Welcome to Refugee Week 2008

Refugee Week is a unique opportunity to celebrate the positive contributions that refugees and asylum seekers make to the UK and to promote understanding about why people seek sanctuary.

Since it began in 1998, Refugee Week has developed into a high-profile event that challenges negative stereotypes of refugees and asylum seekers and brings people together on a national scale. Last year over 450 Refugee Week events were held throughout the UK.

We hope you find this pack useful. If you are planning an event, you could use some of the information to make a display or could include some of the facts and figures in an introductory talk.

Thank you for your interest in Refugee Week. Let’s make 2008 bigger and better than ever before!

This pack includes the following:

- Who is a refugee?
- Facts and figures
- Key issues facing asylum seekers and refugees
- Additional resources
1. **Who is a refugee?**

The 1951 Convention Relating to the Status of Refugees was the first international law to define the term ‘refugee’ and to outline how refugees should be treated.

The Convention defines a refugee as someone who is forced to leave their country and seeks protection in another country because of:

“...a well-founded fear of persecution in their own country for reasons of race, religion, nationality, membership of a particular social group or political opinion.”

It was drafted in response to the horrors of the Holocaust, when fleeing Jewish refugees were denied entry by many countries, and because of the millions of people who became refugees in Europe during and after World War II.

One hundred and thirty four countries have since signed the agreement stating that anyone, anywhere, who is forced to flee persecution in their own country will have their claim to asylum heard fairly and receive protection if they need it.

**Asylum Seekers and Internally Displaced People**

When a refugee arrives in a new country, they are known as an asylum seeker until they are granted refugee status. If someone has fled their home in fear of their life but has not crossed the borders of their country, they are known as an internally displaced person.

Imagine how you would feel if tomorrow you had to flee your home and family in fear of your own safety. Who would you turn to? Where would you go? How would you cope?
Famous refugees in the UK
Refugees that have been based in the UK include world famous figures…

Sigmund Freud
Psychoanalyst

Karl Marx
Philosopher

Alek Wek
Model

Anish Kapoor
Artist

Joseph Conrad
Writer

Alan Yentob
BBC Creative Director

Camille Pissarro
Painter

Mika
Musician

Michael Marks
Founder of Marks & Spencer

Sir George Solti
Conductor

Yasmin Alibhai-Brown
Journalist and editor

Albert Einstein
Physicist

But millions of ordinary people are forced to leave their countries every year. They are ordinary people in extraordinary circumstances.
2. Facts and Figures

UK
According to the Home Office, in 2007 there were 23,430 new applications for asylum in the UK excluding dependants.

Initial decisions by the Home Office recognised 16% of applicants as refugees and granted them asylum, and granted 10% Extended Leave to Remain, Humanitarian Protection or Discretionary Leave.

The majority of applicants in 2007 - 73% - were refused asylum at initial decision. However, as in previous years, there was a high success rate at appeals, with 23% of appeals allowed.

In 2007 the top five countries of origin of asylum applicants in the UK were Afghanistan, Iran, China, Iraq and Eritrea.

Refugees’ reasons for fleeing often include war, a volatile political situation, a totalitarian regime, human rights abuses, persecution or a lack of safety.

World context
The UK hosts a small fraction of the world’s refugees.

By the end of 2006 there were 9.9 million refugees in the world, the highest in five years, according to the UNHCR. This was partly due to a rise in Iraqis seeking refuge in Jordan and the Syrian Arab Republic.

According to the UNHCR, the vast majority of refugees are sheltering in the developing world.

As of the end of 2006, four out of 10 refugees were hosted in countries in Central Asia, South West Asia, North Africa and the Middle East. One quarter of all refugees were hosted by Africa, while Europe hosted 18%, the Americas 10% and Asia and the Pacific hosted 9%.

Pakistan continued to the country with the single largest number of refugees followed by Iran, with both countries together hosting one out of five, or 20%, of the world’s refugees by the end of 2006.

Industrialised world
The UK ranked eighth in the top ten countries hosting refugees at the end of 2006, behind other industrialised countries such as Germany and the United States.

The UK is home to about 3% of the world’s total number of refugees and asylum seekers (about 302,000 people).

Germany hosted 6% of the world’s refugees and asylum seekers and the United States hosted 8.5% of the world’s total, according to the UNHCR.
Applications
The UK was the fourth largest recipient of applications in the world in 2006, behind Canada, Sweden, France and the US.

3. Key issues facing refugees and asylum seekers

Threats to the 1951 Refugee Convention
People fleeing persecution find it increasingly difficult to seek the protection of the Refugee Convention as European governments progressively introduce measures that prevent people from entering the UK if they do not have a legal route to do so. There is no visa that allows someone to enter the UK legally for the purposes of claiming asylum.

Examples of these measures introduced by the UK and other EU governments include: imposing fines on airlines and other carriers for people without permission to enter whom they bring into the UK; imposing visa restrictions on refugee-producing countries; and posting immigration officers overseas to prevent refugees from boarding planes to travel to the UK.

The UK and other European governments are taking similar measures which prevent refugees from arriving in Europe and seeking the protection they need. There have even been reports of armed warships patrolling the Mediterranean and unmanned spy planes monitoring the seas around the Canaries seeking to prevent ‘irregular migration.’

Many refugees fleeing persecution now find it impossible to reach safety, and are denied the chance to apply for protection, to which they are entitled under the 1951 Refugee Convention. Others are forced into highly dangerous journeys.

Uncertainty
Those asylum seekers that do manage to reach the UK are treated increasingly harshly. The government has made it a criminal offence, punishable by up to two years in prison, to arrive in the UK without valid travel documents.

Increasing restrictions on legal aid have also made it much more difficult for asylum seekers fleeing persecution to obtain quality legal advice and representation in order to get a full and fair hearing of their case.

Most asylum seekers are prohibited from working. Those who are awaiting a decision on their asylum applications cannot work until they have waited over a year for an initial decision on their case, and meanwhile are eligible for benefits at only 70% of income support, the benefit for those on low incomes. Currently, those on asylum support receive £32.80 a week for those aged 18-24, and £41.40 a week for over-25s.
Increasing numbers of refused asylum seekers are being left destitute, as those who have had their asylum claim and appeal rejected often have state support withdrawn.

Despite the failure of their claims many come from countries to which they are fearful of returning and to which the government is unable practically to return them.

Thus significant numbers of asylum seekers from countries that can include Zimbabwe, Iraq, Afghanistan, Democratic Republic of Congo and Somalia, live in destitution as they are without any means of support and denied the right to work.

Those who are willing but unable to return to their country of origin are provided with meagre levels of ‘hard case’ support. This support is given in the form of vouchers only which tend to stigmatise their users and which are extremely restricted in their use.

Many others do not want to sign up for ‘voluntary’ return. For many, the prospect of being homeless in the UK, unable to work legally or access benefits is preferable to returning to the country from which they were forced to flee.

The government also has taken powers to allow it to remove support from families refusing to co-operate with the process of removal, with the threat of taking their children into care.

Even where support is maintained for families with children, a 2008 report from the children charity Barnardo’s found that about 100,000 have been condemned to living in intolerable accommodation and poverty for years to come. These children are caught up in an asylum processing backlog that under the Home Office’s own plans it will not clear until 2011. These families are impoverished because their parents are not allowed to work while waiting for their cases to be resolved. Families live on incomes below benefit levels, in damp and unsafe housing, with many suffering racial abuse.

**Healthcare**

Restrictions on healthcare for asylum seekers whose claims have been refused will mean that many destitute people are denied treatment or are afraid to seek healthcare for fear of being made to pay for it.

Asylum seekers whose applications and appeals have been refused are not allowed NHS hospital treatment free of charge, though GPs have the discretion to accept them as patients.

They can only get free treatment under the NHS in certain circumstances – for example if they need to be treated in an Accident and Emergency department.

**Detention**
Every year in the UK, the Government locks up around 2000 asylum-seeking children damaging their mental and physical health.

In the UK, asylum seekers, including children, can be detained at any stage of the asylum process. According to UNHCR, the UK detains more people for longer periods and with less judicial supervision than any comparable country in Europe.

Despite criticism from human rights organisations, the UK government does not publish the annual numbers of asylum seekers it detains, and will not disclose the length of time they are detained. Amnesty International estimates that in 2004 over 25,000 asylum seekers, including women and children, were detained.

Many believe that such detention of asylum seekers represents a violation of a fundamental human right: Article 9 of the Universal Declaration of Human Rights states that “no one shall be subject to arbitrary arrest, detention or exile”.

Unsafe returns
Asylum seekers whose claims the Home Office rejects are commonly returned to countries where they will not be safe - including countries where there are widespread human rights violations or where there is war and ongoing conflict.

Although a country may be deemed ‘safe’ by a government, refused asylum seekers returned there may still have a “well-founded fear of persecution” or be otherwise at risk.

In addition the UK government is negotiating agreements with states with records of serious human rights abuses, including the widespread practice of torture, in order to remove people to those countries. Agreements include diplomatic assurances that returnees will not be tortured and treated inhumanely on return. The UK has already concluded agreements with Jordan and Libya.

But there is much concern that these assurances will simply not be respected.

Media hostility
‘New terror as ambush gangs target our cars and caravans,’ said the People in a story claiming that ‘scores of violent asylum seekers’ had overrun a French port town. ‘Seventy-three ways you can sneak into Britain,’ wrote the Daily Star, warning readers that action is needed to stop ‘hundreds of asylum seekers’ from getting into England.

In another story the Daily Star claimed that ‘jet set asylum seekers’ were flown home at a cost of £3,000 to the British government. In fact the Home Office’s scheme to support asylum seekers who voluntarily return to their country of origin means that up to £3,000 is spent on helping people settle in their home country. This scheme is three to four times cheaper than enforced removal.
The media have a big impact on public perception of asylum seekers and refugees and negative coverage can have a powerful effect.

It can lead to policy decisions that make it difficult for asylum seekers to enter the UK and increased hostility towards those who do make it.

In October 2003, the Press Complaints Commission issued a guidance note for reporting about asylum seekers and refugees warning of “the danger that inaccurate, misleading, or distorted reporting may generate an atmosphere of fear and hostility that is not borne out by the facts.”

In 2007 the Refugee Council successfully lodged a complaint against the Daily Express, which used the term ‘criminal asylum seekers’ to describe what were in fact foreign criminals awaiting deportation from the UK.

Whilst national newspapers generally focus on broad political issues, regional newspapers are sometimes more able to cover stories about individuals and reflect the views of the communities they live in.

In Leeds, the Yorkshire Evening Post reported the story of an Iranian table tennis champion and history teacher who fled his home country in fear of his life – and was eventually granted permission to stay in the UK. The story showed how Frank Stevens, as he renamed himself in the UK, had been imprisoned by the Iranian authorities and had to leave the country – highlighting his contribution towards UK life and integration into the region.

Accurate reporting of refugee issues is being recognised. In December 2007 the Mayor of London held 'Reporting Asylum - the local press awards.' The londonpaper won an award for its profile of Peter Paduh, who fled the war in Bosnia aged 15 and now runs an award-winning computer recycling business. Meanwhile Scotland held the Refugee Week Scottish Media Awards, which were judged both by professional journalists and refugees.

A report published by ICAR, the Information Centre about Asylum and Refugees in the UK, in March 2007 concluded that press coverage of asylum has improved since the Press Complains Commission introduced new guidance for journalists in 2003.

But the report also said that journalists concentrated on showing the ‘chaos’ of the asylum system, and not highlighting the need to protect vulnerable people.
Sources
Information Centre about Asylum and Refugees (ICAR)
www.icar.org.uk

Home Office Asylum Statistics
www.homeoffice.gov.uk/rds/immigration1.html

United Nations Refugee Agency (UNHCR)

‘Fleeing the Fighting: How conflict drives the search for asylum in refugee-producing countries’ (June 2004)
www.amnesty.org.uk/images/ul/F/FINAL_REPORT14_June.pdf

Asylum and migration: a review of Home Office Statistics
www.nao.org.uk/pn/03-04/0304625.htm

‘Like Any Other Child?’

Asylum Seekers and Refugees: Department of Health – policy and guidance

‘Reporting Asylum and Refugee Issues’ – MediaWise
http://www.mediawise.org.uk/display_page.php?id=657

‘Media Image, Community Impact’ – Greater London Authority (GLA)
www.london.gov.uk/mayor/refugees/docs/mici_exec_summary.rtf

‘Credit to the Nation: Refugee Contributions to the UK’
www.refugeecouncil.org.uk/publications

Links
Refugee Week
www.refugeeweek.org.uk

United Nations Agency for Refugees (UNHCR)
www.unhcr.ch

Refugee Council
www.refugeecouncil.org.uk

Amnesty International
www.amnesty.org.uk

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Save the Children
www.savethechildren.org.uk

Barnardo’s
http://www.barnardos.org.uk

Refugee Action
www.refugee-action.org.uk

MediaWise
www.presswise.org.uk

Refugees Asylum Seekers and Media (RAM) project
www.ramproject.org.uk

REFUGEE WEEK 2008
16 – 22 JUNE

www.refugeeweek.org.uk
Simple Acts Toolkit for Schools

"Ideas are funny little things. They don't work unless you do."
Anon

Thanks for getting involved in the Simple Acts campaign!

The Simple Acts campaign is about inspiring people to use small, everyday actions to change our perceptions of refugees. It consists of 20 actions that can be done by anyone, of any age, and that encourage us to learn and do more with refugees. With every person who joins the campaign and does a small thing with and for refugees, we get a little closer to removing barriers between communities and to creating the kind of world we all want to live in.

Within the next year we hope to see hundreds of thousands of people doing at least one small action! Your school is a very important part of making that possible! The more schools that get involved, the higher the chances that we’ll reach our goal and the bigger difference we will have made by 2010!

Just by downloading this toolkit you’ve already completed one.

Easy wasn’t it?

The important thing is to let us know that your class has done it! So every time you and your class do a simple act, let us know what act you have done, how many times you have done it, and how many took part in it and we will add your contribution to the Action Tracker on the Simple Acts website. This will bring us one step closer to our goal!

This is where this toolkit comes in!

We have chosen five of our favourite simple acts, which we think are great ways for the students in your school to get involved. They fit in perfectly with National Curriculum objectives, and are great fun too! This toolkit explains all about them and is full of lesson and event ideas, useful tips, case studies and further resources to help get you started on the road to big changes.

Which Simple Acts could your school take part in?

- Tell a child a story from another country
- Share a song
- Define the word refuge
- Learn to say a few things in another language
- Find five facts about refugees
Ways to Take Part in Simple Acts

Tell a child a story from another country

Telling children stories from other countries widens their horizons and boosts their ability to link distant things with what they see around themselves. It exposes them to experiences that can make them less fearful of the unknown. As well as enhancing their cultural awareness; stories can also validate the children’s own experiences. That’s why we think this is such a great act; it’s simple to do too! There are plenty of ways that you can implement it; here are just a few of them:

ทำไมไม่รวมทีเช้าเพื่อเล่าเรื่องจากต่างประเทศ (และผู้ใหญ่!) ให้เด็กๆรู้? หรือเชิญพ่อแม่ของเด็กในชั้นเรียนมาเล่าเรื่องจากเรื่องราวของพวกเขา. คุณจะพบได้ถึงเรื่องราวจากเว็บไซต์ของเรา, รวมถึงเรื่องราวเกี่ยวกับทรายซ่อนของศรีลังกา, และสาเหตุที่คุณเห็นหน้าของจระเข้ในเรื่องราวจากอังโกลา (คุณสามารถค้นพบเหตุผลของพวกเขาได้!) 


Why not organise a creative writing competition to celebrate that imagination and give prizes or awards for the best stories? Encourage your class to learn about a particular culture or country, and write a story or poem as if they were from that country. They’ll love discovering new cultures and countries whilst also exploring their talents. You could display their work in the library for all to enjoy. We can’t wait to see what stories and poems they create!

You could take this a step further and get your class together to perform a play based on a story from another country; or they could even make up their own. They will have fun exploring new ideas, and the rest of the school will have a great time seeing the performance!

Share a song

It’s easier to learn and remember when we learn through song. Scientists say that singing can also be used to teach challenging concepts and develop language, while our brain is fooled into thinking that we’re having fun rather than learning. That’s why we think it’s a great idea to listen to some songs from other countries, or songs exploring refugees and exile. We learn something of other cultures, and we get to have a little bit of fun along the way. If you love the idea of sharing a song, but are not quite sure where to start, then here are some ideas to get you going.

Why not hold a ‘World Music Day’? Get the class together to listen to some music, and learn some folk songs from some of the countries where the UK’s refugees are from. You could also ask some local musicians and dancers to
come along and perform some songs or hold a workshop. Once the class has been introduced to new music and songs, you could encourage them to compose their own music. The class could also write their own song about refugees, or choreograph a dance!

🌟 You could get the whole school to participate in putting on its own concert of world music and music by refugees. Invite parents, friends, the community and local newspapers to attend! Encourage the school to perform some of the songs, music and traditional dances they have learned in classes. You could even invite local musicians or friends of the school to perform. This is also a great fundraising opportunity! The money you raise could be donated to a local refugee organisation.

Year Five, Godwin School Choir created a song about welcoming refugees to their community.

![Year Five, Godwin School Choir created a song about welcoming refugees to their community.](image)

‘We enjoyed making this song and learning new facts about refugees, it is important to learn about new cultures and it’s fun too!’ Zarin Sarwar and Jessica Tuley

‘My grandparents came from the Congo where there was a war. My family now welcome new refugees. People should remember that it could happen to anyone.’ Alex Haydock-Wilson

‘When my dad came from Pakistan he missed home. Lots of people in our school come from different countries, these actions will help them to not miss home so much!’ Maheen Hashmi

To see the choir perform their song, check them out on our website - [www.simpleacts.org.uk](http://www.simpleacts.org.uk)
Define the word refuge

The more people who get involved and give us their definitions of ‘refuge’, the closer we are to finding out what the people we call "refugees" are about. By helping to create an even greater understanding and appreciation of refugees amongst your class, this is a great simple act to introduce in schools! Here are just some of the ways you could implement it:

You could hold a week of assemblies dedicated to uncovering the meaning of refuge. Students could recite some poems exploring the notion of refuge; or you could encourage classes to create their own presentations about what the word means to them; invite speakers from a local refugee organisation, or parents and friends of the school to give a talk; or encourage the children to create short dramatic pieces. Assemblies are also a good time for some reflection and contemplation, and with the whole school thinking about what “refuge” means to them, we’re certain that we can get closer to an understanding of what the word really means!

Encourage your class to discuss what “refuge” means to them. You might explore issues such as what is a refuge? What makes a place feel safe? Why might people not feel safe in their home country? Why might the UK be a refuge for some people? How could we help refugees to feel safe here? What places do the class consider to be their own refuges? Following the discussion you may also like to encourage the class to write poems about refuge.

Some things can be explained just as well with pictures as they can with words. Your class could collaborate and put their artistic talents to use by creating posters using art and photos to explore the word “refuge”. In 2000, children from all across Birmingham enjoyed creating an art wall on the subject of sanctuary. This was displayed in a local primary school for all to enjoy and learn from. Why not make one for your school on the topic of “refuge”?

To get you started, here are a few suggestions.

- Noun, shelter or protection, as from the weather or danger.
- Noun, any place, person, action, or thing that offers or appears to offer protection, help, or relief.
- A place inaccessible to an enemy.
- It is a shelter from the storms of life.
- It is a hug from someone who loves you.

Once your class has come up with some ideas - tell us and send us photos or videos recording their work! You can even share the class’ definitions onto Wordia too.

You could even take this a step further and create a positive legacy for your school by designating an area within the school as a refuge, where the children can go to feel safe.
Learn to say a few things in another language

Scientists have discovered that learning just a few phrases in a new language can improve how you speak your own. People who learn new languages are also better at things like maths, art, higher level thinking, reasoning and problem solving. However, we think that the best thing about learning to speak a few sentences of another language is that it opens up the world of opportunity, possibility and chance encounters. Think about it like this: if there are 5,000 people in the UK who speak Albanian, by learning to say “how are you today?” or “want to dance?” in Albanian you increase the number of new friends you could make to 5,000. Here are just a couple of the ways your school could enjoy this simple act.

🌟 Divide the class into groups and teach each group a different word or phrase in another language. Encourage the class to create posters featuring the new words and display them around the school. Include phrases from all the languages spoken by children and teachers in your school. Alternatively, you could get the whole school involved; each class could learn a few phrases in a particular language.

🌟 Even though languages may differ from country to country, some traditions spread right around the world. You could introduce a “happy birthday” song in another language to the class. You’ll have plenty of opportunities to practice singing it during the year!

🌟 How about introducing a ‘word of the day’ or a ‘word of the week’ in a foreign language? That’s a whole lot of new words and phrases over the course of the term! Students in your class who speak a foreign language could also get involved and teach their classmates a word from their language.

If you haven’t practiced your Somali in a while, have a look at the Simple Acts website and find out how to say anything from “hello”, to “would you like a scone?” in Somali, Mandarin and Arabic! Find some new phrases here - http://www.refugeeweek.org.uk/simple-acts/twenty-acts/language/

Learn five facts about refugees

Having facts at hand is particularly useful when talking about refugees because there is so much nonsense and misinformation going around. That’s why this Simple Act is such a great one to get involved with. It is also a fantastic act to introduce as a homework project which parents can get involved with too. Not only will your class discover some interesting facts about refugees; but students will develop their research and I.T. skills in the process. You may even learn some interesting facts too!

🌟 Encourage the students in your class to learn five facts about refugees as part of a homework project. Parents can help the students to explore books and the internet to discover new ideas and information. Once the class have finished their project you could encourage a class discussion so that the students can tell their classmates what exciting facts they have learned. We’d love to see what they discover; so why not film the students revealing their facts and send it on to us so that we can share them!
Set a class challenge! Next time you have an I.T. lesson, ask everyone to find a couple of facts about refugees and report it back to the class. In a class of 30 that’s 30 people learning dozens of exciting facts! Your class can continue to make a positive contribution and create a “refugee facts” scrap book for the rest of the school to learn from too.

Divide your class into teams and hold a quiz on refugees. This is a fun way for your class to learn about refugees, whilst they develop their communication and team-work skills! As an extra fun incentive, you could give a prize to the winning team!

To get you started with this Simple Act, here are a bunch of facts that might surprise them:

- A refugee is someone who has fled to another country seeking protection from war or persecution. An economic migrant is someone who has moved to another country to work.
- Singer Mika is a refugee, and so was Bob Marley!
- 11 refugees from the UK have won Nobel Prize for science.
- The Great British meal of fish and chips was brought to Britain by refugees.
- Asylum seekers account for only 3% of net immigration to the UK.

For more interesting facts, links to useful websites and quiz ideas, visit our website www.simpleacts.org.uk

What do you do once you’ve done a simple act?

No matter how often your class does the same action, or how many people participated in doing it, we want to know! Once you and your class have completed an action, pat yourselves on the back and then let us know about it by following these three steps:

1. Visit www.simpleacts.org.uk
2. Find the action you’ve done
3. Tick it!

Alternatively, drop us an email and tell us what simple acts your class has done, how many times you have done it, and how many people got involved! We will then add all the Simple Acts your class has done to our Action Counter. That way you’ll see just how far your school’s small actions have gone towards making a big change to the way we see refugees, and it will hopefully inspire others to get involved also.

Spread the Word!

We have some beautiful promotional material to lighten up your school, such as posters, flyers and even badges and journals that would make fantastic competition prizes! To purchase them just send us an email to info@refugeeweek.org.uk or give us a call on 0207 346 6752.

Also encourage children and staff at your school to do some Simple Acts that are not part of this toolkit, at school and at home. For example, encourage your class to take part in Simple Act 16 and share their sweets, or enjoy Simple Act 1 at home with their family and cook a dish from
another country! You could even take your class to visit an event during Refugee Week, or hold your own school event for the local community!

**Share your images, videos or thoughts!**

Most importantly - we would really love to see how your class has participated in Simple Acts; so remember to take photos of the students’ posters and art, video their performances and record their songs! We also can’t wait to see what poems and stories they create, so send those to us too! You can upload you videos and pictures to the web, or send them into us and we will put them up for you! That way, your class will be playing a really important part in inspiring other schools to get involved too!

Once you’ve got your footage or photo, upload it onto the web and inspire people to do their own actions. Check out these sites:

- [www.wordia.com](http://www.wordia.com) Search ‘Refuge’
- [www.flickr.com](http://www.flickr.com) Search ‘simpleacts’
- [www.youtube.com](http://www.youtube.com) Search ‘simpleactscampaign’

Or join us on our websites and share the latest news on the actions your school has done. For example on:

- [www.facebook.com](http://www.facebook.com) Search ‘Simple Acts Campaign’
- [www.bebo.com/SimpleA2](http://www.bebo.com/SimpleA2)
Find out more about Refugee Week

This year Refugee Week will be held 15\textsuperscript{th}-21\textsuperscript{st} June. It is a UK-wide programme of arts, cultural and educational events that celebrate the contribution of refugees to the UK, and encourages a better understanding between communities.

Every year during Refugee Week hundreds of events exploring refugee experiences take place across the UK ranging from big music festivals and art exhibitions to political debates and community events. Events can be organised by anyone and everyone - charities, local governments, refugee community organisations, schools, faith groups, arts organisations, day centres and umbrella networks have all organised events.

To find information about events, as well as a full range of information and resources relevant to refugees visit refugeeweek.org.uk

Contact us

Contact the Refugee Week team for advice, ideas or any other queries.


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