



# Global link

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## Newsletter June 2002

### Refugee Week 17-23 June

Lancaster's Refugee Week this year promises to be an active and enjoyable appreciation of the wonderful multicultural inheritance found within our society. Although it is easy to focus on, say, the threat of the BNP in the Northwest, the xenophobic spin that the media uses to sell 'units' should not be allowed to draw attention away from knowledge that by and large, the UK is a tolerant and well-integrated country.

However, it would be difficult to continue without an overview of the opportunities and threats to the refugee community.

There has been a major increase of people escaping from the conflict and desperation of Afghanistan. The Home Office figures for 2001 show a 40% rise in Afghani asylum seekers in the UK.

'Secure Borders, Safe Havens', the government's White Paper on asylum, has been met

with dismay by refugee organisations (<http://www.refugeecouncil.org.uk>). The focus of the Paper which is soon due to become law is very much on the deportation of asylum-seekers, and restricting asylum-seeker's ability to gain asylum through the Courts. One bright item though, April 8th finally saw an end to the foolish, expensive and demeaning operation of the voucher scheme for asylum seekers, although their (now cash) benefits are still limited to 70% basic income support.

#### Local events listing

All week - **Images of Refugees**, an exhibition of artwork from Ingleton Middle School after their experience of Fortress Europe, to be seen at Lancaster Town Hall, Morecambe Town Hall and Morecambe Library. **Burma**, inspired by Chris Robinson's travels in that country, at Global Link.

Wed 19 - Public meeting

Global Link provides support for teachers, students and community groups on a wide range of global, multicultural and development issues. We are open 12 to 5:30pm, Tuesday,

**'Changing Attitudes, Changing Places'** with Tshunza Lubambala of Refugee Action, at 'The Venue', Lancaster University, **6pm**.

Thu 20 - **Social** (Jacob's Join) at the Gregson, with an invited speaker to discuss National and International Asylum Policy, **6:30pm**.

Fri 21 - **Social**, with speakers and bands at the Dolly Blue Tavern, **8pm**.

Sat 22 - **Refugee Support Group** stall at Market Square. Video evening (**Beyond Rangoon**, John Boorman dir, with Patricia Arquette) at The Gregson, **8pm**.

Fri & Sat - **'Where does your family come from?'** NCBI interactive display in Market Square, **11am to 3pm**.

Global Link will also be co-ordinating a youth group role-playing game, **'Journey to Safety'**,

### Correction

Please note that our correct website is: [www.globallink.org.uk](http://www.globallink.org.uk)  
Please ignore the website at the top of this page!

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## Refugee Week and Schools: Refugee Teaching Resources at Global Link

### Videos/CDs

**Refugee Voices** (Channel 4) In this moving video, children describe why and how they had to flee from their homes, and how they have found settling in Britain. RECOMMENDED

**No Place Like Home** (Christian Aid) This short video shows the movement of Kosovan refugees into Macedonia in late 1999, and Christian Aid's work there.

**To Be a Refugee** (UNHCR) A 15-minute video for KS3/4. Refugee children from Sudan, Cambodia, Bosnia and Herzegovina and Afghanistan recount their escape from conflict, what it is like to be a refugee, and how they are trying to make new homes and lives for themselves.

**Karen Refugees** (Global Link) A 20 minute film about Karen life in Thai refugee camps, produced to support schools linking with the Karen as part of the Partnerships in School linking' project.

### Teaching packs

**Refugees: We Left Because We Had To** (Refugee Council) KS3, KS4. This pack looks at definitions of refugees and asylum-seekers, refugees in history and today's world, and how Britain receives refugees.

**Refugees in Today's Europe** (IBT) KS3, KS4. The pack looks at immigration into Britain historically, race relations legislation, how refugees are received in

Europe, and how refugees contribute to their new society.

**Why Do They Have To Fight?** (Refugee Council) KS4. Refugee children's stories from Bosnia, Kurdistan, Somalia & Sri Lanka. NEW NEW NEW NEW NEW

**Kosovan Journeys - Refugee Children Tell their Stories** A beautiful big Book for Literacy hour. NEW

**Human Rights, Refugees and UNHCR** KS2-4. This pack includes posters and activities that explore human rights, responsibilities and asylum rights.

**Global Express: Asylum Seekers** (Manchester DEP) KS1-4. This rapid response magazine explores why people apply for asylum and the difficulties involved.

**Global Express: Kosovo** (Manchester DEP) KS1-4. This rapid response magazine explains the Kosovo situation, and the reasons for refugee flight.

**Play on the Line** (Tower Hamlets DEC) KS1/2. This beautiful book raises issues of why play is important for the development of children, taking as its case study the experience of Western Sahara refugee children from Morocco.

**A Resource Book for Primary Schools: Refugees** (Refugee Council) A practical handbook to develop empathy for refugees from countries all over the world.

It can be used in Literacy Hour, Geography, RE and Citizenship.

### A Literacy Hour Programme of Study for Refugee Week

(Refugee Council) A programme that can be used to illustrate Britain's tradition of providing sanctuary to the persecuted.

### Background for teachers

**Credit to the Nation: A study of refugees in the United Kingdom** (Refugee Council) A very useful study highlighting the economic, social and cultural contributions refugees have made to British society this century. —NEW—

**The Palestinians** (Minority Rights Group) This report gives a useful insight into the history of the Israel-Palestine conflict.

**Working with Refugee Pupils** (Wandsworth Borough Council) Examples of good practice in Wandsworth, south London, where an estimated 7 per cent of schools are refugees and asylum seekers. —NEW—

### Games

**On the Move** (Cafod) KS2/3. An easy-to-use simulation of flight.

**Run for Your Life** (Cafod) KS2-4. Refugees boardgame.

**Passages and Junior Passages** (UNHCR) KS2-4. Two excellent simulation games about what it means to be a refugee.

## Fortress Europe

Fortress Europe is Global Link's audio-visual experience of asylum seeking in the UK. As ever, it is under constant demand, and has recently undergone a major renovation. The soundtrack is about to be upgraded to CD for easier use and higher quality.

Maybe you haven't had the opportunity of hosting Fortress Europe in your school yet, and unfortunately, it is way too late to consider booking the exhibition for this year's Refugee Week! Between 11 June and 17 July we will be offering the experience to Save the Children in Newcastle, at an *al fresco* event in Birmingham's Centenary Square, and then to Cardiff's Displaced People in Action. Another one-day event follows at Beamish Museum, organised by the Co-op.

To date, over 7500 participants, mainly from secondary schools, have used Fortress Europe to some degree, some then basing art or literature work around the subject. Some of the pupils' comments are worth reading!

Hire rates, availability and user responses for are to be found on our ([www.globallink.org.uk](http://www.globallink.org.uk)) website. Global Link can provide full delivery and training for use of the exhibition.

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## Education for Participation

In a globalised society, arguably what is required of us as citizens is not merely an awareness of pressing global issues, but the capacity to be able to act in response. As a starting point we

might not be able to change the world, but we can certainly make a difference within our own community context.

It is from this viewpoint that Global Link has recently begun a new educational programme, as part of its Global Citizenship work. The aim is to work with a group of students to draw out the skills for leading responsible action. These skills of participation are seen to be wide ranging, including social skills and skills of communication, judgement and decision making. The Community Action Programme enables young people to practice and develop these skills. Facilitated by myself, the programme involves a group of students voluntarily coming together to identify and discuss issues of concern within their community. Our aim is to coach the students in being able to dialogue about these concerns, with a respect and consideration for different points of view. We also help the students to make global connections with some of the issues that they identify, and to consider their own values in the light of the concerns they raise. From this dialogue the students are then supported in coming up with their own visions of the possible, and to identify actions that they themselves could lead in order to bring about positive change.

This programme is presently being run with 6<sup>th</sup> Formers at Ripley High School. A group of 10 students have volunteered to take part and have been attending weekly workshops.

The students are encouraged to see that their active participation

in the programme includes the opportunity to make their own evaluations of how things are progressing. A recent feedback session provided some interesting data in terms of what the students perceive to be taking place. They identified learning aspects such as:

- working well as a team,
- having a deeper awareness of and respect towards the opinions of others,
- learning how to express their own opinions fairly,
- greater knowledge of local initiatives for positive change within Lancaster
- realising that there are lots of different types of people involved in making a group work and a community action happen.

Interestingly all students talked of how fun the programme has been so far, with one participant commenting "it has been one of my most enjoyable experiences for a long long time".

Over the coming weeks the students will home in on their chosen community action and work towards making it happen. They will be assisted in facing the challenges they will meet along the way in order for them to learn the processes of leading change. The aim of the programme is not just for the students to achieve their action goal, though of course this is held as being an important outcome. What is also hoped is that from this programme the young people will be encouraged and equipped to lead by themselves future actions, and become determined advocates in the shaping of a sustainable and just global society.

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## From Forum Theatre to Action

In recent months Global Link has completed a series of forum theatre workshops in local primary and secondary schools. These have attempted to raise pupils' consideration of the connection between global warming and local action, giving pupils the opportunity to come up with ideas about what can be practically done about it in school.

In one primary school, Ellel St John's in Galgate, all the Junior pupils came up with a range of practical ideas in response to climate change. Here are just a few of their imaginative and thoughtful suggestions:

43 pupils thought things could be done with recycling of waste like paper and plastics. One pupil suggested that bins for recycling could be provided that were deco-

rated so that they looked more interesting and encouraged people to use them.

Other pupils said that they thought recycling was important as was re-using materials. One suggestion was for big sheets of paper when used in school to be put in a special tray in a classroom and then the other side used at a later date.

Over 30 pupils talked about the need to find ways to use cars less and many suggested walking or cycling to school instead of being driven by their parents. A few suggested having special walk- or ride-to-school weeks. 28 pupils suggested we should save electricity by turning lights off as soon as we left a room. A few came up with the idea of having class monitors whose role it was to make sure the lights were turned off whenever the classroom was not in use.

From this work we are finding children are voicing concern for global issues, often out of a commitment to the common good.

Furthermore we are finding that they have an enthusiasm to be active in working towards effective change in social and environmental conditions. As the above suggestions indicate, our children are not short of solutions.

Our challenge as educators is to support them in the final part of this journey, providing the information and assistance needed for their ideas to be put into action. With this in mind Gisela has produced a follow-up pack for all schools that participated in the forum theatre workshops, providing information on resources and agencies that are able to help teachers and schools with environmental and social projects. I have recently met with the staff at Ellel Primary School, and also the pupils in their school council, to discuss the children's ideas and to identify feasible ways forward that the pupils themselves will help to make happen.

So watch this space!

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## The Tobin Tax - Press for Action

Packed with this edition of the newsletter you'll hopefully find a copy of War on Want's flyer about the Tobin Tax. Please take the time to act on this. Nobel-laureate economist James Tobin has proposed that a tiny tax on currency transactions, of which there is \$1.8 trillion dollars each day (95% of which is speculative, rather than the 'bureau de change' type of holiday exchange) would yield an enormous amount of ring fenced aid to the south.

War on Want has initiated a grouping of NGOs trade unions and faith groups, The Tobin Tax Network, to pressure our government into accepting this change to the tax system, similar moves have been accepted, at least in principle, by other EU members.

France and Belgium have officially incorporated a 0.1% tax on all currency transactions, although it will not come into force until after adoption by other European parliaments. "Political will" is cited by a German study as the main problem with getting a similar scheme

adopted there, even though the German Development ministry considers the scheme both feasible and desirable.

Global Link has a useful video entitled 'The Speculation Game' on this subject.

More about this movement can be found on the web, at [www.tobintax.org](http://www.tobintax.org).



## Madagascar Link update May 2002

Despite the political upheaval that has brought Madagascar to its knees this year, the link between Akany Avoko children's project in Madagascar and *Dallas Road School* and *Lancaster Girls' Grammar School* has got off to a great start.

Somehow, despite a national strike, no postal service in Madagascar and almost no flights in and out of Madagascar, the children of Akany Avoko and the Lancaster schools have managed to exchange letters. At times it has been frustrating for the children who are so keen and impatient to hear from their friends 6000miles away. With determination the children have persevered, sending letters to be hand-delivered by rare travellers to the troubled island.

At Akany Avoko the children have enjoyed preparing topics about their 'ordinary' lives to share with the children in Lancaster. By reflecting on their daily lives and customs they are learning to value what is special about their culture. They are enjoying sharing their ideas with the Lancaster children such as: different games to play with stones; and how to make toys out of old tin cans. The Akany Avoko children have been challenged to think about what is different and special about their lives in Madagascar. It has been hard for them to imagine what

children in Lancaster might want to know about their 'ordinary' Malagasy lives. Starting with their direct experiences they have written to the Lancaster children on topics as diverse as: tropical fruit seasons, hair braiding styles, traditional Malagasy dress, games sketched in the mud, and the current political revolution! These topics were brought to life when I led workshops in both schools on the 1<sup>st</sup> and 2<sup>nd</sup> of May 2002.



Tinplate toy car made at Akany Avoko

Most of the children at Akany Avoko either have no family or are separated from what family they have by poverty or domestic problems. Despite, or perhaps because of this, the children at Akany Avoko are very interested to learn about the families of the children in Lancaster.

The children at Akany Avoko are now eagerly awaiting their next letters from the Lancaster schools. They want to know what children play in Lancaster, how they dress, what they eat and much more... It is almost impossible now to communicate by letter so the children are going to

correspond by email. Hopefully the children should still be able to communicate as long as the phone lines in Madagascar are not cut!

The children are also starting to exchange curriculum work. At the moment the children at Akany Avoko are doing a locality study about the geography of their town *Ambohidratrimo*. They are describing the landscape, wildlife and buildings etc.

Meanwhile 6000miles away the Yr7 pupils are preparing a locality study on Lancaster. The Akany Avoko children can't wait to swap their ordinary stories of rice fields, chameleons and mud houses with exotic descriptions of a place called Lancaster!

Miraculously, in the past 6 months that has seen Madagascar grind to a halt, the Lancaster – Madagascar schools link has gone from strength to strength. The children are seas apart: physically, culturally, linguistically, and materially, but they are determined to battle against the odds to build lasting, meaningful relationships. The children at Akany Avoko would like to thank Global Link, Dallas Road School and LGGS for their enthusiasm and support in the link.

Irenee Horne  
Akany Avoko, but still in  
Lancaster

## Journeying amongst the Zapatistas email from Gisela Renolds

I am sitting in one of many internet cafes, belly full of tostados, and wondering how to condense an intense experience of Oaxaca and Chiapas into a few paragraphs!

Oaxaca City is beautiful, the centre focussed around the zocalo, the town square where every night a band plays classical or marimba music on a bandstand surrounded by huge trees. Men sit having their shoes polished, while lovers and families wander up and down the pedestrian streets. In front of the government buildings are the banners from the indigenous women's march of last week, demanding land rights, sexual equality, the right not to be poor, and other things my limited Spanish couldn't understand.

The architecture is colonial Spanish, and there is a plethora of modern art galleries, exhibiting fantastic paintings by some of Mexico's most famous painters. Then there are the museums, archaeological, anthropological, tracing Mexico's ancient civilisations.

Most fascinating, however, is how politically active people are here, where people are experiencing the direct effects of globalisation. While nothing has been heard from Subcommandante Marcos for a while, the Zapatista struggles continue, and are still an inspiration for others in Mexico.

Tomorrow is National Teacher's Day and all over the country, including in Oaxaca City, there will be demonstrations by teachers who form the largest union in

Latin America. They will be demonstrating against privatisation, including education and the neoliberal politics of NAFTA and the new ultra-right Fox government. In Mexico, I'm told, 20 families own all the land, while the campesinos who eke out a living on the land, are being impoverished by the maize imports from the USA, where maize is industrially produced and sold in Mexico under the North American Free Trade Agreement.

Meanwhile, the Plan Puebla Panama is being hatched by the government and the USA to 'develop' the whole of Southern Mexico, introducing more roads, airports and factories producing goods for export - the government's answer to increasing campesino impoverishment. Oddly enough, most campesinos, particularly in the Zapatista villages of Chiapas and indigenous villages in Oaxaca, would prefer to live off the land.

Here, neo-liberalism is a word that everyone understands. Here it means the appropriation of resources by multi-national companies, the replacement of farming with factories, and the privatisation of public services and previously owned public companies. Coca Cola and Nestle are everywhere, not just in the shops, but on walls, people's houses. Nescafe is replacing the organically grown coffee produced by small farmers around the country. All the more reason to keep pushing the fair trade message in Lancaster!

## Fairtrade in Lancaster

Fairtrade in Lancaster has taken on a new momentum recently, with the inception of a new group dedicated to the district acquiring a mantle of ethical consumerism.

Those of us who buy Fairtrade goods (and some who don't) know the importance of supporting both Local and Southern growers of our food, and understand why most of it is more expensive than the equivalent products. The Fairtrade Foundation issues a 'kitemark' to those towns, cities and districts which achieve certain standards in their consumer availability, Garstang being the first in the world to qualify!

During the raft of recent Fairtrade Fortnight events, the City Council was presented with a challenge to get fully onside with this issue. On June 20th, a longer presentation will be made to the Community Services review Board at Morecambe Town Hall, followed by a Q+A session. Global Link, working together with the Lancaster Faith and Justice Commission, are hoping that once the Council recognises the 'value' of ethical purchasing, the Group will transform into a Steering Group to oversee the development of the movement in the District.

If you'd like to know more, come along to the next meeting at Global Link on Thursday 6th June at 6pm.

## A Global Dimension in the School Curriculum

- How do schools in our region bring a global dimension into the classroom?
- What support do they get with resources or services?

Global Link is currently trying to find out answers to these and many other questions.

Global Link, and six other Development Education Centres in the North West, are taking part in a national initiative sponsored by the Department for International Development into how schools (5-18) are delivering the global dimension. We are investigating how key concepts, such as citizenship, interdependence and human rights are being delivered in our schools, and what support and services teachers are receiving to

enable them to do this. We hope that the audit will lead towards the implementation of a regional strategy for providing resources and services, and strengthen partnerships between Development Education providers, LEAs, and schools.

The audit started in January 2002 and so far Global Link have contacted a variety of Development Education providers in the Lancaster area, ranging from small charities, to the LEA and teacher training staff. Their responses to our questionnaire have provided us with useful information about the range of Development Education work that different bodies are carrying out with schools and teachers. We hope to increase the links between the different organisations that promote global education in this way.

In June, we enter the second phase of the audit, that of contact-

ing local schools to find out how they are covering the global dimension. We shall be interviewing teachers to find out what they are doing, and what level of support they would like, for example teaching resources, information, or courses, to enable them to continue this work.

A key event during this project is a forum for Southern artists that will take place in July. This will bring together a range of performers, artists, and musicians from the South, but based in the Northwest, who go into schools. The aim of the forum is to explore the continuing relationship between Development Education Centres, LEAs, voluntary groups and the Southern artists themselves, and to work out how young people can most directly benefit from the artists' input.

We will keep you updated as the project progresses over the year.

## Fairtrade Banana bread

*A recipe from Go Bananas! (Oxfam 2000)*

### Ingredients

100g (4oz) margarine  
 200g (8oz) fair trade caster sugar  
 3 fair trade bananas  
 2 eggs  
 1 pinch of salt  
 1 teaspoon of bicarbonate or baking powder  
 50g (2oz) chopped walnuts  
 200g (8oz) flour

### Method

Preheat the oven to 180°C/350°F/Gas 4 and grease a loaf tin.  
 Cream the butter and sugar together.  
 Mash and cream the bananas.  
 Beat the eggs.  
 Mix all of these ingredients together and stir.  
 Add flour, nuts, bicarbonate and salt and mix well.  
 Put mixture into greased loaf tin.  
 Bake for one hour.

### Global Link Membership

If you would like to support the work of Global Link by becoming a member or by encouraging an organisation to join, please contact:

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**Whose Side are you on?’ by Alan Gibbons.** A powerful and compelling children’s novel transporting Mattie from his school where his friend Pravin suffers racial abuse and Mattie by association, back to the heart of slavery on a sugar plantation in eighteenth century Jamaica.

**Cities: a better life**

An activity pack for KS3 geography, with case studies from Mexico City, Porto Velho in Brazil and White City estate in London.

**Mexico Worldfocus**

A slim book giving a wide view of life in Mexico, including the people, families, agriculture and industry, school, spare time, focussing in on a particular village.

**Heart of West Africa**

This lovely book explores many global issues through the medium of art and design, and includes a wealth of practical projects exploring issues of sustainable development, identity, diversity and fairtrade.

**Building new citizenship: learning from change in Derry/Londonderry**

This KS3 citizenship education resource draws on photographs, maps, data and other stimulus material from Derry to explore themes of identity, participation and democracy, relating these to students' own experiences

**Woven Lives: a creative approach to citizenship and sustainable development for 7—11 year olds.**

This audio play and activity pack explores issues relating to citizenship and sustainable development. The play focuses on the effects of changes to an area of land in Guatemala on one family over three generations. The pack is designed to teach PSHE and Citizenship through English, Literacy and Geography.



**Diary dates**

17th to 23rd June See page 1 for details of local events	<b>Refugee Week</b>	National and local
Monday 17th June Come along to Lancaster Town Hall steps, with your bike, to pose for a picture to encourage people to cycle to work during National Bike Week.	<b>Bike to work week launch</b>	9.30 am Lancaster Town Hall
Wednesday 19th June Mass lobby of parliament organised by the Trade Justice Movement. If you would like to go please contact Avril on 734615.	<b>Speak out for Trade Justice</b>	London
Friday 28th June This fashion show is an event organised by Rethink Waste in Lancashire and Morecambe Youth Café, with the aim of promoting textiles/clothes recycling.	<b>Recycling on the Runway</b>	The Dome, Morecambe, 7-9pm
Thursday 11th July	<b>World Population Day</b>	
Friday 23rd Aug	<b>International Day for the Remembrance of the Slave Trade &amp; Its Abolition</b>	