



# Global link

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## Refugee Week Edition

by Sara Nobili

**Refugee Week  
19<sup>th</sup> – 25<sup>th</sup> June 2006:  
In memory of.....**

The 20<sup>th</sup> of June marks *International Refugee Day*. Since 1997 celebrations on this day, and throughout the week, have taken place in the UK, highlighting and celebrating the great contribution made by refugees to UK life and society.

*Refugee Week* is also about raising awareness about the many reasons why people are forced to leave their own countries and seek sanctuary elsewhere. It is also about bringing communities together, by making people understand that being a refugee is not easy, especially in today's political climate.

Seeking asylum is a human, as well as, a legal right recognised by the Universal Declaration of Human Rights and the 1951 Geneva Refugee

Convention, both of which the UK is a signatory. However, in the last ten years or so there has been a growing hostility towards refugees, and asylum seekers in particular, which I believe to go hand in hand with the wider UK and European political debate over immigration and asylum and the negative media reporting on this issue.

Take the pace of legal developments in the area of asylum and immigration: four major Acts of Parliament in a decade have been introduced (see [www.refugeecouncil.org.uk](http://www.refugeecouncil.org.uk) for more info). Some of the new measures clearly criminalise asylum seekers, and are putting their credibility at stake. Administrative detention of asylum seekers who have not committed nor have been charged of any crime, is a strong example of the process of criminalisation. Asylum seeking adults are not the only ones to be detained. According to

No Place for a Child Coalition ([www.noplaceforachild.org](http://www.noplaceforachild.org)), the current government holds on average 2,000 children a year. Many would find it shocking to learn that in one case an innocent child was detained for 268 days. And equally shocking is the grim reality that there is no time limit on the detention of all asylum seekers.



Antonio, 14 years old, at his father's funeral. Manuel Bravo, Antonio's father, committed suicide while in detention, in Sept 2005, just days before their scheduled deportation to Angola. Manuel knew that his death was the only way his son would be allowed to stay in the UK until the age of 18

As for credibility, people who are perceived to have a weak case get 'Fast Tracked' or 'Super Fast Tracked'. The whole process of fast tracking and super fast tracking takes two weeks on average per applicant. On arrival they are interviewed, and most often the decision is based solely on this one off interview. Presenting further evidence is allowed in exceptional circumstance and has to be done within 5 days ([www.ind.homeoffice.gov.uk/ind/en/home/0/detained\\_fast\\_track.Maintenance.0001.file.tmp/Flexibilitydocument.pdf](http://www.ind.homeoffice.gov.uk/ind/en/home/0/detained_fast_track.Maintenance.0001.file.tmp/Flexibilitydocument.pdf)). Often further evidence is disregarded and looked upon with suspicion: 'if it was so important, why did you not mention it there and then?'. The result speaks for itself: 99.6% of fast tracked applications in 2005 were refused.

The Fast Track procedures clearly ignore research carried out by the Medical Foundation for the Care of Victims of Torture (see [www.torturecare.org.uk](http://www.torturecare.org.uk)) which states clearly that people who have suffered traumas need time to be ready to be forthcoming with what happened to them. Credibility is also put under scrutiny by adopting a policy of electronic tagging, frequent visits to police reporting centres and

fingerprinting. And no one is spared. All asylum seekers are fingerprinted, and now the government is even piloting a scheme where children under the age of five are fingerprinted.

Detention has proven to be fatal in many cases and in many ways. In the last few months, at least three asylum seekers have killed themselves while in detention. And only this week another one failed to take his own life just hours before his due deportation back to Afghanistan (see [www.guardian.co.uk/migration/story/0,,1777255,00.html](http://www.guardian.co.uk/migration/story/0,,1777255,00.html))

Sadly many, many more are still suffering owing to this policy of detention and suspicion, which contributes to an even deeper sense of insecurity. Many are on suicide watch, others on hunger strikes and many are being deported on daily basis to countries that the UK itself declares unsafe (see [www.irr.org.uk](http://www.irr.org.uk)). It is about time people realised that, where the testimonies of torture victims are rejected as false, where expert evidence showing physical and mental scars is disregarded, and where there is no adequate system to care for the most vulnerable in society, there can be no solution to the current situation. As a result

## Refugee Week Events

### 8 June

A History of Refugees in Manchester

### 13 June 2006

Uncertain Futures: Information and training event for people working with young refugee/asylum seekers

### 21 June 2006

Escape to Safety-Liverpool: Multimedia exhibition hired by Liverpool Refugee Action

### 25 June 2006

Exodus Festival: Manchester at Hulme Park

**For more information, please visit**

[www.refugeeweek.org.uk](http://www.refugeeweek.org.uk)

ignorance spreads and the suffering goes on.

## Global Link Update

These last few months have involved big changes for Global Link, with several projects ending, several new projects beginning and lots of uncertainty in the middle!

Our project 'Radio for a Change' which helped youth and community groups to create their own radio programmes exploring global issues has now ended. Information about the project exists on our website, and we have produced a CDROM which includes audio clips from the radio programmes as well as educational materials for teachers and youth workers to use.

The short Town Trail project which worked with Dallas Road Primary School pupils to explore Lancaster's role in the transatlantic slave trade and made connections with contemporary slavery and racism, ended with the launch of a 'Town Trail' created by the children. This is a 'map' of Lancaster containing beautiful line drawings and information about key sites in Lancaster that were historically connected with the slave trade. You can pick up free copies of the Town Trail from Global Link, the Maritime and City Museums and Tourist Information.

Escape to Safety (our interactive multi-media exhibition about refugees and asylum) continues, with a further 3 year grant from the Big Lottery. This new project is enabling us to offer further support to schools in the North West who hire the exhibition by employing an IT project support worker who will also staff the exhibition when it is in schools and other public places. We are very pleased to welcome Steve Ashton to the team.

Ruth Davies, our storyteller, will also be telling 'global stories' in local libraries on a monthly basis.

This term we will develop a series of ten one-hour flexible Enterprise Education modules, designed to encourage pupils to consider the global ethical implications of enterprise. The modules will address the 3 strands of Financial Literacy, Economic and Business Understanding and Enterprise Capability through projects or case-studies focusing on Fair Trade, Environmental Sustainability and Human Rights. The modules can be delivered individually or as a one or two day event. Contact Sue Garner for further information.

New funding from Oxfam and the Department for International Development is enabling us to continue to support North Lancashire schools with global citizenship Continuing Professional Development and pupil workshops. These include storytelling and the global dimension in the Early Years, Philosophy for Children and global citizenship for primary and secondary schools, trade simulation games, and full Citizenship/PSHE days using UN Summit simulations to explore issues such as climate change, international trade and interdependence, the Millennium Development Goals, refugees and Enterprise Education (see flyer for further details and costs).

Due to changes in the external funding climate Global Link has also had to make a shift; where previously schools have received most of our services for free, we are now having to introduce some charges. Thanks to funding from Oxfam, the Department of International Development, the Big Lottery, the Local Network for Children fund and Awards to All, we can still offer these services at subsidised rates.

## Global Link's Services to Schools

Because of the funding we have been able to secure, no schools will have to pay the full cost of our services. However, we will be able to offer extra subsidies to a *limited* number of schools- this will be on a 'first come, first served' basis- so to benefit from these extra reductions, contact us early to book. You can book now for work next year.

<b>Service</b>	<b>Cost (subsidised)</b>	<b>Cost (extra subsidy)</b>
<i>Philosophy for Children Course</i>	£380	£315
<i>Early Years storytelling Course</i>	£250	£190
<i>General Studies Global Citizenship Course</i>	£400	£350
<i>Primary School Global Citizenship Day</i>	£190	£150
<i>Millenium Development Goals UN Summit</i>	£450	£300
<i>Twilight INSET</i>	£90	£45

### What do you get?

#### *Philosophy for Children Course*

Using the 'community of enquiry' pupils explore global citizenship issues, including the Millennium Development Goals. Facilitated by Ruth Davies, a Level 2 P4C leader.  
10 sessions

#### *Early Years Storytelling*

8 monthly visits by a storyteller, using stories from around the world to explore global citizenship issues. Resources linked to the story will be loaned to the setting, and ideas for follow-up activities included.

#### *General Studies Global Citizenship Course*

For A level General Studies students, a course of 8 workshops on Global Citizenship topics, using active learning methodologies.

#### *Primary school Day*

A whole day of global citizenship activities, including a mini earth summit (for one class)

#### *Millenium Development Goals Earth Summit*

An activity for a whole year group (KS3/4) – students role-play different countries, NGOs, media and industries to consider the Millenium Development Goals at a simulated UN summit. Includes training to school staff.

#### *Twilight InSet in school*

Training for teachers on the delivery of global citizenship in the curriculum, tailored to your school's needs.

## Global Link membership

Support the work of Global Link by becoming a member, or by encouraging an organisation to join. Please fill in the form below. Anyone from a member organisation is entitled to enrol as an associate member without further payment. Having joined, you have free use of the resources library.

Please return to: Ruth Self, Global Link, 24a New St, Lancaster LA1 1EG

Organisation:

Contact name:

Address:

Postcode

(Home

(Mobile

(Work

(Fax

Email addr.

I enclose a fee\* of \_\_\_\_\_

and a donation of \_\_\_\_\_

Date            /        /

Please make cheques payable to: Global Link. If you are a taxpayer, please fill in the enclosed Gift Aid declaration so that we can claim tax back.

\*Annual rates per year to end Sept (quarterly pro rata):

£35 large organisation

£25 secondary school

£15 primary school/small org.

£12 vol org or individual (waged)

£5 unwaged/low income individual

£2 junior (16 and under)

## Telling Stories—the book

*Telling Stories* is a collection of stories from five different oral traditions in Australia, India, Indonesia, Southern Africa and North America. Each story has something to tell us about how to play our part in making the world a better place.

Designed for teachers and parents, this book will help you re-tell these traditional stories; it contains plenty of ideas about how to make them come alive through the use of props and puppets. It also contains ideas for extension work you can do with children to further develop their understanding of the wider world.



Each story is linked to one of DFES' 8 key concepts of the global dimension and to Oxfam's Curriculum for Global Citizenship.

Available at £4.95 plus 50p p&p. Send cheque to Global Link, 24a New Street, Lancaster LA1 1EG

# New Resources

## **How to be Rich or, What, upon obtaining wealth, the right-thinking person should do with their money in order to sleep soundly at night.**

Hunt Emerson and Kevin Jackson

A comic book which follows the adventures of Darren Bloke, who wins the lottery, and is surprised to discover that riches don't bring happiness. He is visited by the spirit of John Ruskin, who outlines his ideas on good riches and bad riches. Together they explore ideas such as profit, work, and wealth using globalisation, theft and illegal drugs as examples. Sounds very serious, but this is a comic, with plenty of jokes. A very engaging way of putting over serious issues especially for an audience who are put off by acres of print!

At the beginning and end of the comic are notes explaining the context of John Ruskin's work, and it's legacy, but the comic can be read alone without this information.

There is a website linked to the comics, with lots of useful stuff including some of Ruskin's drawings and paintings, teaching activities and video clips of Ruskin himself! [www.ruskinforall.org.uk](http://www.ruskinforall.org.uk). We have a class set of these comics and teachers notes for suggestions of activities and curriculum links.

## **The Giant Globe**

Used for our 'Telling stories' project, this giant fabric globe is now available for loan. It's not a toy, so is only to be used under supervision, but can be handled and rolled or thrown gently around a group.

Teachers and children find this a very attractive resource. In the Telling Stories project it was used to show children 'where we are' and 'where the story comes from'. The more general learning from using the globe is that we are all living on one earth, and because there is no writing on the globe it is easier conceptually for younger children. Children quickly learn what the different colours on the globe represent (land, sea, polar regions) and are amazed at how much sea there is and how small 'we' are. It would be interesting to use along with the some of the 'Mapping the World' activities, or with Google Earth.

Because it's a unique, handmade resource, we will be making a hire charge of £6 plus returnable deposit.

## **Mapping our World**

[www.oxfam.org.uk/coolplanet/mappingourworld/](http://www.oxfam.org.uk/coolplanet/mappingourworld/)

Designed to be used with an interactive white board, but can be used on individual computers.

For 8-14 year olds, it looks at globes and maps, and what happens when we 'flatten' the globe to make a map. It asks children to think about what maps are for and how different types of maps can serve different purposes. It looks at how different projections (mainly the Mercator and Peters projections) may influence our view of the world and our place in it.

Pupils will love 'Holey Moley' - the world's NO. 1 digger - place her anywhere on a map of the world, and guess where she will come out if she digs right through to the other side!...of course, mostly she ends up in the sea ... but why is that?

Teachers' notes show how the site supports the Geography curriculum, and there are links with ICT, Citizenship, PSE and Environmental studies. There's also a book.

## **World Mapper**

[www.worldmapper.org](http://www.worldmapper.org)

A project by the University of Sheffield which allow the world map to be redrawn with the size of each country relating to different pieces of data such as fuel consumption.

## Resources about Refugee Issues

Global Link has a many resources about refugee and asylum issues. Here is a selection:

### **The Kite Runner**

H Hossini

A novel which spans from just before the Russian invasion of Afghanistan in 1975 to the return, 30 years later, of the main character from exile in the USA.

The writer has tackled some difficult areas of relationships including betrayal and redemption but all against the backdrop of this conflict torn country.

Suitable for Adults

### **Mirad, A Boy from Bosnia**

Ad de Bont

"Refugees don't exist. Only blown-away people exist, people blown by the wind all over the world".

Set in the indescribably savage Bosnian civil war, this play tells the story of one boy's search for his mother. Mirad is a story of our time, and for all times and for people caught up in the desperate tragedies of war.

Suitable for KS3 and 4.

### **From North to South - Sudan's Displaced Head Home**

Integrated Regional Network/OCHA

An interactive DVD in short documentary form & Poster . It examines the stark realities that face the millions of south Sudanese refugees face as they plan their return home to a war torn region devoid of services.

Suitable for 16+

### **Moses, Citizen and Me**

D Jarrett-Macauley

A story about a family and in particular a boy who was forced to become a child soldier. It contains some DISTRESSING accounts.

Suitable for KS4

### **Uganda's Forgotten Emergency - The unholy terror of the Lord's Resistance Army**

Integrated Regional Information Network

A CD-ROM which focuses on the tragic humanitarian impact of conflict and in particular highlights the vulnerability of children. The insurgency of the Lord's Resistance Army has terrorised the area of northern Uganda since 1986 and has caused the deaths of an estimated 10,000s and the displacement of another 1.2 million.

Suitable for adults

### **All you need for a Refugee Assembly**

L Robinson

A teaching pack which provides materials for assemblies for three of the key stages.

The material is designed to discover more about refugees and asylum issues and to help develop empathy towards their situation. It explores concepts such as human rights, justice, leaving home and being a newcomer.

Enables students to develop a commitment to justice.

### **A Self Help Guide against detention & deportation For Asylum Seekers and their Supporters**

Legal Action for Women

Clarifies the legal rights of asylum seekers and options open to refugees. Details sources of help, how how to get publicity.

## Win a Trip to Africa

The Development Youth Prize is a new opportunity for pupils aged 16-18. This first year of the competition focuses on Africa and themes of education, health and environment. The challenge is to design a poster, take a photo or create a multimedia presentation about development themes. Pupils must also compose a short message accompanying the artwork in their own language and in English, French or German.

The prize is a once in a lifetime trip to an African country, accompanying the EU Commissioner for Development. A total of 25 winning pupils - one from each EU country - will have the opportunity to see first-hand how Europe contributes to development in Africa. For further information visit: <http://www.dyp2006.org>

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your voice counts

**“The Phone Co-op’s charges are highly competitive against its rivals such as BT”- The Guardian, May 2004”**

For more information on ethical phone and internet services, please call **0845 458 9040** quoting

**“Affinity 121/087, Global Link”**