

TANYA* (AFGHANISTAN)

“...I still have one foot in Afghanistan and the other foot in Canada.”

Life before Canada

Birthplace and Family

I was born in Kabul, Afghanistan, on January 1, 1989. Prior to coming to Canada, I lived in Peshawar, Pakistan. I am a Muslim. My family speaks Farsi. I speak Farsi, Urdu, Pashtu, and English. I have two brothers (Atash and Babur), one sister (Azin), and my mother (Afshan) and father (Asa). I had a very good relationship with all my family.

My father died before we moved to Pakistan. Prior to my father's death, my mother, Afshan, worked as a nurse. My father was an Afghani government employee. He died in a fire of a government building where he worked. We believe that the fire was set by the Taliban. I was almost 12 when Father passed away and brother Atash had just been born.

We left Afghanistan because of the war with the Taliban rebels, who caused my father's death. After he died, there was no one to support us. My mother couldn't work in Afghanistan and she wasn't allowed to be outside her home without a male accompanying her. It was hard for my mother because one of my uncles was giving her a hard time. He wouldn't help her.



Map No. 3958 Rev. 7 UNITED NATIONS
June 2011

Department of Field Support
Cartographic Section

© United Nations/Department of Field Support, Cartographic Section. Map No. 3958 Rev. 7. June 2011. Map of Afghanistan. CC License. <<https://www.un.org/depts/Cartographic/map/profile/afghanis.pdf>>.

* To protect the participant's privacy, pseudonyms have been used in this narrative.

AFGHANISTAN

The current borders of Afghanistan date back to the 1893 Durand Line Agreement that followed the second Anglo-Afghan war of 1878–1881. The agreement resulted in the split of the Pashtun tribes between Afghanistan and British India (part of which today is Pakistan). Afghanistan gained full independence from British control in 1919.

War and Conflict

Afghanistan has experienced over 40 years of almost continuous political instability, war, and conflict. This period of instability and conflict began in 1973 with the coup that saw the overthrow of King Zahir Shah. This was followed by the Saur revolution in 1978 that led to the control of the nation by a Marxist government that was closely allied and supported by Russia.

Opposition from Islamist parties, collectively known as the Mujahedeen, to the Marxist government and its policy changes led to civil war, when the Soviet Union intervened and sent its armed forces into the country. The Soviet War in Afghanistan lasted from 1979 to 1989. The war had an enormous impact on the civilian population. It resulted in massive displacement and an exodus of refugees to Iran and Pakistan which peaked in 1990 with the displacement of 6.2 million Afghans. This conflict also resulted in over 1 million civilian deaths by its conclusion in 1989.

The Soviet war was followed by a period of Mujahedeen control and infighting from 1989–1994. During this period, various factions within the Mujadeen fought for power and control.

During the Mujadeen period of internal conflict, a new group, the Taliban, emerged. The Taliban sought to establish an Islamic state according to the conservative “Deobandi” Pashtun traditions in Afghanistan. The group, led by Mullah Muhammad Omar, consisted primarily of ethnic Pashtuns from eastern Afghanistan who were educated in Pakistan’s madrassas (religious seminaries). They came to prominence and dominated Afghanistan from 1994 to 2001.

The Taliban regime attracted the attention of the international community by providing a safe haven for al-Qaeda, allowing the presence of the militant Islamic Movement of Uzbekistan to function, the systemic discrimination against women and girls, and the illicit opium production. This led to international intervention and the launching of the US Operation, Enduring Freedom, late in 2001.

From 2001 to the present, the war has had an international element. Although the Taliban were largely defeated and lost control of the nation, conflict and armed attacks are still common. The Taliban are still active and are a threat in the eastern and southern part of the country.

Reference

Human Security Project Report: Afghanistan Conflict Report <www.conflictmonitors.org/countries/afghanistan/about-the-conflict/conflict-history>. Accessed May 2013.

Life in Peshawar, Pakistan

We travelled to Pakistan by car and sometimes on foot through the mountains because the Taliban was checking who was leaving. It was far from Afghanistan. I wasn’t happy to leave because we had just lost our father. We realized that we could get an education in Pakistan and have opportunities to work. We knew that there, we would have the freedom to choose what we wanted to do. We had friends in Pakistan who helped us get settled. The Pakistani people were helpful giving my mother a job and a place to live. We felt safer there. But, there were also some Pakistani people who were not so helpful. Some of them gave our family a hard time.

For example, a down payment, which my mother had saved to buy a house, was stolen from us by a big (important) man in the local Pakistani community. We gave him the money but were not even given the house to rent. We could not do anything about it because he was powerful. We couldn’t complain to the police. We were afraid that if we did, we would be killed. We know that he cheated us as well as another family. We were forced to move back to our previous landlord, a good person who allowed us to stay for another month until we found another place. Luckily, the bad times passed and then the good times came.

Life in Peshawar had good and bad points. It was good that I was with my family and that if anything happened we could face it together. It was hard to be in a new country, trying to find employment, worrying about being on the street with no food. But I was able to make friends there, some were Pakistani and others were Afghans like me.

After moving to Pakistan, my mother earned a living as a seamstress and worked with a group of other women. First, she had to learn how to sew and then got work sewing. She was able to do it at home.

Pakistan was kind of scary, especially for women. My mother wanted us children to go to school and come directly home. As I was only 12 years old when we moved to Pakistan, I wasn't allowed to work. It was difficult to find housing in Peshawar because my mother didn't have a husband.

Life was different in Afghanistan before the Taliban came. In Kabul, everyone had the freedom to choose what they wanted to do and to be educated. There wasn't any fighting. I was allowed to play outside. The neighbours were always there to help with the younger children, when my mother was working as a nurse. I helped by looking after the younger children after school. I was very happy living in Kabul. It was peaceful like Canada. Afghanistan was a beautiful country before the



© Sam Phelps/UNHCR. November 2011. Three young Afghan girls attending school in Pakistan, which might be difficult in some conservative areas of their homeland. <www.flickr.com/photos/unhcr/7453351188/>. Used with permission. All rights reserved.

Taliban came. The mountains and the land were very beautiful. After the Taliban came, women were not allowed to leave their homes. If a woman wanted to go out for anything, for example, shopping, she must be accompanied at all times by a man to the market. Women had to be completely covered in a burka. Girls were not allowed to attend school.

I first went to school at age six, in Kabul. The school year was divided into about eight months of schooling with four months of school breaks. I remember going to school in Kabul for about two or three years, then I had to stop. I was about eight or nine years old at that time.

The school I attended was big. The boys and girls went to school at separate times and had separate classrooms: boys in the morning and girls in the afternoon. Our school uniform was a black dress with a white head scarf. There were about 10 or 11 classrooms in the school. In each class there were about 12 students. I liked going to school in Kabul. I don't recall having any difficulties in school in Kabul.

In Peshawar, Pakistan the school was different. There were about 24 to 25 students in each class. Only one teacher taught the girls. The subjects were Farsi, mathematics, sometimes science, and the history of Afghanistan. Each girl had her own desk and chair. We went to school for six days a



© Zalmai/UNHCR/APERTURE 2003. August 2008. A school in Kabul: "In many classrooms the age difference among students may be ten years or more, a legacy of the six years of education lost during the Taliban regime." <www.flickr.com/photos/unhcr/2753175578/>. Used with permission. All rights reserved.

week, from Saturday to Thursday. My favourite subjects were mathematics and the history of my country. I liked going to school and being with my friends, but I didn't like the school work, especially when we had exams because I didn't pay attention in class. My mother encouraged me to work harder at school and study.

In Peshawar, I walked to school in a group of friends accompanied always by one of the mothers for safety and protection. The school I attended was also very big. I was put in a Grade 6 or 7 classroom with girls my age, even though I had left Kabul with only Grade 2/3 schooling. When we moved to Pakistan, I didn't attend school until about two years later, when I was about 14, because I stayed at home with my younger sister Azin until she could go to school with me. Before attending the school in Pakistan, I had to study for a test that would determine where to place me. The boys and girls were still separated in the school in Peshawar. At the school I had the opportunity to study some English. All the subjects were taught in Farsi. I had some problems in the Pakistani school, because

Afghans in Pakistan

Pakistan is home to considerable numbers of Afghans. They are mostly refugees who fled Afghanistan during the 1980s Soviet War as well as business people, diplomats, workers, students, tourists, et cetera. In 2012, approximately 1.65 million registered Afghan refugees were living in Pakistan. The majority are in Khyber Pakhtunkhwa (Peshawar), FATA, and north-western Balochistan. Many of the Afghan refugees were born and raised in Pakistan over the last 30 years, but are still deemed citizens of Afghanistan. Afghan refugees are allowed to work, rent houses, travel, and attend schools until the end of 2012. As Afghanistan currently does not have the capacity to repatriate many refugees, the UNHCR has helped some refugees relocate abroad, mostly to Canada, Australia, Germany, Norway, and Sweden. Due to historical, ethnic, and linguistic connections, Afghan immigrants and refugees find it relatively easy to adapt to local Pakistani society. However, they do face some challenges as approximately 71% of registered Afghans in Pakistan did not have any formal education and only 20% were active in the labour force. Despite the economic hardships and challenges they face, many Afghans are not motivated to return home soon because of safety concerns, lack of housing, and/or employment opportunities in Afghanistan.

Throughout Pakistan, Afghan schools have been established to attend to the educational needs of the large numbers of Afghan refugee children. Increasingly, many Afghans use and are fluent in Urdu, the national language of Pakistan.

Peshawar has been a major center for Afghans fleeing the Soviet War and the Taliban regime. For example, Jaozai refugee camp had an Afghan population of 100,000 in 1988. Thousands of Afghans live in the region in places such as Latifabad, Zaryab colony, Hayatabad, Tehkal, Afghan colony, Afridiabad, and Sethitown. Peshawar, before 1893, was one of the principal cities of Afghanistan and this historical connection has facilitated the integration of the Pashtun Afghan refugees.

References

Collective for Social Science Research (2009) AFGHANS IN PESHAWAR, Migration, Settlements and Social Networks. <www.areu.org.af/Uploads/EditionPdfs/600E-Afghans%20in%20Peshawar%20CS.pdf>.

2012 UNHCR country operations profile—Pakistan <www.unhcr.org/pages/49e487016.html>.

2012 UNHCR country operations profile—Afghanistan <www.unhcr.org/pages/49e486eb6.html>.

if I didn't understand something or know the right answer, the teacher would hit me. But my sister was smarter than me and she would help me. At that time, I don't recall having any idea of what I wanted to do in my future.

Immigration to Canada

I lived in Pakistan until my family was able to immigrate to Canada. We all came, my mother, my two brothers, my sister, and me. I was 18 years old when I immigrated. I didn't know anything about Canada. Some neighbours told my mother about the Immigrant Center where she could apply to immigrate to Canada. She applied but it took almost seven years for us to get permission to immigrate to Canada. The Canadian government wanted proof that we were telling the truth about the situation, but we didn't have any documents to prove our story. Everything we had was left behind in Afghanistan. Eventually, we were accepted. I was happy to come to Canada.



© J. Redden/UNHCR. June 2003. UNHCR helps in the registration of Afghan refugees in Pakistan. <www.flickr.com/photos/unhcr/4623285993/>. Used with permission. All rights reserved.

My grandmother, an uncle, and an aunt remained behind in Afghanistan. We were not able to contact them until we had moved to Canada.

Starting a New Life in Canada

At first, we did not know anyone in Manitoba or Canada. We were met at the airport by a settlement counsellor from Welcome Place. Welcome Place helped us settle. We have moved three times since arriving in Canada. In Pakistan, we were told by Canadian officials that we would be free in Canada, that we would be given money, and a free education. But when we got here we soon realized that we had to work if we wanted money to support ourselves. We did receive financial help for the first year, but after that we had to earn our own money. The help we got the first year to begin our new life in Canada was good. The help given was in the form of food, money, housing, schooling, and the child tax benefit. These were the good things.

One of the best things about life in Canada was the freedom to say what you think and not have to like everything. You can say what you like and don't like and not get a beating. No one teases you. There is no name calling. And I can go to school.

On the other hand, I think that there is too much freedom for most young people in Canada. I think that some teenagers make really bad decisions.

Our family is still together, and I am living with them in Winnipeg. The move to Canada has brought our family closer together. We have had to work together to overcome the new challenges we faced. I have made some friends in Winnipeg. Some are

Afghans I have met, but I also have friends from various countries in Africa.

The adjustment has been most difficult for my mother. She doesn't learn as easily as she is older. Everything is new for her. There is so much freedom for kids. It is hard for her to accept that her children are making decisions now, not her. I have found that I act and behave the way my new friends in Canada do. I feel that if I don't, I will not be accepted by my new friends. So I need to do and act in the way that things are done in Canada. I try to share with my mother what happens to me during the day. If I do something wrong, I tell my mother. So in a way, I still have one foot in Afghanistan and the other foot in Canada. My mother still has both of her feet in Afghanistan.

The major difficulties I experienced were adapting to the new school. It was hard to learn more English, understand what was expected of me in school, get to know my teachers and classmates, and learn how to do the school work. But I had help. The Peaceful Village program, my mother, and my friends, all helped.

I attended a large high school and was placed in grade 10. It was difficult for me to cope and adjust to boys and girls being in the same classroom. There were other things I found difficult at first, like reading the timetable, not being accustomed to moving from class to class, figuring out the room numbers, and getting used to so many subjects and classes.

I attended an EAL class for one period a day. I am very thankful for the help I got from my EAL teacher. I felt very comfortable with my female EAL teacher. She was very approachable. There were about 20 students in the EAL class. My relationships with the other teachers were also good, but their different personalities and teaching styles and approaches affected how they taught me and my comfort level in the classroom. At first, I wasn't comfortable with male teachers. Also, I was uncomfortable asking questions in front of the class, so I would wait until the end of the class to ask the teachers for clarification or help. I did so regardless of whether the teacher was male or female.



© M. Maguire/UNHCR. October 24, 2007. Born in Exile. "A young Afghan returnee, born in exile in Pakistan, smiles for the camera in the government-funded township of Sheikh Mesri on the outskirts of Jalalahad. The girl is part of a community that left Pakistan in 2007 for the eastern province of Nangarhar. These returnees have no land and they are living in temporary accommodation. UNHCR is trying to secure land for them." <<https://www.flickr.com/photos/unhcr/2430974042/>>. Used with permission. All rights reserved.

The Afghan School Project

The Afghan School Project is an international volunteer initiative to support the Kandahar Institute of Modern Studies (KIMS), a professional educational institution in Kandahar, Afghanistan. KIMS is the result of a 2006 initiative by Ryan Aldred, President of the Canadian International Learning Foundation (CanILF), and Afghan educator Ehsanullah Ehsan to establish the Afghan-Canadian Community Centre (ACCC). For five years, the ACCC enjoyed tremendous growth with significant support from the Government of Canada and other international donors. In 2012, the ACCC changed its name to the Kandahar Institute of Modern Studies (KIMS).

Today KIMS provides more than 1,500 women and men with the opportunity to receive education in Business Management, Information Technology, English, and Communications. It also provides the local community with access to the Internet and online classes from Canadian and international institutions.



© The Afghan School Project. March 2012. 200 women graduate from the Afghan-Canadian Community Center in Kandahar, Afghanistan. <www.theafghanschool.org/?s=200+women+graduate>. Used with permission. All rights reserved.



© The Afghan School Project. March 2012. ACCC School in Kandahar has 1,500 students (most of whom are women). Audience looks on as hundreds of female students graduate. <www.theafghanschool.org/?s=200+women+graduate>. Used with permission. All rights reserved.

It was very difficult for me to be placed in regular Grade 11 and 12 English classes. I had a male teacher who didn't understand the difficulties I faced having only been in the country for less than two years. He was always pushing me. It was hard for me to write essays. Sometimes, I feel that I shouldn't have graduated and left school so soon.

I need to acquire more skills and that takes time. I would have liked to spend more time to study the subjects and be in the class. I feel that I was being pushed to graduate as soon as possible because of my age.

One of my teachers gave me a zero on an ELA assignment. I think that was mean. I needed more time to learn and be in the regular English Language Arts classroom. I did well in the EAL classroom, but I feel that I could do just as well in a regular English class. Rather than putting me back in EAL, I think that it is better to fail a regular ELA course and repeat it than being in an EAL classroom for a long time. I believe that if I had to repeat a course, I would do better the second time. I think that it is just a matter of getting more time to be exposed to the work and to practise the different skills required in the English Language Arts course.

I worked while I was in high school at a fast food restaurant, usually six hours a week and only on weekends. I was afraid to make friends with Canadians. I felt that my English might not be good enough, and that I might be misunderstood. So I was reluctant to initiate conversations with Canadian students. I was worried that I might embarrass myself or that they may not like me. I felt that the problem was more with me than the Canadians. I was afraid to make friends. I felt it was easier to make friends in the EAL class

because everyone was learning English and they were the same as me. Because of this, I wasn't so worried about making mistakes. In the regular classes, I was always quiet when my friends were not there but also the Canadians never approached me or introduced themselves. Everyone had their own groups and I would be by myself except when my sister was taking the same class. My sister would help me with information that I didn't understand. Ironically, when we were living in Afghanistan and Pakistan, we often argued or fought. But here in Canada, it was a different story as our circumstances helped us get over our differences. We became closer as we worked on the various challenges that come along with settling in a new country, coping with a new language, and adjusting to a very different way of living. My sister has become my best friend.

I liked being in school in Canada. I had decisions to make. I liked that I could choose my own classes, and that I could choose what I wanted to be. In Afghanistan, I didn't think about my future after high school. I only thought that I would finish high school and get married. However, I found out when I came to Canada that there was more than just graduating from high school. You have to make your own life. If you want to be something, then you can be something. Your classes can help you work towards your dreams. I always wanted to be in school. My mother encouraged me but she didn't push me too hard because she didn't know how. So, I started doing my own thing, working hard to get my credits.

Life Today and Hopes for the Future

I have achieved the first part of my dream by graduating from high school. Now I am hoping to go to college or university to study some more; to be something in my life such as being a nurse or a receptionist. By continuing to study after high school, I will be able to help my mom and my own future—A future I hope will include owning a house, a car, and making good money. I want to make my family happy and I hope that my brothers will be continuing their schooling as well. Currently, I am working as a receptionist at Peaceful Village, MSIP. I have taken a year off from attending school to figure out what I want to be. I have discovered that I like to work and be with people. Possibly, I will go to university next year (2012-2013). In the meantime, I am trying to learn more about my abilities and what I need to do to improve.

I am still not sure what I want to be. But, I know that I want to continue to learn and attend school. I want to improve my English language skills because I recognize that there are things that I read that I do not understand. I want a good future for myself and my family, so I want to continue learning to get a good job. I want to be sure that I can read, write, and understand well in English.

My family relationships are good, but my younger brother Atash is having some difficulty at school.



© N. Na Champassak/UNHCR. January 2007. Resettlement: From Afghanistan to Pakistan to Canada. A former Afghan refugee resettled from Pakistan to Canada in 1998. Seen here in front of the Parliament Building in Ottawa. <www.flickr.com/photos/unhcr/3201666794/>. Used with permission. All rights reserved.

He's going to a new school and sometimes making friends is difficult for him. We are worried about him because there are good and bad people. We worry that he will get involved with the wrong people. We are always pushing him to be with good people who study hard and do their best. I sometimes worry about pushing him too hard, but I am scared that he will go in the wrong way. I tell Atash and Balbur that because they moved to Canada at a younger age that they have more time to learn English. It is important for them to find their way.

My mother is also trying to learn more English so that she can get a job and not be on social assistance. One day, the hope is that we can all live together in our own house and have our own car. My sister and I graduated from high school at the same time. Azin is now at the University of Manitoba, planning to study dentistry. She volunteers as a tutor at the Peaceful Village. Everyone is doing their own thing but the one hope is to always be together and that we will support each other.

Sometimes I worry that my boss may not be happy with my work and I try my best to not make a mistake. At times, I feel scared about making mistakes because one mistake can change everything. But I also realize that I can learn from my mistakes. Sometimes, I am not sure that I will be able to go to university but I still want to get a good job instead of just working in a restaurant. I know the importance of getting more education and the connection between education and one's standard of living. I want to improve my standard of living, as well my family's. Although one day I may

get married, right now my focus is on furthering my education.

On reflection, I believe that I had a good experience with school in Canada and that the school prepared me well for the future. The EAL classroom support and the opportunity to attend school even when I was 19 years old made a big difference. At first, I was told by some people that I wouldn't be allowed to go to school, but the school I went to accepted students up to the age of 20. The thought of not being allowed to go to high school was scary. The fact that I was accepted by the school was very important to me because I really wanted to graduate from high school.

I really believe that newcomer students need more opportunities for schooling. I feel that Canadian schools shouldn't be concerned about the age of the new students. In my case, I feel it would have been better for me to have been placed in Grade 9 rather than Grade 10. My subject teachers would often refer to the previous year but I didn't have the opportunity to study the earlier material that they were referring to because I was placed in Grade 10 and took

a mixture of Grade 10 and Grade 11 courses. Atash was young (age 14) but he was quite good in English and so he was pushed ahead to Grade 10 and then Grade 11, but he began to have difficulty with the courses. His attitude towards school and studying changed then, especially when he was moved back to Grade 9. He doesn't study now and he is still in Grade 10. I believe that there is too much emphasis on age, which isn't good. It is more important to make sure that the students have a good foundation. But still, I am generally satisfied with my school experiences in Canada and I believe that my prospects for the future are good. I don't feel that the doors are closed to me. I am looking forward to learning more and opening more doors.



© Nelofer Pazira/UNHCR. UNHCR: Actress and director Nelofer Pazira, a former Afghan refugee who is now a Canadian citizen. She is a founder of the DYANNA Afghan's Women Fund, a charitable group that provides for education, training, and support for Afghan women in Afghanistan. <www.unhcr.ca/news/2010-09-30.htm>. Used with permission. All rights reserved.

VIDEO RESOURCES

See [Caution Concerning the Use of Resources about War and Refugee Experiences](#).

History of the Conflict in Afghanistan

Afghanistan: The New Forgotten War by CISAC Stanford (2013): Stanford scholars and military experts talk about the history of the war, lessons learned, the gains and losses, and what to expect after the war formally comes to an end.
<https://www.youtube.com/watch?v=IM51bRWSEdY>

Afghanistan: Outside The Wire by Scott Taylor: CPAC presents an exclusive one-hour documentary that takes you inside the heart of Afghanistan to places rarely seen by the outside world. Canadian journalist Scott Taylor travels without military protection into the deadly back roads of Taliban country, coming face-to-face with warlords and would-be suicide bombers.
<https://www.youtube.com/watch?v=YJMVbyDbREw>

Women's Education

Women's Literacy Classes at the Baghe Daoud Refugee Camp, Kabul Afghanistan (2011) by PARSA in Afghanistan: This video features the literacy program developed by PARSA, a small NGO based out of Kabul, Afghanistan, with the support of The Nooristan Foundation.
www.youtube.com/watch?v=mpu58EOyuAo

Girl's education in Afghanistan—Nazifa's story by Oxfam International (2011): Millions of girls have entered school in Afghanistan, since the fall of the Taliban in 2001. It is one of the few good news stories of the last nine years. But the progress is in danger of slipping away and Afghan girls, like Nafiza, still face many barriers to receiving an education.
www.youtube.com/watch?v=UPoYhE0MUow

Educating the Next Generation of Girls in Afghanistan by The I Files (2012): Millions of girls have entered school in Afghanistan since the fall of the Taliban in 2001. However, education reformers still face an uphill battle.
www.youtube.com/watch?v=kzUh99sPuT8

Women in Afghanistan by CBC's The National (2011): (Warning: graphic content) Susan Ormiston looks at life in Afghanistan today through the eyes of two women who have seen some change, but wonder whether it's enough.
<https://www.youtube.com/watch?v=rVgCIIAJyog>

Afghan Refugees

Shamshatoo Refugee Camp—"In This World" by faraway1001: The Opening Sequence of "In This World" (2002), a documentary drama movie depicting one of the largest refugee camps in the world.
www.youtube.com/watch?v=p9hqjS8SleQ

Pakistan: Helping the Hosts by UNHCR: Tens of thousands of Afghan refugees in Pakistan's Balochistan province have access to schools and basic services, but the cost is not easy to bear.
www.unhcr.org/v-4fbbb0336

Afghanistan: Mariam's Story by UNHCR: Mariam was a refugee in Iran for six years. The widow and mother returned in 2002 and has been internally displaced ever since. Her situation is very uncertain.
www.unhcr.org/v-4e9fe8356

Afghan Refugees in Pakistan Anxious As Year-End Deadline Looms by VOA Video (2012): One out of every four refugees in the world is from Afghanistan, and 95 percent of them live either in Iran or Pakistan. In Islamabad where Afghan refugees are to lose their legal residency at the end of the year,

many are not ready to return.
www.youtube.com/watch?v=RgVpknKDIDY

Memoirs of the Afghan War, "Them Afghans" by omermqureshi: This short story about Afghan war children in Islamabad, Pakistan was presented at the World Youth Forum "Right to Dialogue" meeting in Trieste, Italy in October 2010.
www.youtube.com/watch?v=W4ZwBTNZ_jY

After Refuge (Afghanistan) Australian Refugee Film Festival 2010: An Afghan refugee shares their story of escape and life after.
www.youtube.com/watch?v=z2J5ob5C4DI

Afghani's in North America

Refugee Stories: Selay Ghaffar, Afghanistan by USA for UNHCR: A former refugee's story.
www.youtube.com/watch?v=GfnLe4ZL2Tk&list=PLiSpdG6NHD01zB_qfP6t_oSa_6B7KhXjL

Fatima—Journey to Canada: Stories of Refugees by Citizenship and Immigration Canada: Fatima, a former Afghan refugee and now proud Canadian citizen, shares her inspirational journey.
<https://www.youtube.com/watch?v=91MYG6N6StM>