

stress factors during a situation (Joshi & O'Donnell, 2003). Adults often suffer from depression, anxiety, aggression, or anger, but they are also often seen as untrustworthy to a new society. All the stresses that adults experience due to consequences of war and new life in a new country or society are disturbing factors for children (Joshi & O'Donnell, 2003).

Human behaviour and the family as an emotional unit are explored by the theory of family systems. This is, according to a mentioned theory, an open, purposeful, self-regulatory, and ongoing system because every culture perceives the family differently (Shaheen, 2012). The correct attachment protects the child from the correct responses of a child's surrounding, the child is more self-confident, does trust people around him, is able to respond to possible reactions from its surrounding and is able to integrate seamlessly into society (Shaheen, 2012). For the family and its members in terms of psychosocial well-being is a very important factor of social support, but also a factor of social isolation. For example, it is very important that refugee children feel in the new host society supported, as it is for them and their future in terms of psychosocial functioning and even the protective factor of the surrounding, very important (Shaheen, 2012). Psychosocial support for children is essential for restoring the child's development in terms of psychological and social. This support helps children in the development, growth and recovery, after unfavourable conflict experiences. „Recovery programmes should recognise children's rights and their developmental needs, and should be guided by an understanding of, and a respect for, local culture and traditions." (p. 21, Machel, 1996).

Psychological support for children and its success can be closely related to the relationship with the caregiver as well as the community. It is very important how the community responds to the stigma associated for example with rape, and, not only girls but also boys (Machel, 1996). Many released girls can return into society with the child, which may affect their family and community acceptance (UN, 2018).

5. 2. 1 Resilience

„Resilience is the ability for individuals to maintain mental and physical health despite exposure to great adversity and toxic stress" (Murray, 2017, p. 3). Effective communication

contributes to resilience. Significant to contribution resilience is the confident and healthy relationship of the child with the surrounding environment (Murray, 2017).

Resettlement can imply some psychological difficulty for children for several reasons. The child is exposed to stressors when learning a new language in the host society as well as learning a new culture; a child is also exposed to stressors regarding discrimination or social isolation. The social status of families is often changed, but also the economic situation of a family is very often changed, which is closely linked to the potential instability of housing or the psychological health of the whole family (Murray, 2017).

Children may experience a reaction to digestive trauma after an appropriately extended period after the event has been completed. Among traumatic experiences can include almost all the circumstances of war conflict or migration, such as life threats, the loss of a close person, extreme poverty, violence, and more (Sawyers, 2014).

For some children, they live in a stressful home environment which enables the school to be a place that can reduce their stress. On the other hand, for many refugee children, a new school and the new way of learning and educating in that new school may be confusing and stressful (Shaheen, 2012). The child must adapt to a different way of teaching and to a different system of education, in addition to adapting to the new school and school-mates (Shaheen, 2012). An important fact from the point of view of the integration but also of the child's mental health is that it is not only for the child that the education system is different but also for the teacher who is in contact with the child (Shaheen, 2012).

The needs of refugee children in the treatment of mental health problems may be more difficult, since „(they) often require working with many different professionals and agencies such as interpreters, legal/immigration teams, voluntary organizations, ethnic support groups, social services, and schools." (Fazel & Stein, 2002, p. 368). Part of indirect assistance that could be a key to the success of a pupil or student - and not only in the area of education, is to help the child's family. Parents themselves or those people closely surrounding the child can be stigmatized by their current situation, which can cause, among other things, stress and consequently emotional needs.

The term resilience can be in the context of individual characteristics, as well as the process itself or the overall outcome. The term endurance is, among other things, a process in which resources are used to maintain welfare. The term resilience is also the ability to resume if an individual experiences an adverse event. Among other things, an individual can adapt to trauma, acute stress or other forms of stress or trauma. Even though resilience can be defined as the ability to adjust to disorders that impair function or development successfully, other resilience features include the ability to avoid changes that occur during chronic stress and which are detrimental behavioural or physiological (National Scientific Council on the Developing Child, 2015).

As mentioned above, resilience can be understood as an individual characteristic, process or outcome, but it is a positive and adaptive response to the unfavourable event that happened to the individual. This quality protects the healthy development of an individual during stressful reactions (National Scientific Council on the Developing Child, 2015).

Considerable attention should be given to the protection, prevention, and treatment of this new generation because on the next generation's depends future prosperity of society (National Scientific Council on the Developing Child, 2015).

6   CONCLUSION

The refugee situation is very complex and the factors hampering the integration of refugee children that I described in the diploma thesis are also associated with complexity. War and migration are challenging life experiences that children and their families can not influence. However, what can be affected is the care of children from this target group after fleeing the country of origin due to war and their treatment and integration into the new society.

European countries where refugee families, but often even unaccompanied children, are looking for a better future countries can offer some stability to refugees: education, accommodation and good living conditions, retraining or qualification courses or financial assistance. These factors can help improve situation of whole refugee families and help them to return to a normal life. In addition, living in those condition may help children and their future. In contrast to these, usually Europeann countries, countries that host millions of refugees do not have sophisticated living. Many refugee children due to the complexity of the refugee situation, and due to the socio-economic reasons of the family, leave their studies and start working, often illegally. There is a distinction between the legally developed European countries where refugee children continue their education as asylum seekers, and between legally less developed countries, where the concentration of working children is very high. These are often neighbourhood countries with large numbers of refugees. In European countries.

It is important to promote policies protecting refugee children, such as social and economic policies to entrench children's rights. The protection of the rights of children affected by armed conflict is strengthened by Office of the Special Representative of the Secretary-General for Children and Armed Conflict. This protection is also reinforced by the effort to raise awareness of this issue. This effort has also increased since the appointment of a new representative, and efforts are being made to end and prevent children from being in conflict and their rights being seriously violated (UN, 2018).

It is important to focus on the mental health of children. Otherwise it can be a very negative impact not only on their future but also on the whole society. As mentioned in the thesis, possible entry into armed groups also threatens many refugee adolescents. An important and

possible step in future cooperation is to provide bilingual-speaking staff working with up-and-coming children in order to simplify cooperation and whole process. Sufficient staff, for example, in the field of therapeutic counseling.

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