

Briefing Paper for Trainee Teachers
Of
Citizenship Education

Title: Migration to and from the UK

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Migration

Background:

Migration is something that has always been with us. A show of hands in your class will reveal how many children's parents or grandparents have moved- whether within the UK or to the UK from another country. Issues arise when certain groups (usually but not always new arrivals) become the scapegoats for society's problems or become the focus of irrational prejudices. This may manifest itself in the classroom where individual children are the targets of prejudice or may be found when pupils refer collectively to 'them' as a group who in their eyes are all the same and responsible for some negative actions (as in 'all Muslims are terrorists').

It is important that we as teachers address the misinformation of children but also help them to understand their emotions, so that they can learn to look for evidence and weigh up opinions before making an informed judgment about the issue at hand.

There are some basic principles which underpin teaching about migration, namely that:

- migration into and out of the UK has gone on for hundreds of years
- there has been much borrowing over the years between cultures
- excellence is to be found in all cultures and traditions
- understanding and defending the rights of others is the cornerstone of civilised society

Citizenship education and migration

The revised programme of study for Citizenship education (2007) is underpinned by three key concepts. One of these is 'Identities and Diversity: living together in the UK'. This relates directly to the teaching of migration and includes a focus on

- understanding that our identities are complex and can change
- exploring regional, ethnic and religious cultures and communities
- exploring community cohesion

It is suggested that pupils learn about how migration has shaped communities, the effects of political, social and economic changes and the historical context for such changes.

Coming swiftly on the tails of this revised programme of study for Citizenship is 'Guidance on the duty to promote community cohesion' (2007. DfCSF). This directly relates to 'exploring community cohesion', above, and the Guidance includes many references to citizenship education. Indeed, whilst the duty to promote community cohesion is a whole school issue, many teachers feel it will end up being 'given' to the citizenship teacher. The issues which are cited in the Guidance as barriers to community cohesion relate directly to migration- eg 18% of people surveyed (for this document) identified migrants as the main issue facing Britain today and 56% felt some groups get unfair priority to public services. As a result the Guidance suggests what schools can do not just to promote equality of opportunity but also to help pupils learn 'with, from and about each other' (p6) and to understand what the values they all hold in common. This includes links with communities and extended services. Case studies are provided at www.teachnet.gov.uk/wholeschool/community/cohesion .

Key terms (from <http://www.amnesty.org/en/refugees-and-migrants>)

Refugees leave their country because they have no other choice and fear for their own life or safety or that of their family. Refugees also flee their country when their government will not or cannot protect them from serious human rights abuses.

Asylum seekers are people whose have reached another country and have submitted or will submit claims for refugee status; they have not been formally recognized as refugees. They have the same human rights as everyone else. Article 14 (1) of the Universal Declaration of Human Rights says that: “Everyone has the right to seek and enjoy in other countries asylum from persecution.”

A migrant is a person who moves from one place to another to live, and usually to work, either temporarily or permanently. Migrants may move within their country of origin or to another country. They may be forced to leave because they do not have access to adequate food, water or shelter, or in order to ensure the safety and security of themselves and their families. They may move to take up employment, or to be reunited with family members. Many leave for a combination of reasons.

Websites

www.amnesty.org/en/refugees-and-migrants

www.savethechildren.org.uk

www.oxfam.org.uk/education/resources

www.citized.info (lesson plans, background info)

www.unhcr.ch (United Nations High Commission for Refugees)

www.refugeecouncil.org.uk

www.redcross.org.uk

www.star-network.org.uk (Student Action for Refugees)

www.icar.org.uk (Information Centre about asylum and refugees in the UK)

www.geographypages.co.uk/poland.htm (information on Polish migrants)

Books and resources

Two highly recommended Post 16 resources which include teaching activities on migration and can be adapted for KS3 and 4, are free to download from www.lseducation.org.uk:

We all came here from somewhere: Diversity, identities and citizenship



The activities in this pack provide a range of ways of encouraging debate about the concepts of ‘identity’, ‘cultural identity’ and ‘national identity’. It also includes two DVDs, one (*Diversity, identities and citizenship: Discussion and activities*) is a recording of a workshop with 12 young people from a wide range of different backgrounds; and the other (*Young, British and Muslim*) produced by the Foreign and Commonwealth Office aims to portray the variety of lifestyles and views of Muslims in Britain

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Agree to disagree: Citizenship and controversial issues



The activities in this pack aim to introduce participants to the meaning of 'controversy'; to provide techniques for dealing with controversy; and to build the knowledge, skills and attitudes necessary to use these techniques effectively. Each activity has suggestions for assessment of citizenship learning, to be used with young people and focused on the relevant learning objectives

The following books also include references or activities related to migration:

Buller (2005) *A Faith Like Mine* is a celebration of religious values and perceptions seen through the eyes of children.

Garlake, T. (2003) *The Challenge of Globalisation*, Oxfam.

This secondary teachers' handbook concentrates on subjects relevant to pupils' own lives (sport, new technology, the fashion industry) and encourages pupils to discuss the moral and ethical issues surrounding globalisation. The theme of interdependence links with migration.

Hicks, D. (2001) *Citizenship for the Future: a practical classroom guide*, Godalming: World Wide Fund for Nature UK. Contains many activities for the classroom which encourage pupils to look at change both in the past and in the future, and the kind of world they want. Can easily be used with reference to the movement of peoples.

Imran and Miskell (2003) *Citizenship and Muslim Perspectives – teachers sharing ideas* contains background information about Islam and British Muslim communities and identities and practical teaching ideas for citizenship education

Oxfam (2006) *Education for Global Citizenship: a guide for schools*. provides a rationale and definition of global citizenship, and details progression in knowledge and understanding, skills, and values and attitudes.

Richardson, R. (2004) *Here, There and Everywhere: belonging, identity and equality in schools*, Stoke-on-Trent: Trentham Books. Useful and practical material which can be used for staff meetings, e.g. how to deal with playground racism, grids for each curriculum area to audit and monitor inclusive practice. Has an excellent resource section.

Rutter, J. (2004) *Refugees: We left because we had to: a citizenship teaching resource for 11-18 year olds*. Refugee Council

Rutter, J. (2006) *Refugee Children in the UK*. Maidenhead; Open University Press. Highly recommended for anyone wanting to understand the issues surrounding migration and in particular the needs of refugee children. It examines the impact of policy on different refugee groups, challenges the dominant discourse about trauma, and offers ways forward for teachers.

Swilka, A (2007) 'Should the hijab be allowed in school?' A structured approach to tackling controversial issues with older students. In Claire, H and Holden C (eds) *The Challenge of Teaching Controversial Issues*. Stoke-on-Trent, Trentham.

Theodore, D (2004) *Coming Unstuck: guidance and activities for teaching about racism with 10 to 11-year-olds* contains sections entitled 'direct racism', 'prejudice and multiple identities', and 'racism comes in many forms' and focuses throughout on values, perceptions and interpretive frameworks. Also suitable for Years 7 and 8.

Activities for the Year 7 classroom

Causes and consequences: people on the move

Purpose

- To help students understand that people have always moved from place to place
- To show that there are many different reasons for people moving
- To illustrate how their own community, like all communities, is constantly changing
- To recognise the rights of newcomers and the responsibilities of the host community

Preparation

You will need information about some of the principal migrations to the local area in the last 100 years, including present migration patterns, and the reasons for this movement. This could be newspapers (past and present) or local history material, or relevant websites such as www.geographypages.co.uk/poland.htm .

NB: You will need to be sensitive to the circumstances of individual students. Some may not want to talk about their family backgrounds or may, for example, be adopted. Before you start the activity you could suggest that any students who don't want to share information about their families look instead at another family close to them (e.g. a friend's family) or they could work with you on your family history. This is a good way of showing your students that you too have people who have moved in your family (assuming you have!) and why they have done so. Alternatively you can have case studies of other families who have moved to hand and ask students to select from these.

Procedure

In pairs, students discuss who in their immediate family has moved (e.g. parents, grandparents, aunts) and then whether any close friends have moved. They select 3 or 4 examples and record the reasons for these movements. (This might involve some research at home).

Then call the class together and put 5 headings on the board:

- economic (moving for a better job or promotion)
- social (to be near family and friends)
- environmental (to be in a different kind of environment, e.g. countryside or city)
- political (to escape war and persecution)
- other

Ask the students for examples (from their work in pairs) to go under each heading. Discuss:

- What are the main reasons for people moving?
- What methods of transport did they use?
- What would have happened to these people if they had not been allowed to move?
- What do you think these people felt like when they first moved?
- How might people have helped these new arrivals?

Then provide information about some of the principal migrations to the local area in the last 100 years as well as information on groups currently arriving in the local area. After further discussion in small groups (using the same headings, above) draw the class together.

Plenary

- What do we now know about who moved in the past and why?

- What people are moving into this community now?
- What difficulties may they face?
- What can we learn from people who come from different places?
- How can we help new migrants both as individuals and as a school?
- What is the government doing to help people newcomers?

Possibilities

This work could also lead to action: students could be asked to investigate what local groups are working to support new migrants and how they might help. If there are no groups helping new arrivals, what national groups exist? How might students get involved?

The work can also link in with media studies and looking at how new groups are presented in the media. At the time of writing many myths are arising about the Polish community (they are taking our jobs; taking our houses; overfilling our churches etc) which could be examined. You would need a cross section of newspapers, including local ones, and could also ask pupils to write on slips of paper comments they have themselves heard. The task is then to find out the story behind the statement: who says this? What is their evidence? What is the outcome of making such statements? Does another newspaper report the same story differently? How does the group which is targeted feel? What can be done to redress misconceptions? The plenary should focus on the need for evidence before we make any claims and examining why such myths arise in the first place.

NB: this lesson deliberately focuses on migrants to the local community. There is an excellent scheme of work on the Citized.org website for Year 9 by Hamish Hamilton which focuses on global refugees: *Refugees across the world*. This would be a suitable way to revisit migration in year 9 as it would build on the work suggested here for year 7.

Whole school activities

Our school: past, present and future

Purpose

- To help students understand that schools, like communities, are always changing
- To acknowledge and value the different cultures and skills in a school community
- To look forwards as well as backwards

Preparation

You will need some of the following, according to what each class is doing:

Archive material on your school or a nearby school if yours is new, including photographs of a class 100 years ago and your class now, access to elderly people who went to school locally, case study material on schools who have fought to stop deportations, information on local jobs in the past and now.

Procedure

Each class in the school takes a different starting point, depending on the age and interests of the class. This could be done as part of One World Week or ‘Who do we think we are?’ week. One year group, e.g. Year 8, might want to look at the history of the school and people who went to the school in the past. This might involve interviews with parents of children at the school or elderly people in the community. The interviews should focus not just on what schooling was like but whether they or their families had moved to the area and why people moved then. Students could build up an archive of oral history. (See guidance below on interviewing community members.)

Year 9 could look at local people who have migrated to the community and who have contributed in some significant way, either now or in the past. See appendix one, below, from Amnesty’s resources for teachers about the contribution of refugees to the UK. Some students could find out more about these people, others could look at local refugees.

Year 10 might build on their work experience week and look at all the jobs done in the past in the community and jobs done now by parents and relatives of students. How has the nature of employment changed? What happens if a major employer folds? This could be linked to why people have moved and whether they themselves might move for employment when they are older. If so, where might they go and what would they need to do to prepare for this?

Year 11 might want to move away from their school in particular to look at some of the controversial issues surrounding migration and examine case studies of schools in the UK which have fought to prevent students and their families from being deported. See, for example, Rutter (2004) *Refugees: We left because we had to: a citizenship teaching resource for 11-18 year olds*.

Specific activity for a Year 7 class:

Make copies of a pair of photographs which show a class in the school (or another similar school) 100 years ago and one now. Give each group of four students a pair of photographs. Ask them to come up with a list of 10 key differences. There is likely to be much greater diversity in the class today – in terms of ethnic group, religion, languages spoken and culture. Explain how and why this is a result of migration. Identify the main groups which have moved into the area.

Discussion:

What are the advantages of having students from many different cultures?

Are there any problems for children coming into our class from other parts of the country or from another country?

In what ways does our school reflect this diversity (think about displays round the school, textbooks, library books, who's on the school council)?

Task: the school in the future:

What do Year 7 think the class of future might look like? Get them to think about the needs of different minority groups, parents, children with disabilities, extended schools etc. Ask them to work in small groups to design a school for the future where the needs of all different groups are taken into account. Money is no object! Once they have designed the layout of the school, they can then say how the school would be run, who would be on the school council (if they decide to have one), what the uniform would look like, how the head teacher would be selected, what the curriculum would be etc.

This can lead to a display of our school (or schools) in the past, our class/our school today, and our school for the future. The drawings of schools for the future should be accompanied by each group's rationale explaining how the school will cater for all groups, how it would be run and why they like it.

Community based activity as part of a six week scheme of work on local migration (Yr 7)

This will depend very much on the location of the school, but ideally this should be a chance to explore in much more depth why specific groups have moved to the community.

You will need to find out which are the main groups to have moved and why. For example you may have economic migrants from Poland and refugees from Iraq or Darfur.

Liaise with the geography teacher to prepare a six week scheme of work to cover:

Week one: setting the scene

Identify five key groups which have moved into the community. Let pupils select which group they would like to learn more about. Before they start the topic, how many people do they think have come from this group and what do they think are the main challenges for them? Have a selection of local newspapers so pupils can start to gather information on how their target group is represented in the local media.

Weeks two and three: geography focus

What is the country like which the group has come from? Physical and human geography focus. What are the reasons for people from this country coming to the UK? How many people from the particular group have immigrated to this area? Why? Each group of pupils will need materials to work on their own migrant group, assisted by the teacher.

Week four: community focus (fieldwork)

What is it like for these people arriving in our town? Where do they live? Visit the neighbourhood to find out about shops or places of worship; interview members of the group. See below for guidance on interviewing community members.

Week five: what do others think?

How do local people feel about the new comers? How have they been represented in the local media? Interview a range of people (children, older people, other newcomers) for homework as preparation for this session. Are there examples of prejudice and stereotyping? Why? How might we redress this? What groups are working to help them?

Week six: presentation

Each group to make a display focussing on:

- what we now know about this group and why they have migrated
- the main challenges they face (political, economic, cultural)
- the benefits they bring to the community
- what the community can do to support them

Useful case studies of young people forced to migrate can be found at:

www.oxfam.org.uk/education/resources/darfur/

www.oxfam.org.uk/coolplanet/kidsweb/refugee/index.htm

Guidance on interviewing members of the community:

Before interviewing people, students need to consider how to be sensitive in the questions they ask. This guidance may help:

Field Work Interview Questions: preparation

- *Before you begin to ask a question always ask yourself, would I be happy to answer this question?*
- *Remember you are trying to get the people you are interviewing to tell you about their lives so they must feel they can trust you.*
- *You must guarantee that you will not pass on the information you have got to anyone other than the student group you will work with.*
- *You may find it easier to talk to groups of people rather than individuals.*

Interviewing members of the community: some ideas

- *What are the things you like about living in this community?*
- *Do you feel comfortable living in this community?*
- *Do you have any problems living in this community? What are they?*
- *Do you think that the national and local governments understand your problems?*
- *What would make your life in this community easier?*
- *What do you remember about going to school? Is it different for your children or the children in your community?*
- *How many languages do you speak? What language do you usually sing and dance in?*

Year 6 reporting:

Mrs Saunders had a wooden house on sticks in Nevis. They had carnival on August Monday and at Christmas. When it was moonlit at night she used to play hide and seek. She didn't have any brothers or sisters but lots of cousins. She started school at 9:00 and finished at 3:00 like us. She learnt the English national anthem and lots about England. She didn't learn any other language. She didn't travel much in the Caribbean. Mrs Saunders had problems when she came to Britain because some people were racist but now she prefers Britain to Nevis and her sons go to school here.

Report of an interview by Yr 6 children, studying 'Britain since the 1930s'. They interviewed elderly local people who moved from the Caribbean to the UK in the 1950s.

Appendix 1: List of Famous Refugees

From: teachers' resources www.amnesty.org.uk

Here is a list of some famous refugees (or children of refugees) who have contributed to the UK. This list is by no means complete! Pupils can do more research into the contribution refugees have made in the UK over the years. A Google search is a good place to start.

Carlos Acosta (b. 1973	Cuban ballet star
Professor Charlotte Auerbach 1899 – 1994	German born Jewish scientist, arrived Britain 1933, discovered mustard gas and mutagenics. wrote children's stories.
Frank Auerbach	Born 1931 in Berlin, Jewish artist, arrived Britain 1939.
Dr Michael Balint	Born in Hungary 1896 and arrived in the UK late 30's
Mary Benson	Born in Pretoria, South Africa 1919 anti-apartheid campaigner. Worked with Rev Michael Scott, arrived UK 1966 Started Africa Bureau. Biographer of Nelson Mandela
Professor Max Born	Born in Germany 1882, Jewish quantum mathematician who fled to Britain early 1930s. Wrote <i>The Restless Universe</i> FRS 1939 Nobel Prize 1954
Sir Montague Burton	Born in Lithuania in 1885 as Moishe Osinsky. Fled to UK Founder of clothing empire died 1952
Yasmin Alibhai Brown MBE	Born in Uganda 1949 Asian writer and broadcaster Expelled Ugandan Asian under Idi Amin arriving in the UK in 1972.
Professor Edith Bulbring	Born in Germany 1903, Jewish mother, fled to UK from Nazis late 1930's. Became Pharmacology Chair at Oxford University
Sir Ernst Chain 1906 - 1979	Fled to UK in 1933 from Nazi Germany . Chemist who isolated and purified Penicillin. Won Nobel Prize 1945.
Josef Conrad	Born Josef Korzeniowski , exiled to N Russia in 1861. With novels like <i>Heart of Darkness</i> he became one of the finest writers in the English language.
Andre Deutsch	Born Budapest , Hungary 1917. Went to Austria, then fled from Vienna to UK at time of the Anschluss. Became an important publisher in the UK for 30 years.
Waris Dirie	Born Somalia, 1965. Fled to escape forced marriage, Came to UK worked as cleaner. Became top fashion model. Wrote <i>Desert Flower</i> UN Ambassador for women's rights in Africa
Omid Djalili	Film actor, satirist and prizewinning stand-up comedian. The son of Iranian parents who severed ties with Iran following the Iranian revolution in 1979
John Dolland	Silk weaver and Huguenot refugee, inventor of the achromatic telescope lens with his son Peter .
Lord Alf Dubs	Born in Prague, Czechoslovakia in 1932. Escaped Nazi persecution on a <i>Kindertransport</i> train to London. Became Labour MP for Battersea, Director of the Refugee Council now life peer, politician, human rights campaigner.

Carlos Fortin	Born in Chile. Fled his country after the Pinochet military coup in 1973 . Became Director, Institute of Development Studies.
Anna Freud	Born in Austria, daughter of Sigmund, fled Nazis became child psychoanalyst.
Lucien Freud	German born grandson of Sigmund, painter
Sigmund Freud	Austrian-born father of Psychoanalyst, fled Nazis
Karen Gershon	German born poet who fled to UK 1938
Gilberto Gil	Brazilian composer, musician.
Rabbi Hugo Gryn	Czech- born Holocaust survivor, came to UK from Auschwitz as 13 yr old in 1945. Reform Rabbi, broadcaster writer
Paul Hamlyn	Multimillionaire publisher and philanthropist
Mona Hatoum	Born in Lebanon , Palestinian artist, Turner prize nominee
Victor Hugo	French born writer, author of <i>Les Miserables</i>
Ruth Praver Jabwhala	German born writer
Lord Jacobovitch	Ex Chief Rabbi
Eva Jiricna CBE	Czech born architect
Ismail Kader	Albanian born refugee/ businessman.
Professor Bernard Katz	German born son of Russian Jewish parents, became Prof of Biophysics at UCL FRS worked on neuromuscular synapse
Arthur Koestler	Hungarian-born writer
Oscar Kokochka	Austrian-born painter
Sir Alexander Korda	Hungarian-born Film producer
Etame Mayer Lauren	Born in Equatorial Guinea, family fled political persecution, first to Liberia then Spain. Professional footballer with Arsenal FC
Vladimir Ulyanov Lenin	Russian writer, revolutionary
Dr Rodrigo Lopez	Spanish Maronite Doctor to Queen Elizabeth 1
Lomana LuaLua	Born in Kinshasa Zaire. Family fled political persecution in 1985. Worked as a toilet cleaner for Macdonalds, now professional footballer for Portsmouth FC
Manubhai Madhvani	Born Uganda Expelled by Idi Amin, fled to UK - Asian industrialist
Daniel Marot	Huguenot architect. Fled to UK from religious persecution in France
Michael Marks	Russian born Pole who founded Marks and Spencers
Karl Marx	Born in Germany. Economist, philosopher

Thabo Mbeki	Born in South Africa, politician became S African President
Lord Claus Moser	Born in Germany. Fled from Nazi persecution to UK .Professor and Statistician
Giuseppe Mazzini	Born in Italy. Patriot and revolutionary.
Rudolf Nureyev	Russian dancer
Geoffrey Oreyema	Ugandan born singer – the African Leonard Cohen
Ursula Owen	German writer and publisher
Kirit, Meena Pathak	Ugandan. Expelled under Idi Amin. Asian spice merchants
Prince Phillip	Fled Greece as a refugee in 1923, married Queen of England
Camille Pissaro	French painter
Sir Karl Popper	Austrian. Fled to UK from Nazi persecution. Teacher, philosopher.
Irina Ratushinskaya	Born in the Ukraine. Poet and novelist. Fled to UK from Russia after years as prisoner of conscience
Professor Joseph Rotblat	Polish nuclear physicist, peace campaigner Nobel Peace Laureate
Professor Wole Soyinka	Nigerian playwright , novelist, political prisoner, fled Nigeria for UK in 1970 became Professor of Literature Nobel Laureate 1986
Sir Georg Solti	Hungarian musician, composer and world famous conductor escaped to Switzerland in 1939 and then to UK. Died 1997
Mario Stanic	Bosnian refugee. Fled to UK 1992 from persecution of ethnic minorities in Croatia Footballer for Chelsea FC. World Cup
Dr Sun Yat Sen	Chinese. Started the Revive China movement and after a failed rising in Guangjou, fled via Japan and US to the UK to escape persecution He later became President of the Chinese Republic in 1911 and 1921
Oliver Tambo	South African. Lawyer, partner with Nelson Mandela from 1953 . Fled to UK after Sharpeville massacre 1961 became President of (banned) African National Congress in exile Died in 1993 on eve of liberation
Reasmi Thakrar	Ugandan. Fled to UK 1972 after expulsion by Idi Amin. Started Tilda Rice with his family in Rainham Essex
Sir Jules Thorn	Austrian. Fled to UK from Vienna 1938 to escape Nazi persecution. Founded Thorn Electric Industries. Became millionaire, Established Sir Jules Thorn Charitable Trust)
Sieng Van Tran	Vietnamese. Family fled as boat people. Came to UK, became Computer scientist, millionaire. Founded iLearn.to training programme
Alek Wek	Sudanese (Dinka) Fled conflict and civil war. Now top supermodel
Lord George Wiedenfelt	German. Fled to UK in 1938 from Austria and Nazi persecution. Briefly cabinet minister in Israel, Set up publishing company, columnist, philanthropist.