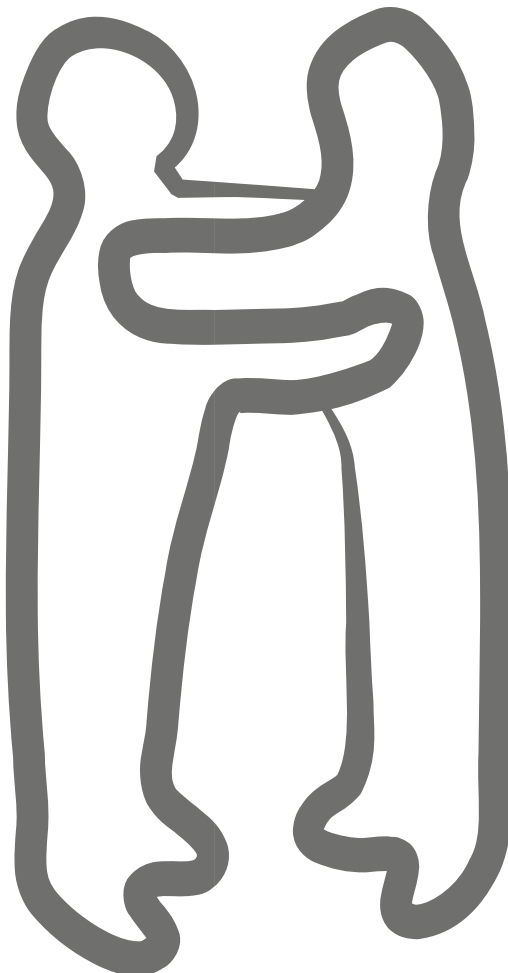


THE TOOLKIT

A DAY OF WELCOME

An accompaniment to Refugee Week in June

A day of solidarity and learning in schools that aims to build a culture of welcome and understanding towards refugees and asylum seekers



“A Day of Welcome really helps bring the school community together. Our students learn about the incredible journeys people make to reach our county and about what they can do as individuals to help sanctuary-seekers feel welcome. It’s a great opportunity to instil a sense of empathy in young people, and to engage them in fun and creative fundraising ideas. There’s a whole bank of resources for teachers to pick from, all ready to be used – this saved us lots of time but also inspired us to create some of our own! We would encourage all schools to get involved.”

– Inclusion Lead, Hellesdon High School, Norwich

“We had a great day – it was good to have the impetus to reach out and do something different, as well as make new connections.”

– Class teacher, Brundall Primary School, Norfolk

“We’ve had enthusiastic engagement right across the school community with the two days that we’ve participated in so far. They bring together the different strands from our School of Sanctuary learning and give them a local focus. As well as learning about how our area has a long history of rich cultural diversity, children have also been thinking about how to be welcoming, and getting involved in actions and fundraising to welcome refugees in practical ways. Importantly, pupils have felt secure enough to share their family stories, and new joiners tell us about how they have felt warmly welcomed in school.”

– Class teacher, Hethersett Woodside Infant and Nursery School, Norwich

“A fantastic day planned by knowledgeable professionals.”

– Class teacher, Lakenham Primary School, Norwich

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Concept and content of both toolkit and linked resources (excluding plans for short PSHE sessions) © Jake Rose-Brown for Norfolk Schools of Sanctuary and Jeannette Baxter for Anglia Ruskin University; research methodology and practice for citizen research © Jeannette Baxter for Anglia Ruskin University



THE CONTEXT

Introduction

Designed to encourage teachers in schools across the UK to deliver their own take on an educational initiative called A Day of Welcome, this toolkit developed out of a partnership between Norfolk Schools of Sanctuary and Anglia Ruskin University. A Day of Welcome helps schools promote a culture of understanding, hospitality and support for refugees and asylum seekers and to shine a spotlight on little-known stories of refugee migration.

This toolkit is an introduction to the principles behind A Day of Welcome and a call to get involved. You can use it alongside the package of learning resources and suggestions we provide each year to plan how your school will mark the day. Or, you may decide to go further and extend your work on welcome by running a citizen research project of your own, by applying to become a School of Sanctuary or by taking on the coordination of the initiative in your local area.

This is a grassroots initiative and we welcome new partners, friends and colleagues getting involved and making this project their own. To register to participate in A Day of Welcome visit www.norfolksos.co.uk¹ or get in touch by emailing info@norfolksos.co.uk. We hope that you will join us as we work together to build a culture of welcome in our schools.

Jake Rose-Brown & Dr Jeannette Baxter
Co-founders of A Day of Welcome

Our Aims

1

To build understanding of the experiences and contributions of refugees and asylum seekers.

2

To uncover and celebrate little-known stories of refugee migration.

3

To signpost Refugee Week events which pupils, families and staff may wish to participate in.

Refugee migration: the bigger picture

Refugees and asylum seekers have rarely been out of the news in recent years. Pictures and stories that detail the human cost of people's desperate attempts to get to safety on a flimsy boat or smuggled inside a lorry have become commonplace. In 2021 the world watched as desperate Afghans struggled to escape their country as the Taliban came to power. Alongside these narratives, UK government policy and the attitude of some in our society has hardened towards refugees and asylum seekers on our shores. Now more than ever, it is imperative for schools to educate their communities about the rights and experiences of people forced to seek sanctuary.

Forced displacement is a global humanitarian crisis, the scale of which is only expected to grow in coming years and decades. It's estimated that at the end of 2020, around 82.4 million people around the world had been forced to leave their homes as a result of violence, war or persecution – of these, 20.7 million were refugees. More than two thirds of these refugees came from just five countries, all of which have poor human rights records or are suffering the effects of ongoing conflict: Syria, Afghanistan, South Sudan, Myanmar and Venezuela. And, even more sadly, around 50 per cent of the world's refugees are children.

Country to country, region to region, individual to individual, the causes of displacement are very different. But what remains a constant is the need of displaced people for our compassion. As teachers we may not be able to fully explain to our pupils the tangled reasons so many people have to live like this, nor what the solutions might be, but what we can do is to help them appreciate that there are real people behind the statistics – and as educators we all know that empathy can be a powerful force for change.

Being clear about status

As teachers we needn't get bogged down in terminology, but it is important to avoid blanket use of the word 'refugee' when talking about displaced people – doing so encourages children to understand the reasons individuals leave their country of origin in an overly simplistic way. The correct use of three basic terms to describe status will help give pupils a better grasp of the issues:

- 'Refugees' are people forced to flee their country because of war, persecution or violence; a refugee has a well-founded fear of persecution on the basis of their race, sexuality, religion, nationality, political opinion or membership of a particular social group
- 'Asylum seekers' are people seeking protection from war, persecution or violence, but who have not yet had their refugee status evaluated by the authorities
- 'Migrants' are people who choose to move to another country for other reasons (to be with family, for better job prospects, etc.)



On our website www.norfolksos.co.uk you can find additional guidance on having conversations about refugee migration in the classroom.



**Norfolk
Schools Of
Sanctuary**

What A Day of Welcome can achieve

A Day of Welcome offers schools a means of helping children better understand and engage with issues relating to refugee migration. With different, often contradictory and sometimes inaccurate messages about refugees and asylum seekers filtering through to children from the media, as well as from family, friends and the wider community, it can be hard for them to see the issue in the round. A Day of Welcome is specially designed to help address this problem. Running one of these events also offers a useful opportunity for teachers to place a very deliberate focus on empathy, and the importance of fostering better relationships – not only inside school, but also between school and the wider community.

Participating schools use a what-works-for-them combination of activities to get classes thinking and talking about why people – in both the present and the past – have been forced to leave their country of origin to seek sanctuary elsewhere, and how as a host society we should respond to their plight.

Aside from enabling children to engage fully with one of the defining issues of our age, participation in A Day of Welcome offers other significant benefits to schools, including:

- Helping establish a culture of understanding and hospitality for everyone, particularly people who are refugees and asylum seekers
- Helping fulfil your statutory obligations to the Equality Act 2010, promoting British Values, and enriching your SMSC and PSHE provision
- Offering a means to help mark Refugee Week
- Building empathy and encouraging pupil agency
- Raising money for deserving projects that help refugees and asylum seekers
- Contributing towards your school being recognised as a School of Sanctuary [for more details, see p.35]



An accompaniment to Refugee Week

Every year, Refugee Week is celebrated in countries around the world, with World Refugee Day always falling on 20th June. In the UK, Refugee Week is marked nationwide by a programme of arts, cultural and educational events, all of which encourage better understanding between communities by promoting the contribution that refugees have made to our society.

Taking place each year on the Friday before Refugee Week, A Day of Welcome is designed to complement events running the following week at a national level, as well as to support schools in signposting events and activities of interest that are happening locally and nationally.

Visit www.refugeeweek.org.uk² for more information.



The origins of this toolkit

In 2018, Jake Rose-Brown, a teacher and Inclusion Lead at a Norwich junior school, and project lead for the Norfolk branch of the Schools of Sanctuary network [see p.35], organised the first Norfolk Welcomes. That summer, this special day of learning on issues relating to refugee migration ran in schools across the county.

As part of Norfolk Welcomes, Jake worked with Dr Jeannette Baxter, Reader in English Literature at Anglia Ruskin University and Director of 'New Routes, Old Roots', the university's research hub for the creative exploration of issues related to migration and social marginalisation in Norfolk and Cambridgeshire. Jake and Jeannette put together a team of citizen researchers to explore local histories of refugee migration. This group of volunteers gathered a set of fascinating and little-known facts and stories about Norwich and Norfolk (including, for example, the continental origins of the yellow canary that emblazons the shirts of Norwich City's footballers!), and then presented them at a creative workshop designed to inspire teachers to create learning materials for lessons, assemblies and PSHE sessions. These bespoke resources were used in schools across the county in both 2018 and 2019 to mark Norfolk Welcomes day.

The ambition in putting this toolkit together is to extend the reach of the pioneering work done through the Norfolk Welcomes project. Designed with support from Amnesty International, City of Sanctuary and Refugee Week, it offers an easy means for teachers in any part of the UK to deliver their own day of solidarity and learning in relation to refugee migration, as well as to inspire them to consider exploring their local community's history as a place of sanctuary. We very much hope that you will make use of what the toolkit offers and join other teachers across the country in hosting A Day of Welcome.



Citizen research: a unique opportunity

Local history as a rich resource

As described on the previous page, an important aspect of Norfolk's development of a template for A Day of Welcome has been the involvement of 'citizen researchers'. This term simply describes a group of enthusiastic volunteers who are prepared to spend some of their own time finding out about a particular subject for the benefit of others; this work can be done via in-depth reading, visiting public record offices, talking to relevant people, etc.

Running a citizen research project to feed into the creation of bespoke learning materials to mark A Day of Welcome will of course involve more work than simply using the pre-existing resources this document offers you links to. But if and when you're ready, commissioning your own body of research will allow your school's staff and pupils to dig a lot deeper into the idea of welcome – and learning materials with local relevance always help increase pupils' engagement. In addition, running a citizen research project offers a unique opportunity to enrich links between the school, its parents and carers, and different elements of the local community.

Local histories of migration and displacement are everywhere. Citizen researchers look into the aspects of these histories that are important to them and the community, and consider how their area has and continues to be shaped by people seeking sanctuary. Subjects might include how historical and/or recent migrant groups have influenced local food and drink, or shaped the area's culture, language and industry, and even its history and politics. Every set of citizen researchers will be different, but it's likely that one will be made up of teachers, parents and carers, as well as members of local groups (including people involved with refugee and integration projects, ideally, as well as history networks, and community arts organisations). Your researchers don't need any prior experience, just curiosity and an interest in local history and culture.

The benefits of running a citizen research project

- Feeds information and stories with local relevance into learning materials for your school's take on A Day of Welcome
- Creates a research archive that can be used for other projects in your school, or in the wider community
- Enhances understanding of the fact that the experience of migration and seeking sanctuary can have a local as well as a global context, and has occurred throughout history
- Fosters intergenerational exchange between the citizen researchers and pupils through heritage-sharing activities in school (assemblies/lessons)
- Enables a richer understanding of local histories of migration and sanctuary-seeking by involving a wider range of people and perspectives
- Involves the community beyond the school gates (including parents and carers) in learning more about their area's history as a place of sanctuary, and sharing relevant stories
- Offers plenty of opportunities for members of the school and wider community to learn new skills, share knowledge, meet people and have fun!

For more information on running a citizen research project, see p.26.



Carrying nearly 4,000 Basque child refugees, the Habana arrives at Southampton in 1937 (courtesy University of Southampton; see p.41)

GETTING STARTED

How to use this toolkit

This toolkit has been designed to make it really easy to plan and deliver A Day of Welcome in your school.

First, have a look at the ‘menu’ of activity options on the next page (‘How might a Day of Welcome look in my school’) and decide what level of commitment you’re able to make – from simply holding a whole-school assembly to running your own citizen research project to uncover local refugee histories.

Whatever scale of involvement you choose, we can offer you lots of guidance and ideas to help with planning, including tailor-made learning materials for pupils in Key Stage 1-4. We have a bank of resources which includes assemblies, lesson plans and shorter PSHE sessions – find out more about our resources [here](#)³. This section also offers guidance to encourage good practice and a list of websites that all offer a good place to start when researching refugee migration.

The next section, LARGER-SCALE IDEAS [p.22 onwards] describes three examples of activities that can be run with the involvement of bigger groups of children, and across year groups and, if feasible, across more than one school. And if you’re interested in extending your work on welcome, the penultimate section of the toolkit explains how to develop activities based on research about your local area [‘Running a citizen research project’, p.26], as well as the benefits of joining the UK’s Schools of Sanctuary network [‘Becoming a School of Sanctuary’, p.35].

How might A Day of Welcome look in my school

Every school is different, so there's no fixed template for how A Day of Welcome should operate. Below are some examples of the type of things you could organise in your school.

Straightforward

- **Non-uniform day** – Invite pupils and staff to wear particular clothes with some thematic relevance to the work of A Day of Welcome (colours are easiest!) and ask for donations to raise funds for a local organisation that supports refugees and asylum seekers, see p.24.
- **A Welcome assembly** – Using our tailor-made resources, hold a special assembly to mark the day. To take a look and be granted access to our resources for KS1-KS4 register [here](#)⁴.
- **A Welcome lesson** – Use or adapt one of our lesson plans to help pupils make sense of refugee migration and to challenge stereotypes and misconceptions about refugees and asylum seekers. To be granted access to our resources for KS1-KS4 register [here](#)⁵.

A bit more effort

- **A day off-curriculum** – Explore our selection of online assembly/lesson/PHSE session plans and recommended resources and use them to timetable a whole day of activities that help pupils explore refugee migration in greater depth. To take a look and be granted access to our resources for KS1-KS4 register [here](#)⁶.
- **Signpost local Refugee Week events** – Let your pupils, staff and wider community know what events will be held in your area for this national celebration of the contribution refugees make to UK culture. For details of what is happening in your area, see the Events section of [Refugee Week's website](#)⁷.

Really going for it!

- **Explore your area's history of refugee migration** – Whether in the past or the present, most communities in the UK have been touched by stories of refugee migration. With a little internet research you can uncover these stories and incorporate the sharing of them into your Day of Welcome. You may find something fascinating enough to inspire you to create your own research project! [see 'Running a citizen research project', p.26]
- **Design a creative arts project** – Using two of the three examples in the LARGER-SCALE IDEAS section [see p.22] for inspiration, find a way for your pupils to use music, art, poetry or another creative medium to respond to what they've learned about refugee migration – and, ideally, showcase their work for parents and carers, or find another appropriate way to share it.
- **Become a School of Sanctuary** – Start your school's journey to be recognised as a place of safety, welcome and inclusion, see p.35



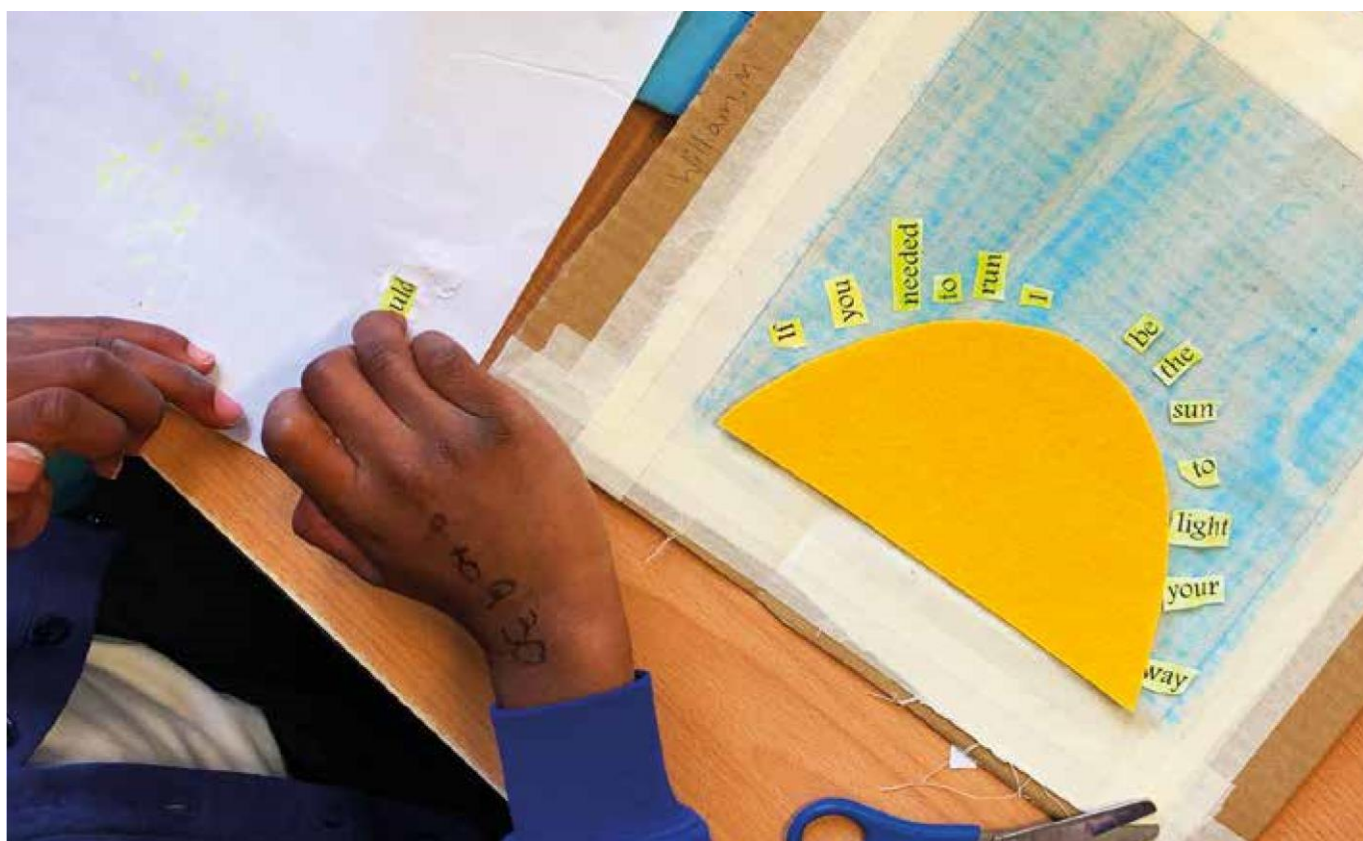
PLANNING

Teaching resources

Over the past few years we have created and curated a wide range of teaching resources designed for Key Stage 1-4 which will support you in holding A Day of Welcome in your setting.

Assemblies

For schools taking part for the first time – or for any school struggling to imagine ways of fitting additional lessons into an already-busy curriculum plan – an easy means of marking A Day of Welcome is to hold a special assembly that simply gets children thinking. Equally, if you're interested in putting together a whole-day event for your school, then an assembly is an excellent way to kick things off, as well as to set the right tone for the day's activities. An assembly offers a good opportunity to signpost any events happening in your area for Refugee Week that your pupils may be interested in attending – visit [Refugee Week's website](#)⁸ to see what's on in your area.



Lessons & schemes of work

We have developed a set of resources for primary and secondary schools which is designed to introduce and explore refugee migration in a general sense. These are suitable for all schools regardless of your location. In addition, we have developed a local offer for schools based in Norfolk, Cambridgeshire, Essex and Suffolk. Schools in these counties have access to additional resources and suggestions to help them explore refugee histories from their local context. Many of our resources invite pupils to respond creatively with the children's learning culminating in some kind of artistic or creative output – these are suitable for one-off lessons or, if you'd like to put more emphasis on the creative aspect of the work, they can be extended into a series of lessons.



A DAY OF WELCOME

To gain access to the resources for A Day of Welcome please visit our [website](#)⁹ and register to participate in A Day of Welcome. In May you will then be granted access to our bank of resources, including lesson plans and activities created especially for this year.

If you would like to be given access to our existing resources at any other point of the year (you can of course incorporate lessons on refugee migration into your curriculum at any point in the year, not just in June!) email info@norfolksos.co.uk requesting access.



Guide to good practice

Some suggestions on how to plan and deliver A Day of Welcome in your setting in a respectful, appropriate and effective manner:

- If you can, try and find a way to offer both agency and a voice to local refugees and asylum seekers. If you have families in school with a refugee background, you could invite parents or carers to help you plan activities for A Day of Welcome. Otherwise you could ask a local organisation that works with refugees to connect you with someone locally who has lived experience of this status. Maybe they could suggest how any money raised could be used or give advice on how conversations in class should be framed.
- Ask your local education authority and educational networks to help you promote the day.
- Make contact with local organisations that support refugees and asylum seekers and ask what you could do to support them.
- Be mindful that some of your pupils' lives may have been negatively touched by refugee migration in some way. Careful thought should be given to the content of planned activities in order to be inclusive and not to retraumatise anyone.
- Prepare your teachers to discuss the rights and experiences of refugees in a thoughtful and sensitive way by sharing with them our document 'Teacher guidance for delivering lessons about refugee migration', which can be found alongside example materials for A Day of Welcome [here](#)¹⁰.
- Be careful to avoid 'othering' people. Being a refugee or asylum seeker is a technical status, not an identity – displaced people are people, not a number in a category. When appropriate, always use people's names, and where possible, focus on individual stories.
- Take care to stress that some individuals and groups have differing views on refugee migration. It's important to let children know that not everyone has positive attitudes towards refugees and asylum seekers and, where possible and when appropriate, to explain why this is.
- If you create any artwork or poetry as part of A Day of Welcome, try and use it to create a display, hold an exhibition for parents and carers, or find another way to share it. Take your message of welcome out of the classroom and into your community!
- Contact local news media and let them know what you have planned.
- Share what you're doing with parents and carers via your website, social media and in newsletters/emails, etc.



Recommended websites for researching refugee migration

With a topic as complex – and, often, as fraught with political controversy – as refugee migration, it's doubly important to get your facts straight before presenting a particular topic to children in class. A quick Google search will of course throw up a huge array of sources of information, but the following websites are the ones we'd recommend as a good selection to get you started. All of them adopt a compassionate, nuanced and factually accurate approach to educating the public about displacement and sanctuary-seeking.

[Amnesty International](#)¹¹ is a global grassroots organisation that campaigns for human rights in countries around the world. They are a great source of information and resources on topics dealt with by this toolkit, and regularly run campaigns on refugee rights.

[Help Refugees](#)¹² is a UK-based NGO that both provides humanitarian aid and offers advocacy to refugees around the world. They run regular international campaigns to provide practical support to displaced people.

The Home Office is the department of the UK government responsible for immigration into this country. Four times a year it publishes [immigration statistics](#)¹³ for the UK for the preceding 12 months, including data on how many people have been recorded as seeking asylum.

The House of Commons Library (an impartial research and information service based in the UK Parliament that although it was set up to inform MPs and their staff is also open to the public) published a really useful illustrated article in March 2019: [‘How many asylum seekers are there in the UK?’](#)¹⁴

[The Migration Observatory](#)¹⁵ is a project based at the University of Oxford that provides analysis of the immigration and migration issues affecting the UK. Their work can help to answer key questions about migrants in your local area, as well as illustrate the national picture.

[The Refugee Council](#)¹⁶ is a UK charity that offers support and advice to refugees and asylum seekers; they publish regular briefings and statistics on their website.

[UNHCR](#)¹⁷ is the United Nations agency with a mandate to protect displaced people across the world. Their [annual statistical reports](#)¹⁸ offer an accessible global overview on refugee migration.

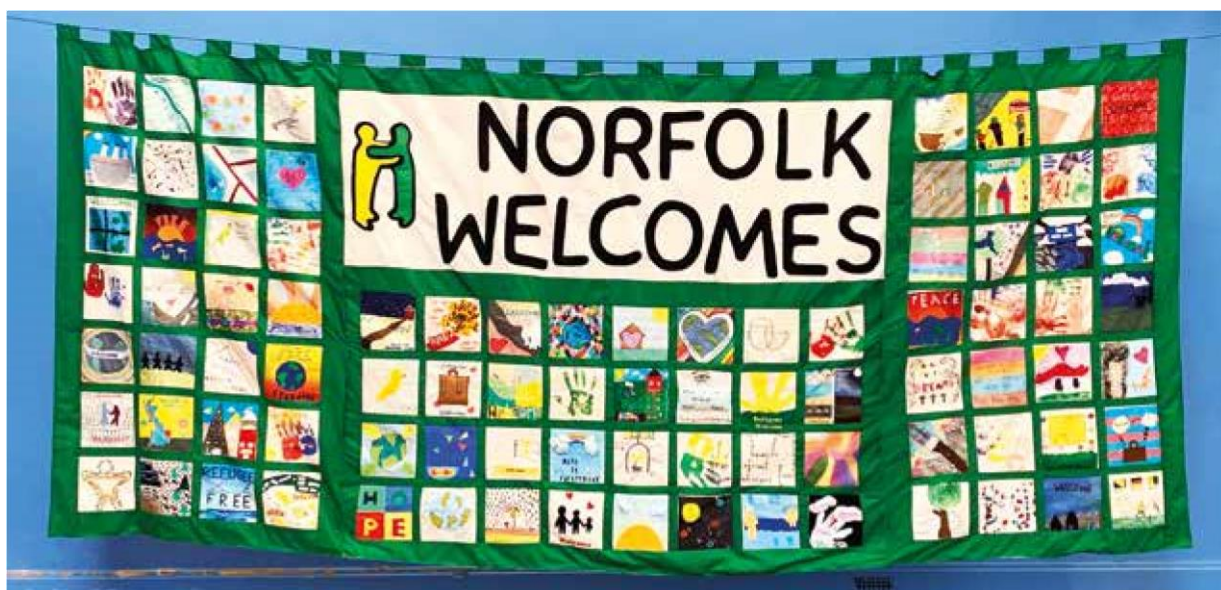
LARGER-SCALE IDEAS

The following three examples of activities (two creative, one simply a chance for children to ditch their uniform for the day!) all ran in schools in Norfolk as part of A Day of Welcome in previous years. What they have in common is scale: they can all be used to get larger groups of children – and, if practical, different year groups, and even different schools – working together.

1. A Patchwork of Strangers

For hundreds of years, communities in Norfolk have welcomed people seeking to escape war and persecution in their countries of origin. The ‘Strangers’ of the 16th century, the Jewish refugees of the 1930s, people fleeing the Vietnam War in the 1970s, Congolese families in the 1990s, and the most recent arrivals from Syria: all have played their part in creating Norfolk’s rich history as a place of sanctuary.

Inspired by the stories of both the individuals and groups who’ve sought sanctuary in their county, pupils from two Norwich schools, Avenue Junior School and Hellesdon High School, created individual ‘visual poems’ out of textiles and mixed media. These fabric panels were then combined to create a large wall hanging that paid homage to The Strangers, a group of refugees who came to Norwich from the Low Countries to flee religious persecution during the reign of Queen Elizabeth I, and who went on to have a significant influence on many aspects of life in the city. The wall hanging was exhibited in different locations around Norwich to mark Norfolk Welcomes 2019, before being divided into three panels and displayed in libraries across the county. You can watch a short documentary about this project [here](#)¹⁹.



2. Welcoming Syrian families

Since it began back in 2011, the civil war in Syria has displaced millions of people. More than half of the country's population have been forced from their homes and to seek sanctuary elsewhere. In response to this crisis, the British government established the Syrian Resettlement Programme (VPRS) and pledged to resettle up to 20,000 Syrians in the UK by 2020.

To help pupils make sense of why the war is happening in Syria, as well as to demonstrate the importance of making empathetic gestures of welcome in our communities, Norfolk Schools of Sanctuary created a lesson to introduce British children to this conflict and build their understanding of some of the challenges people affected by it may face. As part of Norfolk Welcomes several schools used the lesson to create welcome cards for families resettling in Norwich. Featuring self-portraits of the pupils and messages of welcome written in both English and Arabic, these cards were waiting for the families when they each arrived in their new home.

In addition to making cards, several schools ran money-raising activities during Norfolk Welcomes in order to help fund furnishings for the homes of arriving Syrian families. Over two years, six schools raised more than £3,000, money that was spent on buying 14 double mattresses.

In 2021 we developed a resource for schools to support them in making welcome cards for Afghan families as they resettled in the UK which you can download [here](#)²⁰.



3. Themed non-uniform day

Holding a non-uniform day where everyone is encouraged to wear clothes that in some way tie into local stories of sanctuary is a simple – and fun – way to involve the whole school in A Day of Welcome. This form of event also offers a relatively straightforward way to raise funds for local organisations that support refugees and asylum seekers.

To mark A Day of Welcome in Norfolk, children are invited to wear clothes that are either green or yellow (but preferably both!): the colours of local football team Norwich City Football Club. This is to recognise that the canaries that gave Norwich City both its nickname and that feature on the club's crest were first brought to Norfolk by 'The Strangers', refugees who were fleeing religious persecution in Northern Europe in the 16th century.

In the last two years in Norfolk these non-uniform days have together raised more than £4,000, money that has been used to create an emergency fund at New Routes, an organisation that supports refugees and asylum seekers in integrating into the local Norwich community. This fund provides small amounts of financial support as a short-term measure during periods of hardship, with the aim of providing an immediate solution to a solvable problem. To date, it has paid for travel to important appointments, and for medicine and glasses, as well as helping users access education and to secure long-term accommodation.





EXTENDING YOUR WORK ON WELCOME

Running a citizen research project

Getting members of the staff, school and local communities together to drive the creation of bespoke learning materials can be a really rewarding experience for everyone involved. It does, however, require commitment and organisation, and is best approached with a pragmatic attitude – only attempt to achieve what’s practically possible! A relatively short run time and the fact that you’ll be relying wholly on time given for free (often by people with many other commitments) means it’s probably best your project aims to generate material on only a few topics rather than on a wide range.

Here’s a ‘How To’ guide to reference when running your own citizen research project for the first time:

1. What you need to get started

- A group of enthusiastic people; 8-12 is a good number (see section 2)
- One or two people to lead and coordinate the project
- At least two teachers prepared to use the information and stories the citizen researchers generate to create bespoke learning materials
- A clear focus for your research (see section 3)
- A plan of action, including a fixed deadline (see section 4)
- Access to research resources: books, physical records, online, etc.
- A place to hold research meetings
- A means for researchers to store and share the material they generate (e.g. Google Drive or DropBox)
- Although not essential, a small budget for meetings (to fund travel, refreshments and document printing) is desirable

2. Recruiting citizen researchers

- Draw on your school community by sending a call for interest out to parents and carers
- Make the most of community networks and get in touch with arts/heritage organisations; local history groups are a brilliant place to start: members will have research skills and knowledge, and probably be very happy to share them!

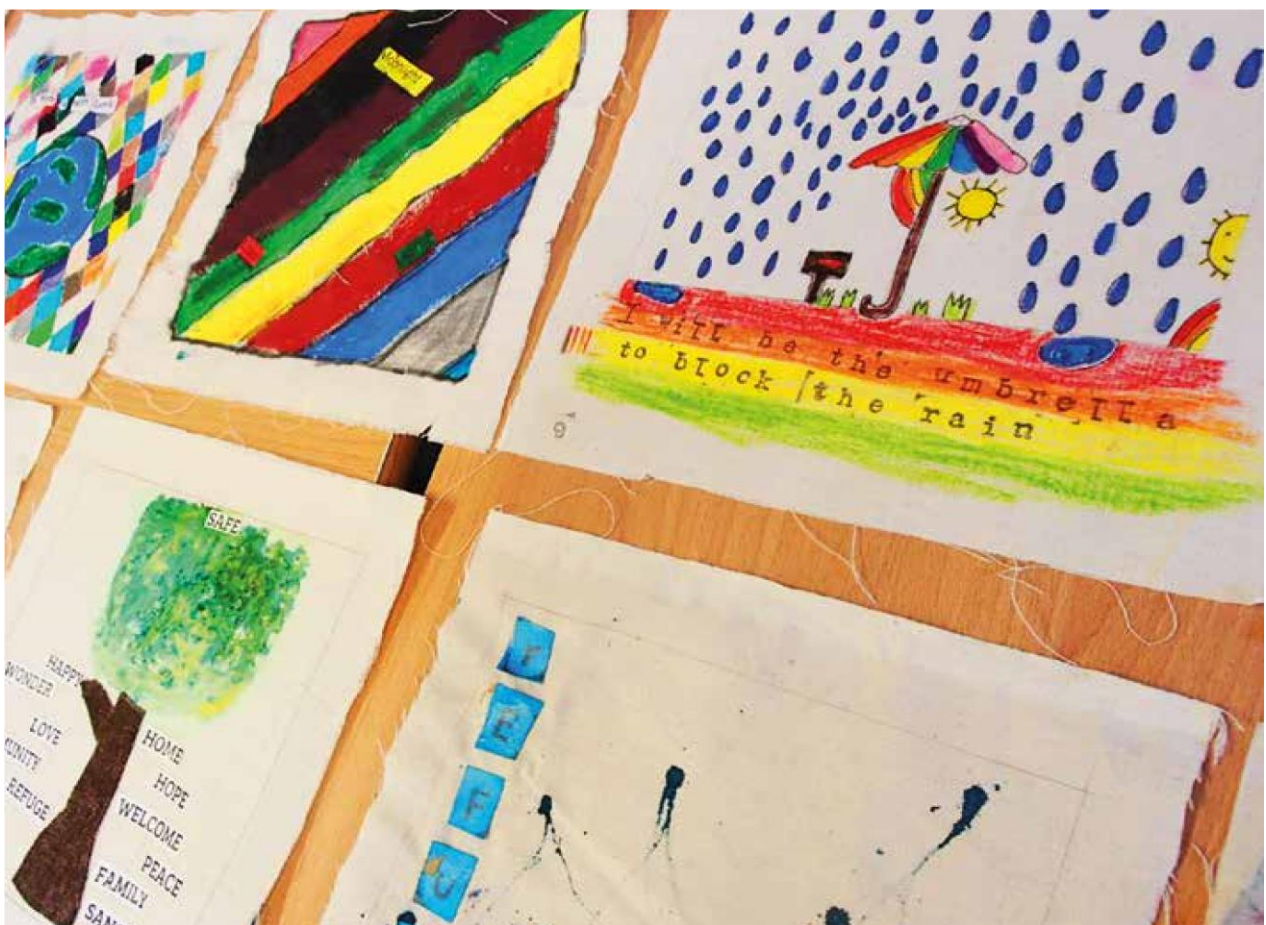
- Put a call for citizen researchers notice in your local library that outlines the key project aims and time commitment

3. A simple research focus

Given the UK has a long and rich history of migration and resettlement, it probably won't be possible to cover every aspect of your area's particular story. The first and most important step in organising a research plan is making a conscious decision to be realistic about what you can achieve with the time and resources that you have. Decide as a team on just two or three strands of migration history that interest you.

For example, for the citizen researchers who generated material used by Norfolk Welcomes in 2018 and 2019, the research focus was the story of The Strangers, a group of Dutch- and French-speaking immigrants who came to Norwich from Northern Europe in the latter half of the 16th century. The impact of these people on the life, industry, culture and language of Norwich has been huge so, working in small teams, researchers focused on just three areas:

- 'Butter, books and beer': The Strangers' cultural legacy
- The Canaries: Norwich City football club's links to refugee history
- A general overview on who the Strangers were and how they came to Norwich



4. Project schedule

As a general rule of thumb, you'll want to have finished resources produced at least half a term before running A Day of Welcome, so that your school has plenty of time to plan effectively. In terms of how long the research-and-production phase of this kind of project should be, however, there's no fixed rule. Between 10 and 13 weeks is a good working model, but the project could last longer (if it does, be aware this can make it easier for deadlines to drift, so be strict on supply dates!). However much time you decide to allow, your plan of action should include the following phases:

Phase One: Getting Started (2 to 3 weeks?)

i. Formulate a plan. Use your first meeting to:

- Consider the group's existing knowledge/skills – if someone can already offer something to the project, use it!
- Ask what each of you already knows, and what you want to find out, and use the answers to help you decide on the research focus and individual areas of interest
- Decide who's going to do what
- Clarify your plan for being able to store and share research
- Set a deadline for completing Phase One

ii. Following the meeting, get cracking on information gathering! (See section 5 for more advice on research)

- Use online and printed resources for research, and talk to anyone with a relevant lived experience to share
- Follow your noses – research is exciting because it is organic. And also go with your instincts: if you find an interesting lead on something, try and follow it through... you might create some truly unique research! It's also good practice to remain aware of the fact that nearly all stories are underpinned by a particular ideology or politics – whose interests are being served?
- Upload your research, including relevant images and texts

Phase Two: Share and consolidate (2 to 3 weeks?)

Share what you've found – arrange another meeting (or two separate meetings) to:

- Present what you've each done so far
- Discuss any challenges, issues, questions, etc.
- Identify any gaps in the research and make a plan to address them
- Help each other out with positive feedback and suggestions
- Agree a date by which research stops and people start work on producing their summary documents (see next section)

iv. Consult with teachers: it's good practice to get some input from a teacher towards the end of this phase. They'll be able to advise you on how best to make your research helpful to them.

Phase Three: Creating research summaries (2 weeks?)

v. To make it easier for teachers to turn researchers' hard work into bespoke learning materials, it's good practice to get researchers to use a standardised format in presenting what they've found. Ideally, this format should:

- Take the form of a digestible summary: bullet points are fine but so is a written-out description (you can set a word count but be aware that some people will want to contribute more than others)
- Include important dates and other key facts and figures, to help teachers quickly build a contextual understanding of your subject
- Make sure anything particularly interesting is highlighted, so it's not overlooked: funny bits, unusual bits, juicy bits!

These summaries and any related images and texts should be uploaded into an online folder that can easily be shared with teachers.



Phase Four: Handover to teachers (within 2 weeks of supply of research?)

vi. To enable teachers to fully explore the potential of what's been found, organise a one-day workshop so that researchers can present their work and answer any questions, etc. (Make sure teachers have had time to read the research properly before attending.) This also represents an important opportunity to demonstrate to your researchers – who are of course all volunteers – that their work has been worthwhile, as well as to help build or support community networks.

Prior to or at the beginning of the workshop, the team of teachers will need to decide the following:

- What the audience is for the learning materials they're going to produce
- The sort of materials they are aiming to produce: for an assembly, a short PSHE session or a creative arts project, etc.?
- Following the workshop, who will be responsible for producing what
- The final deadline for submission of finished learning resources
- Whether they should offer to share the material they produce with other schools? If so, someone should get in touch with them during this phase, so senior leaders have enough time to consider the opportunity well in advance of the date by which their teachers would need to start planning work

The workshop can take a number of forms, but the following structure tends to work well:

- Researchers individually present their work to the whole group
- Teachers ask questions (if something isn't clear or they want to expand on something)
- The group breaks into brainstorming teams, with teachers and researchers going into more depth on a particular theme or themes, with the aim of producing a rough set of ideas for particular learning materials (lots of Post-Its and a wall are helpful at this point!)
- If there's time, teachers can rotate to different researchers, so everyone gets a chance to expand on each available theme
- Teachers make rough notes on a set of ideas to work into learning materials
- Someone makes sure that all the teachers know what they are doing and creates a list that can be used during the production phase (see next section)

Final Phase: Materials produced and shared (2 to 3 weeks?)

Teachers go away and create a set of resources that colleagues can use to deliver the assembly/lesson/art activity, etc. During this time it's useful to:

- Restate the final deadline for the creation of learning resources!
- Agree a 'delivery date', i.e. when finished resources will be shared with colleagues – to allow adequate time for planning, this should be at least half a term in advance of running A Day of Welcome
- Connect teachers with specific researchers for, if needed, further discussion and sharing of information and ideas
- Ask teachers who have participated in the research project to trial the resources in their settings, to deal with anything that's problematic/doesn't work well
- Have one person coordinate, collate and edit the different resources to maintain coherence and avoid duplication

Learning materials are then shared with colleagues in your own school and, if applicable, other schools. It's good practice for one member of the project team to offer to act as a contact for teachers who are getting to grips with the learning materials.

On or after A Day of Welcome itself, all participants should be encouraged to share their experiences, insights, images (where appropriate), etc.! In addition, citizen researchers, teachers and people from local groups, etc. who have participated should be invited to some form of event (maybe a showcase for parents and carers to see the creative work children have produced as part of A Day of Welcome?) that marks the end of the project – remember that they have offered their time free of charge and will appreciate an official thank you for and recognition of their work. (If running an event of this kind is not possible, then a simple Thank You email to everyone who took part is a good-practice alternative!)



5. Research: where to start

- Online research is probably the best place to start, as it can provide context for your research and throw up leads you might want to follow in more detail in both printed and more specific materials online
- Published materials (books, journals, essays, blogs) – when you find a book or essay that looks relevant, read it and collate the main points

When working with print materials, be sure to make a note of where your research comes from by recording the following: author's name (if known); title of research source (book, newspaper article, etc.); publisher's name (if known); and the date of publication; it's also useful to note page numbers – e.g. 'Jeannette Baxter, How the Strangers Shaped Norwich (Norfolk Heritage Press, 2019), pp.34–42'

Keeping a record of this information will save you time if you need to go back to a particular book or essay to find out more detail (particularly if you make a note of the relevant page or pages you took information from). It's also important to acknowledge research resources when you are presenting your research to others.

- Visit your local library and/or local Records Office and make the most of their history expertise; these organisations often run free or low-cost introductory research workshops on how to use library archives and resources
- Make the most of local history groups; many have Facebook groups that offer brilliant platforms for asking questions and sharing knowledge
- Talk to people in your local community who might be willing to share their, or their family's, relevant lived experience.



Citizen research: a case study

In 2020, the Norfolk Welcomes team and its equivalent over the county's western border, Cambridgeshire Welcomes, collaborated on a citizen research project called 'Havens East: Uncovering Lost Stories of Basque Child Refugees in East Anglia'. Its relatively narrow research focus offers a good example of how to keep a project manageable. With your own citizen research project, don't feel you have to try to explore all of the links between your region's history and the idea of seeking sanctuary – this will make the project feel too baggy, and probably generate far more material than teachers will be able to use in creating learning materials.

The context

During the Spanish Civil War (1936–1939), nearly 4,000 children were evacuated from the Basque region of northern Spain, and sought sanctuary in Britain. Initially housed in a camp near Southampton, the children were later relocated to residential homes – called 'colonies' – in locations across Britain. This citizen research project aimed to recover some of the stories of the children who came to homes in Norfolk and Cambridgeshire, as well as those of the local people who worked tirelessly (and entirely voluntarily) to help them.

Research focus

The two strands of the project's research were:

1. The lives of the children based in Rollesby, Norfolk, and the village of Hoxne on the Norfolk/Suffolk border, in 1937.
2. Stories of the Cambridge 'colonies', as well as those of individuals who remained in the region after the war ended, such as the Gallego brothers (Joe and Tony Gallego), who played for local football teams Cambridge United, Cambridge Town and Norwich City.



The 'colony' at Pampisford near Cambridge, late 1930s (courtesy Basque Children of '37 Association: see page 41)

Research outcomes

These included:

- Learning materials for A Day of Welcome 2020
- A heritage website to be used as a long-term learning resource: [Havens East](#)²¹.

Due to lockdown as a result of the Covid pandemic, several planned outcomes were unable to be realised. These included:

- A six-week programme for schools in which pupils will respond creatively to citizen research
- A showcase event that will bring together citizen researchers, pupils and all project participants and supporters
- Research exhibitions in Norwich and Cambridge timed to coincide with Refugee Week 2020

The Havens East project was kindly supported by the National Heritage Lottery Fund.



Residents of the Hoxne/Rollesby 'colony', which was based first in Suffolk then moved to Norfolk

(courtesy University of Southampton; see p.39)

Becoming a School of Sanctuary

Another really rewarding way to extend your school's work on welcome is to apply to join the Schools of Sanctuary network.



What is the Schools of Sanctuary network?

Schools play a vital role in helping young people make sense of the world, to become responsible citizens and to create positive change in their communities. An awareness of this is what underpins Schools of Sanctuary, an initiative focused on building a network of educational institutions around the country that have been recognised by its umbrella body, City of Sanctuary. A grassroots organisation that first became active in Yorkshire and that now has branches in Wales and Ireland as well as many English cities and towns, City of Sanctuary is committed to creating safe, welcoming and inclusive communities for everyone, but especially people who've been forced to flee their country of origin.

Is our school right for this?

Any school can benefit hugely from membership of the Schools of Sanctuary network! Your school doesn't have to be located in a particular kind of place nor have a particular demographic: it can be in a village, town or city, and be either diverse or ethnically homogeneous. What counts is the attitude and action of the school as a community, not what its children, staff and parents look like, nor where they were born. A School of Sanctuary is a school that helps people understand what it means to be seeking sanctuary and that extends a welcome to everyone as equal, valued members of the school and its wider community.

What's required of the school?

There's no set framework for achieving School of Sanctuary status but there are particular aims that the network requires schools to actively support via their school culture, curriculum planning, outreach work, fundraising activities, etc. These aims are:

- To create a culture of welcome and a safe space for everyone – whether that's children who are shy, lacking in confidence or having trouble at home, or people whose lives have been affected by being forced to leave their country of origin
- To celebrate the contributions to our society made by people who have either sought or are seeking sanctuary, and to promote their voices
- To build understanding of the experience of displaced people and to help combat stereotypes relating to refugees and asylum seekers

Note that holding A Day of Welcome can be used as evidence in an award application that a school is committed to these principles.

Click [here](#)²² to find out more about the criteria for being recognised with a Schools of Sanctuary award, and on the application process.

What are the benefits of working towards this award?

Here are just a few reasons your school should consider applying to join the Schools of Sanctuary network:

- Helps meet your school's obligations under the Equality Act 2010
- Offers significant curriculum opportunities for effective leadership in Social, Moral, Spiritual and Culture Development, as well as in the understanding of British Values
- Helps build a school culture that is inclusive and supportive, and one in which intolerance, hate speech and bullying are all reduced
- Strengthens the school's role in the local community
- Increases student voice and promotes active citizenship
- Provides evidence that helps meet the expectations of OFSTED

Want to find out more?

Click [here](#)²³ to see a list of regional contacts for the Schools of Sanctuary network Click [here](#)²⁴ to see a list of more than 340 schools that are proud to have been recognised as a School of Sanctuary – if one is in your local area, they may be willing to help you start your own journey.



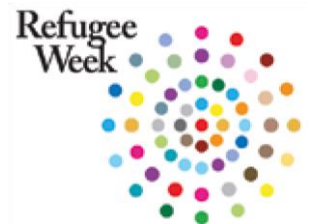
TOOLKIT CREDITS

The people behind the toolkit

This toolkit is the result of a partnership between Jake Rose-Brown for Norfolk Schools of Sanctuary and Dr Jeannette Baxter for Anglia Ruskin University.



Significant input and support was also received from staff at the following organisations:



With additional support from



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Picture credits

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WEBSITE LINKS

- 1 <http://www.norfolksos.co.uk>
- 2 <http://www.refugeeweek.org.uk/>
- 3 <https://www.norfolksos.co.uk/resources/dow>
- 4 <https://www.norfolksos.co.uk/resources/dow>
- 5 <https://www.norfolksos.co.uk/resources/dow>
- 6 <https://www.norfolksos.co.uk/resources/dow>
- 7 <https://refugeeweek.org.uk/get-involved/at-your-school/>
- 8 <https://refugeeweek.org.uk/>
- 9 <https://www.norfolksos.co.uk/resources/dow>
- 10 <https://drive.google.com/drive/folders/1HBZ8OI1MPQv49fy7zCdGLip9ghZIWEn>
- 11 <https://www.amnesty.org.uk/>
- 12 <https://helprefugees.org/>
- 13 <https://www.gov.uk/government/collections/immigration-statistics-quarterly-release>
- 14 <https://commonslibrary.parliament.uk/insights/migration-statistics-how-many-asylum-seekers-and-refugees-are-there-in-the-uk/>
- 15 <https://migrationobservatory.ox.ac.uk/>
- 16 <https://www.refugeecouncil.org.uk/>
- 17 <https://www.unhcr.org/>
- 18 <https://www.unhcr.org/uk/figures-at-a-glance.html>
- 19 https://www.youtube.com/watch?v=CWQhUR_FSuw&t=3s
- 20 <https://www.norfolksos.co.uk/news/help-afghan-refugees-in-norfolk>
- 21 <https://havenseast.org/>
- 22 <https://schools.cityofsanctuary.org/>
- 23 <https://cityofsanctuary.org/groups/>
- 24 <https://data.cityofsanctuary.org/schools/list>

“It was a wonderful day and really helped the children understand their local history, and the struggles other people go through.”

– Class teacher, Ashleigh Primary School and Nursery, Norfolk

“We were really proud to take part in A Day of Welcome last year. There was such a wide range of resources available, and they were so easy to deliver. The children all gained a better understanding of their local heritage; the best part was hearing that they felt proud of how welcoming Norwich has been to those seeking refuge, and how committed they are to keeping this alive. Running A Day of Welcome was really rewarding.”

– Head of PSHE, Framingham Earl High School, Norfolk

“The resources on the website were really useful. The children in our school gained a lot from A Day of Welcome this year.”

– Class teacher, Ashill VC Primary School, Norfolk

“I had no idea how many aspects of Norwich and Norfolk’s history related to the topic of refugee migration – our research uncovered loads of really interesting material. Working on the project was not only enjoyable but helped me see my local area in a new light, which I’m really grateful for. I also appreciate the way that the day of events at school have opened my kids’ eyes to all this stuff too.”

– Citizen researcher on the Norfolk Welcomes project

