



The History of Refugees in Gloucestershire

‘Pupils need to know that events in the past are connected to related events at the time and have a legacy, often lasting until today.’

Mary Myatt (The Curriculum—Gallimaufry to coherence)

‘The more you know about the past, the better prepared you are for the future.’

Theodore Roosevelt



Contents

Background and aim of teaching resource	3
The National Curriculum - History	4
Key Stage 2 National Curriculum History coverage included within this learning resource:	5
Opportunities to develop historical knowledge and skills	6
Other curriculum links	6
Definitions	7
Gloucestershire Action for Refugees and Asylum Seekers (GARAS)	12
Further information/Useful websites:	19

This document is the introduction to, and is designed to be used alongside, the following documents and PowerPoints (which can also be found on the GARAS website):

Refugees in Gloucester – A History

Refugees in Gloucester – Slavery in Gloucestershire

Refugees in Gloucester – The Skeleton that Dates Back 1,000 Years!

Background and aim of teaching resource

This teaching pack aims to raise awareness and understanding of the history of refugees within Gloucestershire. It will enable young people to take part in the process of exploring different time periods and discover how refugees and migrants have been part of our local history for 1000s of years. It gives an opportunity to study various aspects of our local history and even focus on individuals. Due to the nature of the resource students will not only be able to find out about the past but will have the opportunity to compare the past with the present.

The teaching pack is aimed at Upper Key Stage 2, but could easily be adapted and used with older children.

It has been developed by GARAS (Gloucester Action for Refugees and Asylum Seekers). Although the main focus of this pack is linked to the history curriculum, there is plenty of opportunities to use the resource for other curriculum subjects such as PSHE.



The information used within this teaching pack has been provided by GARAS.

Written by Alyson Meredith, supported by Adele Owen, Sue Oppenheimer and Lisa Donel.

The National Curriculum - History

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf

Purpose of study:

- A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Stage 2 National Curriculum History coverage included within this learning resource:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

A local history study

- a depth study linked to one of the British areas of study
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- changes in an aspect of social history



Opportunities to develop historical knowledge and skills

- Order the time period studied and to develop an understanding of chronology.
- Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective.
- Provide reasons for and outcomes of the main events and changes in historical periods showing factual knowledge of aspects of Britain and the wider world.
- Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.
- Select, organise, summarise and present relevant information, from a wide range of sources in the most effective way for a given purpose.
- Use historical terms.
- Ask simple historical questions to improve my historical knowledge.
- Answer simple historical questions to assess why things have happened in the past.

Other curriculum links

PSHE

- Modern day attitudes towards asylum seekers and refugees.
- British Citizenship.
- How the past affects our modern day values and opinions.

English

- Opportunities include looking at a variety of characters, discussion, debate, imaginative writing, presentations, formal letters, viewpoints, biographies and note-taking.

ICT

- Opportunities include using research technologies and undertaking creative projects.

Definitions

The difference between asylum seekers, refugees, refused asylum seekers and economic migrants

“If there was no danger to my life, I would go back – I’m not here for a comfortable life.”

There is often confusion around the most common terms used to describe people who leave their countries for different reasons. The Red Cross has come up with some simple definitions to help.

An asylum seeker:

- flees their home because they are not safe. For instance, they are fleeing war, or persecution because of political views or because of their sexual orientation.
- arrives in another country, whichever way they can.
- makes themselves known to the authorities.
- submits an asylum application.
- has a legal right to stay in the country while waiting for a decision.

A refugee:

- is an asylum seeker who has proven that they’d be at risk if returned to their home country.
- has had their claim for asylum accepted by the government.
- can now stay here either long term or indefinitely.

Refugees have a right under the UK and international law to bring their immediate family members to join them.

A refused asylum seeker:

- hasn’t been able to prove that they would face persecution back home
- has been denied protection by the authorities
- must now leave the country – unless they want to appeal the decision or it isn’t safe or practical for them to return home (for example, they have a serious health condition or can’t get the documents they need to travel).

An economic migrant:

- has moved to another country to work
- could be living there legally or illegally depending on how they entered the country
- may or may not have a legal work permit



Did you know?

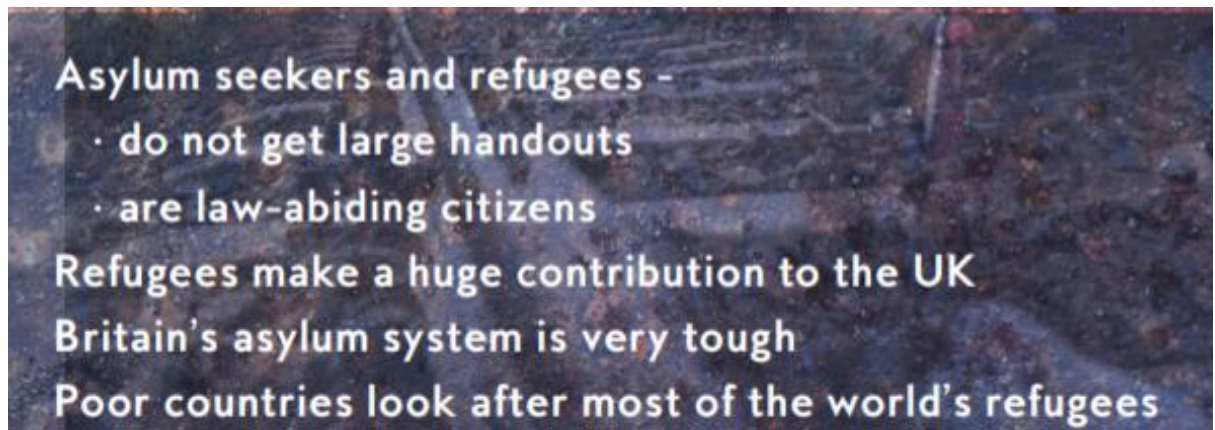
FOR MANY HUNDREDS
OF YEARS PEOPLE
WHO HAVE HAD TO
FLEE THEIR HOMELAND
HAVE FOUND REFUGE
IN GLOUCESTERSHIRE.
TODAY THERE ARE STILL
PEOPLE FROM ALL OVER THE
WORLD SEEKING ASYLUM
AND LIVING IN THE COUNTY.

Even in troubled times, leaving home can be the hardest of all things to do, so a welcome, sympathetic ear and realistic practical advice and encouragement are the most precious gifts one can give when such a person arrives in a new place.

That's exactly where Gloucestershire Action for Refugees and Asylum Seekers (GARAS) steps in.

These people have fled persecution (including imprisonment, torture and abuse), conflict, famine or hardship in their home country and taken extreme risks to reach a place of safety. All are desperate for security and respect and to rebuild their personal and working lives in a safe place.

Did you know?



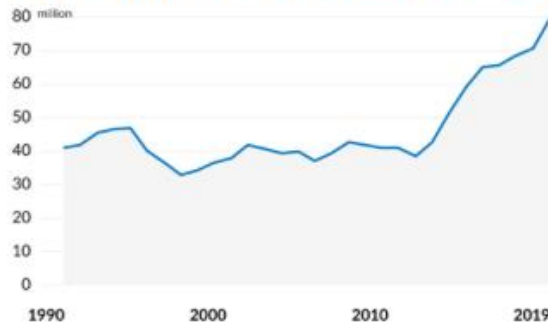
Refugees are people who cannot return to their country of origin because of a well-founded fear of persecution, conflict, violence, or other circumstances that have seriously disturbed public order and who as a result require international protection.

Without question, all people who move between countries deserve full respect for their human rights and dignity. However, refugees are a specifically defined and protected group in international law because the situation in their country of origin makes it impossible for them to go home. Calling them by their name can put their lives in jeopardy. UNHCR

Figures at a Glance

79.5 MILLION forcibly displaced people worldwide at the end of 2019

Source: UNHCR / 18 June 2020



26M Refugees

20.4M	Refugees under UNHCR's mandate
5.6M	Palestine refugees under UNRWA's mandate

45.7M Internally displaced people

Source: IDMC

4.2M Asylum-seekers

3.6M Venezuelans displaced abroad



1%
of the world's
population is
displaced



80%
of the world's
displaced
people are
in countries or territories affected by
acute food insecurity and malnutrition



73%
Hosted in
neighbouring
countries *



68%
Came from just
5 countries *

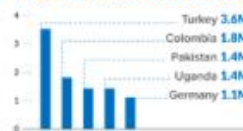


40%
of the world's
displaced people
are children



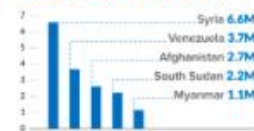
85%
Hosted in
developing
countries *

TOP HOSTING COUNTRIES



* Data includes UNHCR refugees and Venezuelans displaced abroad

TOP SOURCE COUNTRIES



UNHCR <https://www.unhcr.org/figures-at-a-glance.html>

About 1200 medically qualified refugees are recorded on the British Medical Association's database. It is estimated that it costs around £25,000 to support a refugee doctor to practise in the UK. By comparison, training a new doctor is estimated to cost between £200-250,000.

Children in the UK asylum system contribute very positively to schools across the country. This in turn enables more successful integration of families in to local communities.

The UK asylum system is strictly controlled and complex. It is very difficult to get asylum. The decision-making process is extremely tough and many people's claims are rejected.

Asylum seekers do not come to the UK to claim benefits. Most know nothing about welfare benefits before they arrive and had no expectation that they would receive financial support.

Almost all sylum seekers are not allowed to work and are forced to rely on state support -this can be as little as £5 /day to live on.



Gloucestershire Action for Refugees and Asylum Seekers (GARAS)



ASYLUM SEEKERS AND THE BEGINNING OF GARAS

1998

JULY In the second half of the year asylum seekers began to arrive in Gloucester, principally from the Balkan states, and found their way to Social Services. To have asylum seekers asking for help was a new experience for that department but after initial confusion it was decided that a responsibility lay under the 1948 Act and one of the senior managers was identified to take things forward.

NOVEMBER First multi-agency Forum for Asylum Seekers met. This brought together the main statutory and voluntary sector agencies in the City; the City Council, Red Cross, Police and the education department amongst others.

1999

By 1999 it became apparent that a non-statutory group was needed to provide some sort of drop-in facility and to be a campaigning voice for asylum seekers. And so a group of interested people from various sectors came together and formed GARAS. (It was agreed very quickly that it should be Gloucestershire Action for Asylum Seekers and Refugees as this new charity should be actively supportive). GARAS first minuted meeting is from July 1999.

At first GARAS provided a friendly drop-in facility but more and more clients were looking for advice and by May 2000 a Co-ordinator and the first Advice Worker were appointed.

2002

Gloucester became a National Asylum Support Service (NASS) dispersal area, and Clear Springs became the accommodation provider.

2003

The Asylum Seekers Team and GARAS have worked with members of the Multi Agency and have developed formal and informal support networks to ensure that asylum seekers receive the support they need to

integrate into our community... The majority of asylum seekers within Gloucester feel they have been well-received and find the City congenial.'

REPORT TO GCC CABINET

2004

Changes in the legislation meant the role of Social Services reduced and GARAS played an even more crucial part of the support network for asylum seekers. A role that it has continued to expand to this day.



What does GARAS do today?

All asylum seekers need our help but some are more vulnerable than others.

UNACCOMPANIED ASYLUM-SEEKING CHILDREN

need to be recognised as children and have the same access to support and services as any other child in the UK. Sometimes we have to challenge decisions that don't reflect this.

TRAUMA. Asylum seekers will include those who have been raped, tortured, trafficked or experienced other forms of abuse. GARAS ensures that they are supported to tell their story to those that need to hear it and also that they have access to psychotherapy when ready.

WOMEN have specific needs, including experiencing all forms of violence, so we provide dedicated support for areas of domestic abuse, specialist medical help and financial

options for those who have 'No Recourse to Public Funds'.

SYRIANS. We have been at the forefront of the Vulnerable People's Resettlement Scheme, which supports Syrians resettling across the whole of the county. We find them somewhere to live, prepare the accommodation, collect them from the airport and help them through the challenging transition period.

MOVING ON. Being granted refugee status creates a new set of problems. GARAS supports people to make this transition as smooth as possible, including access to work.

ABOVE ALL, GARAS IS ABOUT HELPING PEOPLE TO REGAIN THEIR DIGNITY AND ENABLING THEM TO MAKE THEIR WAY INDEPENDENTLY AND CONFIDENTLY IN THEIR NEW HOME.

GARAS OPENS THE DOOR TO SUPPORT THOSE SEEKING ASYLUM IN GLOUCESTERSHIRE, WELCOMING THEM WHEN THEY ARRIVE, ADVOCATING FOR THEM IN THEIR DAILY STRUGGLES, SUPPORTING THEM IF THEY FACE BEING SENT BACK AND HELPING THEM ADJUST TO THEIR LONG TERM FUTURE IF THEY ARE RECOGNISED AS 'REFUGEES'. WE ALSO HELP OTHER MIGRANTS WITH IMMIGRATION ISSUES.



Our drop-in centre is a safe encouraging space providing high quality assistance to clients through:

- *information, advocacy and advice on asylum, immigration, housing, health, benefits, law, education, careers etc*
- *activities, refreshments and relationships*
- *access to other agencies*
- *food, clothing and other practical needs*
- *counselling for those suffering the effects of trauma*
- *English for speakers of other languages*



A CHILD'S STORY



A DIFFICULT JOURNEY SEEN THROUGH THE EYES OF A CHILD

AN ACCOUNT OF AN UNACCOMPANIED ASYLUM-SEEKING CHILD AND GARAS

MOHAMED* was dispersed as an adult by the Home Office to Gloucestershire after a tortuous journey to the UK of several months. His life had been in serious danger in his home country, leaving his parents with the awful decision that this was the best option for him. It was immediately obvious to GARAS and to his solicitor that he was a child and not an adult. Thus began the first task to have his age reassessed and to move him out of inappropriate accommodation. A clinical psychologist established that he had learning difficulties, which adds to his vulnerabilities both in his home country and in dealing with the hostile environment for asylum seekers in the UK. Supporting him involved challenging another local authority on their mistaken assessment, a case that went all the way to the high court in London, with 5 members of the GARAS team as witnesses. We won the case.

We then had to get him into safe accommodation, a task that took many months because the statutory agencies involved disputed where responsibility lay. GARAS found and paid for safe accommodation for Mohamed during this period. A deal was finally brokered and Mohamed was found a suitable foster home.

The next step was to submit his Asylum application. Due to his vulnerabilities, this could not involve the usual formal interview and court processes. After four years of fighting, refugee status was finally granted in 2019. Education has also been difficult, but an appropriate setting was finally found.

At every turn there have been complications but GARAS has been there to help him. Mohamed is such a delight. He visits GARAS almost daily and views us as his extended family. Nothing gives us more pleasure than seeing this young man going off and playing his beloved cricket and reclaiming some of his childhood.

Refugees coming to Gloucestershire since the start of GARAS.

1951 Geneva Convention Relating to the Status of Refugees states:

"That a refugee is someone who has a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion."

War, ethnicity and politics - - When GARAS started back in 1999 a lot of their first clients came from countries that had previously been Yugoslavia, so particularly Kosovans, Croatians and ethnic Albanians.

These were people who had fled the war on our doorstep - the violent and tragic breakup of the former Yugoslavia.

By 2002 the nationalities were widening and one big group then was from Somalia - the brutal civil war there was causing mass movement. This was a tribal conflict and therefore again we are covering **War, ethnicity and politics**

Ethnicity - Throughout the years leading up to 2004 there were also a large number of Roma refugees who came to Gloucestershire from the Czech Republic, Slovakia, Latvia and Lithuania in particular who were persecuted because of their **ethnicity**. As a people, the Roma community have experienced generations of abuse and mistreatment both personally and from their states. They were treated as second class citizens; children were not able to access education. However, in 2004 the EU widened their borders and these countries were amongst the 10 that became part of the EU and therefore these Roma refugees could travel here safely and live and work without the challenge of going through the asylum process.

By 2004 GARAS was seeing growing numbers of people from the Democratic Republic of Congo - another brutal war. One refugee told their story as part of the GARAS listening project:

"The violence on the streets of Kinshasa was awful and people had to flee hoping they could get to safety and then get their children to join them when they were safe. For some that took too long and for my friend this took far to long. It took her seven years to get her status and for the Home Office to agree that her children could join her. We spent so much time together, crying when things were very slow and I went to court with her in London to prove to the Home Office that she should have the care of her children. Finally, we won and the children joined her in 2012! The children came and attended school in Gloucester, both are now working and one is now married. It was a long and painful experience. But they are doing well now and mum and I still catch up."

From around this time, GARAS also started to get Sudanese people, the vast majority from Darfur. With Darfur there is an ethnic group intentionally being cleared off their land, with great levels of violence again, this has been declared an example of **ethnic**

cleansing. It took several years before the Home Office would recognise their vulnerabilities and the situation but with the help of the then MP for Stroud David Drew who sat on the Parliamentary Sudanese group, GARAS managed to get this changed and many refugees have been able to settle in the UK, across the whole country.

Religious Persecution is particularly an issue from Eritrea and Iran although it does come up elsewhere. With both, there can be political oppression as well, but being a Christian in both countries is very dangerous. So over the years, there have been many examples of Christians being cross-examined by Home Office officials questioning their faith. There have been many examples of pastors and clergy supporting members of their congregation as evidence of their faith. This also included an Iranian Atheist - also not acceptable in Iran. In that instance, GARAS went to court with him and we had many debates and conversations about his reading from famous atheist texts and as a result, he won his claim.

Homosexuality is extremely dangerous in many countries particularly in some African countries, Iran, Pakistan and other Middle Eastern countries. GARAS has worked with several gay asylum seekers every year, working with a local Gay group in Gloucestershire to help them to be able to tell their story.

Young people - over the years GARAS has supported young people in Gloucester on their own from several countries, the main country has been Afghanistan. Here the challenge for young males is that when they become teenagers the expectation is that they will join the Taliban and fight. Parents and relatives want them to avoid this as this is so dangerous and so they are helped to escape.

One example of this is: A young man had been sought out as someone particularly vulnerable due to his additional learning needs and lack of understanding of the situation and so he was earmarked by the Taliban to be used as a suicide bomber. This was not his choice, but a way of using a vulnerable person to complete the evil task designed by men who are after their own ends. Fortunately, his mother understood what was happening and paid for someone to get him out of the country and to safety. This was a long and difficult journey, but with support from GARAS, this young man is at college now and is doing well. He also loves cricket and will spend as much time as he possibly can with a bat and ball.

Syria - Politics, religion - The civil war in Syria is well documented and from 2012 onwards GARAS was seeing more and more clients coming from there. This grew in 2015 when GARAS started working on the resettlement project and they have now settled over 350 Syrian refugees with complex needs.

Would you risk it?

1. What is a refugee/What is a migrant?

Can you write a definition of what a refugee is?

What is the difference between a refugee and a migrant?



3. Where from around the world have refugees and migrants come from?

Look at the history of refugees in Gloucester,

Can you make a list of some of the countries refugees and migrants have come from during the different time periods?

5. What is the journey like for a refugee?

Can you write a descriptive paragraph to describe what the journey may be like for a Kindertransport refugee? Include what the conditions may be like, how long it might take, how they might be feeling.



2. Who were the migrants and refugees in UK history?

Can you think of some examples from the past of refugees in the United Kingdom?

Can you think of some examples from the past of migrants in the United Kingdom.?

Can you write a paragraph giving details for your examples and why they are either a migrant or a refugee?



4. Why do people become refugees and flee from their country?

Using the example of the Kindertransport children explain why they were forced to become refugees?



Would you risk it?

Imagine you were a refugee fleeing your home during World War 2 and answer the questions 'Would you risk it?'

Further information/Useful websites:

The following links provide additional information, lessons plans, images, documents etc. Please be aware it is the responsibility of the person using these links to check that the content is appropriate for their students and GARAS will not be held responsible for any content that is deemed unsuitable.

- Historic England - Case studies, lesson plans, teaching resources, images, documents etc.: <https://historicengland.org.uk/services-skills/education/heritage-schools/>
- A History of the County of Gloucester: Volume 4, the City of Gloucester (detailed information, images, maps):
<https://www.british-history.ac.uk/vch/glos/vol4>
- Gloucester Archives – Case studies, lesson plans, teaching resources, images, documents etc.:
<https://www.gloucestershire.gov.uk/archives/>
- Gloucester Civic Trust – information, videos etc.
<https://www.gloucestercivictrust.org/>
- BBC – Slavery in Gloucester:
http://www.bbc.co.uk/gloucestershire/content/articles/2007/02/19/slavery_gloucs_feature.shtml
- BBC – Slavery in Gloucester:
http://www.bbc.co.uk/gloucestershire/untold_stories/african/slavery.shtml
- Gloucestershire Live: Slavery in Gloucester:
<https://www.gloucestershirelive.co.uk/news/cheltenham-news/hundreds-people-gloucestershire-benefited-slave-4211358>
- Cotswold Archaeology – Excavating Roman Gloucester
<https://cotswoldarchaeology.co.uk/community/discover-the-past/archaeology-in-your-area/gloscat/>
- Gloucestershire Archaeology – Information, research, projects:
<https://www.glosarch.org.uk/index.html>
- Know your place – interactive maps over various time periods (including overlay option)
<http://www.kypwest.org.uk/tag/gloucestershire/>
- Ben Uri Collection - Teaching resources and lessons plans that explore themes of identity and portraiture

<https://benuri.org/schoolsandfamilies/>