

Guidance for Schools
Information and Resources for Holocaust Memorial Day

While these are produced by

Haringey SACRE

Other participating LAs that have adopted

AMV

can use them if they find them helpful

Bath and North East Somerset, Bristol, North Somerset and The Isles of Scilly

Teachers need **to preview** all resources for suitability for their students

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*Haringey Standing Advisory Council on Religious Education
Guidance for Schools: Resources for Holocaust Memorial Day 2018*

December 2017



Guidance for Schools: Resources for Holocaust Memorial Day

Haringey Standing Advisory Council on Religious Education (SACRE)

HOLOCAUST MEMORIAL DAY (HMD) 2018

The theme for HMD 2018 is: **The Power of Words**



The Holocaust refers to the Nazi genocide of the Jewish people - the systematic, state-planned persecution and extermination by the Nazi regime and its collaborators of six million European Jews, simply for being who they were. The Nazis believed and promoted a racist doctrine that Aryan people were a superior master race, whose lives were more valuable and whose biological purity must be safeguarded at all costs. People were divided into Aryan and non-Aryan groups, and policies and laws were implemented against the Jews who were considered racially inferior and at the bottom of the Aryan hierarchy. Life became increasingly difficult for Jewish people in Germany from the time the Nazis assumed power in 1933. Discrimination against Jews began immediately: they were gradually denied civil and human rights, intermarriage was forbidden, populist anti-semitic propaganda and persecution was widespread, and arrests and imprisonments in camps began.

On the eve of the Second World War, Hitler threatened the “annihilation of the Jewish race in Europe”, and in each area invaded by the Nazis after war began, Jews were forced to live in ghettos, deported to concentration camps or murdered in mass shootings (some 1.5 million) by the notorious Einsatzgruppen. With the development of the ‘Final Solution’ in 1942, all Jews were transported to death camps or labour camps, where they were either murdered in the gas chambers on arrival or worked to death. Almost three-quarters of European Jews, about half of the world Jewish population, were murdered in the Holocaust, widely regarded as the most terrible chapter in human history. Other groups considered different and not ideal Aryans, who threatened racial purity, also suffered discrimination and persecution.¹

Holocaust Memorial Day (HMD) is commemorated each year on 27th January – the anniversary of the liberation of the Auschwitz death and concentration camp. It remembers all the people who suffered, died and survived the Holocaust and other genocides, ethnic cleansings and mass slaughters of the 20th and 21st Centuries. No one knows the exact number of the people who died in the Holocaust although it is estimated that 15 million had their lives cut brutally short, including Jews, the disabled, the mentally ill, gay men and women, communists, political prisoners, Soviet prisoners of war, Slavs, Roma, ethnic Poles, anyone of African descent, and people such as beggars, vagrants, prostitutes, nonconformists, drug addicts and alcoholics. Jehovah's Witnesses held beliefs that did not permit them to swear allegiance to Hitler, as they understood themselves to be citizens of Jehovah's Kingdom. They were persecuted, imprisoned and sent to concentration camps, as were Christian pastors and priests who opposed the regime and many more who, for one reason or another, were considered and treated as inferior.

This mass murder of people in the Holocaust and now in other genocides and atrocities would not have been or still be possible without whole societies being told and believing that certain groups of people are inferior, dangerous, different, ideologically wrong and not fully human. History and current events show us clearly that holding people in contempt or dismissing them as inferior, or bullying and abusing power, can lead to shocking consequences.

Words can make a difference – both for good and evil.

'I want to go on living even after my death! And that's why I am so grateful to God for having given me this gift, which I can use to develop myself and to express all that's in me. When I write I can shake off all my cares; my sorrow disappears; my spirits are revived.' - Anne Frank, written in her diary, 5 April 1944

¹ Holocaust Memorial Day Website under Nazi Persecution <http://hmd.org.uk/genocides/nazi-persecution>

Spoken and written words from individuals, corporations, community organisations or the state, can have a huge impact, whether good or bad. The theme for HMD 2018 explores how language has been used in the past, and how it is used in the present day.

HMD activities could focus on the impact that words had in the Holocaust and subsequent genocides, through propaganda used to incite, through slogans written in resistance, and through memoirs written to record and respond to what was going on. The words that we see and hear all around us today – in newspapers, online, in conversations – the words that we choose to use, all have an impact upon us and those around us.

[Download a copy of the full Theme Vision here.](#)

Scope of the theme:

- The power of words
- Words written during the Holocaust and during the subsequent genocides
 - by perpetrators
 - by people who wanted to criticise perpetrator regimes, or stand up against them
 - by people who wrote to survive, or to record their experiences for the future
- Words written as a response to the Holocaust, Nazi Persecution and the subsequent genocides
- Words today
- How we respond to words
- The power of definitions
- Free speech and censorship

HMD invites us to reflect on the consequences of prejudice, to face hateful attitudes and crimes towards minorities, and see how antisemitism and other racisms, Islamophobia, prejudice and the general demeaning of others, can fuel discrimination, violence and hate. It asks us to learn from the Holocaust, recent genocides and current events and to do all we can to raise awareness and prevent these appalling crimes against humanity from happening again.

The Haringey Context

19.4 % of children on the school roll in Haringey are refugees and we have the highest proportion of refugee children in the U.K. Refugees are a diverse group and come from Somalia, Sri Lanka, Turkey and Albania. Afghanistan, Iran, Iraq and Zimbabwe.² Schools play a vital role in promoting the wellbeing of refugee children. Some have experienced traumatic events, including violence, separation and bereavement. We also have over 2000 asylum seekers in our schools. Exploring issues and appropriate themes sensitively that are related to Holocaust Memorial Day, can increase and foster understanding of the lives and experience of some of the children we find in our schools. HMD enables schools to explore critical moral issues, investigate human behaviour, respond to inspirational stories and consider what it means to be a responsible British citizen.

A focus on HMD can help schools to plan lessons that:

- identify the roots and consequences of prejudice, racism and stereotyping and challenge intolerance;
- consider what it means to live in a British plural, society and explore meanings of diversity and difference and the opportunities and challenges this presents (cultural, religious, social);
- reflect on the dangers of doing nothing and being indifferent to the treatment and oppression of others;
- enable students to be inspired by and learn from real life survivor stories of courage and faith;
- use an encounter with a survivor or a field trip, visit, film clip, book, poetry and art sharing their experiences to stimulate enquiry;
- initiate actions and projects, raise money for charities, hold a remembrance event, work with artists and poets in residence, develop or sign a charter on a chosen theme and document responses.

² Source: Refugee and asylum seeker children in U.K schools

<https://www.naldic.org.uk/Resources/NALDIC/Initial%20Teacher%20Education/Documents/Refugeechildreninschool.pdf>

Further Resources and Websites

Please note: Teachers need to **preview all resources** for suitability for their students. Some children may be particularly vulnerable because they have been traumatised by experiences of their own families and friends. Teachers need to *select those to be researched or viewed by students with care, as there are some powerful, graphic and horrific images on some resources.*

Holocaust Memorial Day Trust here you will find a range of age appropriate resources on a number of themes, as well as life stories of the survivors and further references to look up.

Haringey Council HMD Resources

Haringey Holocaust Memorial Day Working Group plans and puts on events each year in partnership with Haringey Council. Each year resources are uploaded to the website to commemorate HMD. The annual event at Bruce Castle **will take place this year at the Civic Centre on Sunday 28th January from 2.00p.m.** Frequently there are resources or exhibitions put on for schools and music. Please find videos made with Haringey students who have interviewed survivors and also been to and shared their experiences of visiting Auschwitz.

<http://www.haringey.gov.uk/local-democracy/about-council/equalities/holocaust-memorial-day> The links on the left take you to videos and also give details of past events and resources. The video on the Y word comments on kicking ~~anti~~ racism and antisemitism out of football.

Holocaust Memorial Day website

<http://www.holocaustmemorialday.gov.uk/resources/survivorstories/default.asp>

<http://hmd.org.uk/content/for-educators>

Yad Vashem – the World Holocaust Remembrance Centre

<http://www.yadvashem.com>

A wealth of material including comprehensive teaching resources, lesson plans and guidance

The National Holocaust Centre and Museum <http://www.nationalholocaustcentre.net> have a section on survivor stories

The Holocaust Educational Trust (HET) have some useful resources for HMD with a page dedicated to survivor stories that is easy to use and navigate with a picture of each survivor- a click takes you immediately to their stories <http://www.het.org.uk/education/outreach-programme/survivor-stories>

<http://www.het.org.uk/lessons-from-auschwitz-programme> - about teacher training opportunities for schools and teachers to visit Auschwitz

University College London (UCL) has a dedicated Holocaust Education Centre to support and train teachers and good courses are offered regularly <http://www.holocausteducation.org.uk>

The Holocaust Explained <http://www.theholocaustexplained.org> is a website for students to help with school work and homework

The Holocaust Research Project <http://www.holocaustresearchproject.org> has lots of useful facts

The Wiener Library <http://www.wienerlibrary.co.uk>

is Britain's largest library and archive on the Holocaust and Nazi era, based in central London and open to the public five days a week free of charge. It hosts class and teachers' visits related to RE, History, Politics, Citizenship, German Studies and Art. Also supports Key Stage 5 extended projects

Haringey-based www.explorejudaism.co.uk runs classroom sessions on the Holocaust, including a modified programme for younger pupils

Film introductions (useful for Teachers own research and secondary)

Useful and comprehensive accounts of the development of The Holocaust, available through Amazon or EBay, include:

- 'Genocide' – episode 20 of the acclaimed 'World at War' TV series. 50 mins
- 'Genocide' – Oscar-winning documentary produced by the film division of the Simon Wiesenthal Centre. 1 hr 20 mins. The Centre <http://www.wiesenthal.com> is a global human rights organisation researching the Holocaust and hate in a historic and contemporary context

Comprising the testimonies of survivors, witnesses and perpetrators of The Holocaust, Claude Lanzmann's nine-hour epic, 'Shoah', was voted no.2 in the 'Greatest Documentaries of All Time' British Film Institute poll.

Ted Talks Holocaust Survivors

Genocide Survivors: Contributors not Victims. Myra Giberovitch

<https://youtu.be/o68wUXRM7R8>

What my mama told me: Edith Eva Eger at TEDxLaJolla

<https://youtu.be/0We7BNUILBA>

Mala Tribich A Holocaust Survivor on memory, legacy, and the future TEDxCourtauld Insitute

<https://youtu.be/ryfWIdb4nCk>

Ibby Knill Ted xYouth@Bath

https://youtu.be/qyKIKY_rFoQ

Samantha Lakin on exploring stories of the Rwandan Genocide TEDx Fulbright Santa Monica

<https://youtu.be/1LgweHHDy0Y>

From schoolyard bullying to genocide: Barbara Coloroso TEDxCalgary - Very good and relevant to school

<https://youtu.be/zkG0nssouFg>

More suitable for secondary

Gerda Wiessmanns Moving and vivid story of remembering the Holocaust.

<https://www.ushmm.org/remember/days-of-remembrance/resources/one-survivor-remembers>

The White Helmets in Syria- heart-warming hope in the midst of devastation- '*To save a life is to save the whole of humanity*'. There is a lot on the internet about the **White Helmets** for further research

<https://youtu.be/3wj4nclEDxw>

A Good Man in Hell: General Romeo Dallaire and the Rwanda Genocide

Teachers should watch this first and decide if this is appropriate for their KS4 students and above. This is an exceptional film that contextualises the RWANDAN genocide. Romeo Dallaire recalls how harrowing it was to be a UN General when no countries were willing to send soldiers to stop the Rwandan Genocide. Raises ethical and moral dilemmas and is an example of a man who is still asking questions about whether he could have done better. Compelling and sobering.

<https://www.youtube.com/watch?v=fVX3WWj2drQ>

Lopez Lomong was ripped from his mother's arms at the age of six and forcibly taken to train as a boy rebel soldier in Southern Sudan. His faith in Christ helped him to escape and running for his life in the savannah, led him later to America where he became an Olympic runner. A brief inspirational story can be found here:

<http://www.christianitytoday.com/ct/2012/julyweb-only/lost-boy-olympian-lopez-lomong-runs.html>

Suggested Books:

For Primary Schools: Non-Fiction and Fiction

The Butterfly - Patricia Polacco

Beautifully illustrated – this book tells the true story of a friendship between Monique a French girl whose family are part of the Resistance and a ghost at the end of her bed, who turns out to be Sevrine, a Jewish girl who is hiding in her house. Both girls become friends until they are discovered.

Passage to Freedom, The Sugihara Story - Ken Mochizuki

In 1940, five-year-old Hiroki Sugihara, the eldest son of the Consul to Lithuania, saw hundreds of Jewish refugees from Poland standing outside the Consulate window. They had come to ask Hiroki's father if he could issue visas for them to escape the Nazi threat. The story is based on Hiroki's words that depict the courage of his father who cares and prioritizes the welfare of others and Hiroki's respect for him.

Rose Blanche - C Gallaz and Roberto Innocenti

This beautifully illustrated story for all ages is about a girl in Germany who finds a concentration camp in the woods. It is unforgettable and full of realism.

I am a Holocaust Torah - Rabbi Alex J Goldman

The story is the saving of 1,564 Torah scrolls stolen by the Nazis. An excellent teacher resource that is useful for lessons and assemblies.

Suitable for Key Stage 2 and above

The Last Goodbye (Kindertransport)

This education 'pack' addresses the escape of 10,000 unaccompanied children of the Kindertransport in 1938 and 1939. It features the rescue of children from Nazi Europe and is illustrated with the paintings of Hans Jackson, a holocaust artist. It tells of the children's experience of upheaval, leaving their families and settling in Britain. It offers teaching activities and encourages reflection on what it means to be a refugee. It is available from the Jewish Museum in Camden. www.jewishmuseum.org.uk/

Twenty and Ten - C H Bishop

During the German occupation of France, twenty French children were brought to a refuge in the mountains. One day a young man came to their school with a request. Could they take in and hide ten Jewish refugee children? Of course the children understood, but how would they hide them if the Nazis came? Based on a true story, one of many such incidents during the war.

Terrible Things - Eve Bunting

In this allegory, the animals of the forest are carried away, one type after another, by the Terrible Things, not realizing that if perhaps they would all stick together and not look the other way, such terrible things might not happen.

If the stars could only speak - Batsheva Dagan Holocaust Centre

This is a moving and sensitively written children's book by Holocaust survivor and educationalist Batsheva Dagan for use with children over the age of 10. It tells the anguishing story of a Jewish mother, whose is separated from her children and eventually and happily reunited with them. It offers an excellent and sensitive introduction to the difficult issues of the Holocaust.

When Hitler Stole Pink Rabbit - Judith Kerr (Collins)

A story about Anna's lost childhood, when she wakes up one morning to find her father, who has worried about his family's safety and is making plans to meet them in Zurich, has gone, disappeared. It tells the story of the Second World War and becoming refugees through the experience of one family. It is touching, funny and sad.

Hana's Suitcase - Karen Levine (Evans)

Hana's suitcase tells the story of Hana Brady and the suitcase with her name painted on it. Just one small piece of her life that she took with her on her final journey to the Gas Chambers of Auschwitz. Her story would remain untold if not for a Japanese Curator of a small Holocaust museum in Tokyo who after being sent the case to put on display, was compelled by her child students to try and find out what happened to the little girl who had owned the case originally.

The Number on my Grandfather's Arm - David A Adler (URJ Press)

The moving story of a young girl who learns her grandfather's experience in Auschwitz and then helps him overcome his sensitivity about the number on his arm, this award-winning picture book gives young children just enough information about the Holocaust without overwhelming them.

Anne Frank

A Picture Book of Anne Frank (Picture Book Biography) by David A Adler (Author), Karen Ritz (Illustrator)

Clearly written and in accessible language for primary readers, Adler explains Hitler's rise to power, the restrictions placed on the Jews by the Nazis and the reasons that Anne and her family went into hiding. We meet a young, bright girl with courage and a lively personality who writes her diary against the backdrop of the political events that surround her and millions of other Jews.

Upstairs Room *Johanna Reiss*

We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust *Jacob Boas*

Rescue: The Story of How Gentiles Saved Jews in the Holocaust *Milton Meltzer*

Hiding to Survive: Stories of Jewish Children Rescued from the Holocaust *Maxine B. Rosenberg*

Daniel's Story *Carol Matas*

<http://www.bookrags.com/studyguide-daniels-story/#gsc.tab=0>

Upper Primary/Secondary: LIGHT FROM THE YELLOW STAR: A Lesson of Love from the Holocaust by ROBERT O. FISCH

This is a superb and hopeful book with wonderful illustrations and reflections taken from the tombstones of people who lost their lives. Robert Fisch is a Hungarian survivor of the Holocaust, a Doctor and an artist who asks us to remember the beautiful heroes with compassion, healing and love. This is an absolutely inspirational book that prompts people to think about human relationships and to pose philosophical questions. Teachers could use the artistic illustrations and poetic words to help young people to create a commemorative service of remembrance.

Available from <http://www.yellowstarfoundation.org/book.htm> they also have teaching resources and video clips.

Examples taken from his book can be found on <http://www.holocaust-trc.org/light-from-the-yellow-star/>

For Secondary School

'Left to Tell' *Immaculee Ilibagiza*

A Roman Catholic Tutsi who hid for 91 days, when she and seven other women huddled silently together in a cramped bathroom in a local Hutu Pastor's house. Through this captivating story about the Rwandan genocide is the faith, belief and prayers of this woman who relied on and prayed to God in her darkest hours. Her story of survival, her experience of unconditional love which she passes to everyone and her ability to forgive through God are remarkable and inspirational. The YouTube video following tells Immokalee's story briefly.

Rwandan Tutsi Forgives: YouTube <https://youtu.be/DKXHK74qLdg>

20 Years after the Genocide - You Tube Video is about a young German girl whose father is a Tutsi and lives in Germany. He brings his daughter back to Rwanda to get an understanding of her heritage and past.

20 Years After the Genocide in Rwanda. Faith Matters <https://youtu.be/RumDNjtp6z8>

BBC Documentary on Rwanda's Untold Story 2014 <https://youtu.be/c0LFbUZcO5I>

Suitcase Education Booklet with teaching information and ideas - inspired by being the child of a kinder-transport refugee. – **Primary School** <http://suitcase1938.org/wp-content/uploads/2014/03/Suitcase-Education-Pack.pdf>

Branded on my arm and in my soul: A memoir of *Abraham W. Landau* a holocaust survivor from Poland who settled in the USA - **could be adapted by teachers for Primary**

<http://remember.org/branded-on-my-arm-and-in-my-soul-a-holocaust-memoir.html>

My diary of a Nazi death camp childhood *Helga Weiss*

<https://www.theguardian.com/lifeandstyle/2013/feb/22/helga-weiss-diary-nazi-death-camp>

Joseph Sher Survivor Story <http://www.holocaustsurvivors.org/data.show.php?di=record&da=survivors&ke=2>

<https://www.theguardian.com/world/2015/jan/27/auschwitz-short-history-liberation-concentration-camp-holocaust>

At Auschwitz today there are reminders of the children's coats, shoes and suitcases, all that is left of these lives, that show that they were there. http://www.bbc.co.uk/religion/religions/features/holoust/chief_rabbi.shtml

Websites to research the martyrs and inspirational figures during the Holocaust

Hannah Senesh: <http://www.jewishvirtuallibrary.org/jsource/biography/szenes.html>

This site is also very accessible and provides brief but excellent background to Hannah Senesh. She was an inspirational Hungarian Jew who survived during the Holocaust but was finally captured and killed. Her writings and poetry are inspirational as is her life.

<http://www.hannahsenesh.org.il/>

Raoul Wallenberg: A Swedish Diplomat who saved Hungarian Jews

Biography of Wallenberg accessible to teachers and secondary students at KS4
<http://www.jewishvirtuallibrary.org/jsource/biography/wallenberg.html>

Corrie Ten Boom survived the Holocaust, both she and Betsie, her sister, were imprisoned in Ravensbruck, because their family who were part of the DUTCH underground, hid Jews in their own house and also found people to bring up Jewish babies. Betsie died in Ravensbruck and Corrie survived. She travelled to over 60 countries to share her story of Christian story of survival and faith.

http://en.wikipedia.org/wiki/Corrie_ten_Boom

Wikipedia is a good starting place to get the essential facts and biography of Corrie Ten Boom

<http://www.heroesofhistory.com/page59.html>

Another place to get a biography and outline of Corrie Ten Boon's life

<http://tenboom.org/aboutthetenboomsc48.htm>

The history of the Ten Boom family and house where they hid refugees fleeing from the Nazis

The Secret Room: The Story of Corrie Ten Boom *David Wallington*

A Review with some extracts from the book

<https://layreadersbookreviews.wordpress.com/2015/07/20/the-secret-room-the-story-of-corrie-ten-boom-by-david-wallington/>

Anne Frank

A Picture Book of Anne Frank (Picture Book Biography)

By *David A Adler* (Author), *Karen Ritz* (Illustrator)

The TES has resources to buy for example see this activity for secondary schools

<https://www.tes.com/teaching-resource/holocaust-picture-video-preparation-task-11441689>

BBC Holocaust Pages

http://www.bbc.co.uk/history/war/wwtwo/holocaust_survivors_gallery.shtml

American Holocaust Survivors & Holocaust Sites

<http://www.holocaustsurvivors.org/>

<http://www.holocaustsurvivors.org/survivors.shtml>

<http://www.holocaustforgotten.com/stories.htm>

<http://fcit.coedu.usf.edu/holocaust/people/survivor.htm>

<http://ddickerson.igc.org/survivors.html>

<http://fcit.coedu.usf.edu/holocaust/activity/HighSchl.htm>

<http://remember.org/image/index.html>

Personal Survivor Sites

<http://www.zchor.org/>

<http://www.survivorstory.com/directory.html>

Armenian Genocide

<http://www.armenian-genocide.org/>

http://www.chgs.umn.edu/Histories_Narratives_Documen/The_Armenians/the_armenians.html

http://www.armenian-genocide.org/Education.19/current_category.121/resourceguide_detail.html

Cambodian Genocide

<http://www.cybercambodia.com/dachs/index.html>

<http://www.edwebproject.org/sideshow/>

<http://www.crimesofwar.org/about/crimes-of-war/> Home Page with links

http://www.mekong.net/cambodia/s_yost.htm

<http://www.pbs.org/frontlineworld/stories/cambodia/voices.html>

<http://www.asianart.com/exhibitions/legacy/intro.html>

http://www.mekong.net/cambodia/oral_hst.htm

Kurdish Genocide

<http://uk.gov.krd/genocide/pages/page.aspx?lngnr=12&pnr=37>

<http://thekurdishproject.org/history-and-culture/kurdish-history/kurdistan-genocide/>

Roma Holocaust

<http://www.herts.ac.uk/UHPress/holocaust.html>
<http://www.herts.ac.uk/UHPress/sharedsorrows.html>
<http://www.deathcamps.org/belzec/romaregineb.html>
www.romove.cz/en/article/19060

Rwandan Genocide

<http://www.developments.org.uk/data/Issue24/horror-and-hope.htm>
http://www.imagetext.ca/portbio_main.html
<http://www.survivors-fund.org.uk/>
<http://www.rwandanstories.org/genocide.html>

Tibetan genocide

<http://www.eliotpattison.com/tibet.html>
<http://www.historywiz.com/cultgenocide.htm>
<http://www.meaus.com/Tibet - Give Us Liberty.html>

Yugoslavia

<http://www.euronews.com/2015/07/10/personal-stories-from-three-survivors-of-the-srebrenica-massacres>
<http://www.thechaoticscot.com/bosnian-war-survivors/>
<https://genocideinvisegrad.wordpress.com/2008/11/29/the-rapes-in-bosnia-a-muslim-schoolgirls-account/>

Some of these accounts are harrowing, so we encourage you to check them first.

General Holocaust / Genocide / refugee resources

<http://www.annefrank.dk/Default.htm>
http://www.teach-nology.com/teachers/subject_matter/social_studies/holocaust/
<http://www.holocaustechoes.com/robinson3.html>
<http://refugees.org/serving-the-uprooted/>

Support for Survivors

Jewish care links survivors with schools amongst many other things

<https://www.jewishcare.org/how-we-can-help-you/services/holocaust-survivors-and-refugee>
<http://www.gssnglobal.org>
<http://survivors-fund.org.uk/who-we-are/>
<http://www.ageuk.org.uk/barnet/neighbourhood-services/social-groups-and-lunch-clubs/hendon/holocaust-survivor-and-refugee-service/>

Bosnian Survivor Stories: <https://www.srebrenica.org.uk/category/survivor-stories/>

Camdodian Genocide Survivor Stories <http://www.cybercambodia.com/dachs/stories.html>

<http://www.genocidepreventionnow.org/Home/HOLOCAUSTANDGENOCIDEREVIEWHGR/DirectoryofOrganizationsforGenocideAwareness.aspx>

War child

Support for Child Soldiers and for children affected by violence from this excellent UK charity
Their mission is to protect, educate and stand up for the right of children who are caught up in war
<https://www.warchild.org.uk>