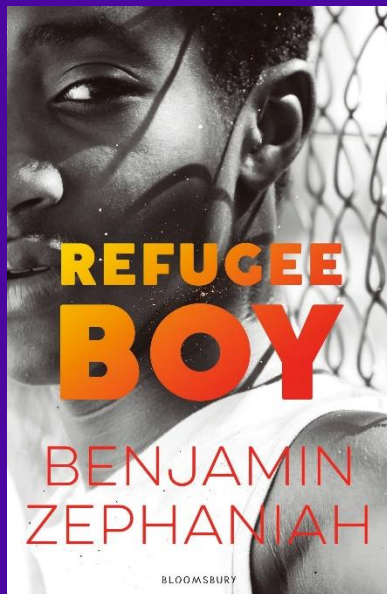


THE
DUSTON TDS 4-19
SCHOOL

Knowledge Organiser

*Year 8: Unit 4
Refugee Boy*



Name:

Class:

Big Questions

The big question for the unit is: **How are voices reflected in Zephaniah’s ‘Refugee Boy’?**

Our study of ‘Refugee Boy’ will follow the structure below:

| | |
|---------------|--|
| Week 1 | <ul style="list-style-type: none"> • How are voices reflected in ‘Refugee Boy’? • What is the conflict between Ethiopia and Eritrea? • How does Alem react to the cultural difference? |
| Week 2 | <ul style="list-style-type: none"> • How does displacement affect the character of Alem in ‘Refugee Boy’? • How is Alem presented as an outsider? |
| Week 3 | <ul style="list-style-type: none"> • How does family create a sense of identity? • How can school provide security? • Why does Alem have to rely on others for security? • How does Alem’s loss affect his identity? |
| Week 4 | <ul style="list-style-type: none"> • How does the concept of asylum affect characters in ‘Refugee Boy’? • Why are allies important? |
| Week 5 | <ul style="list-style-type: none"> • What conditions do Alem and his father face? • Why do people protest? |
| Week 6 | <ul style="list-style-type: none"> • How do characters discover identity in ‘Refugee Boy’? • How does Alem’s identity change throughout the novel? |

Chapters in ‘Refugee Boy’

For each chapter in the book, here is a brief summary of what happens:

| | |
|----------|---|
| 1 | Welcome to the Weather – Alem and his father, Mr Kelo, arrive at Heathrow and go to a hotel in the village of Datchet near Reading. They spend the next day seeing the sights in London. |
| 2 | Alone in the Country – Alem wakes up the following morning alone in the hotel room. The hotel manager gives him a letter from Mr Kelo. It says that his father has gone back to Ethiopia but that it is best that Alem stays in Britain for now where he will be safe. Two women from the Refugee Council called Mariam and Pamela come visit Alem and ask to hear his story. |
| 3 | This is War – Alem tells about the difficulties he and his family faced because of the conflict between Ethiopia and Eritrea. They are not welcome in either country. |
| 4 | Asylum Seeking – Alem leaves the hotel with Mariam and Pamela and is taken to their office where they fill in his application form for asylum. They have arranged for him to stay a children’s home. |
| 5 | Welcome Home – Alem arrives at the home and meets some of the staff and children. He is threatened by a tough boy. Another boy, called Mustafa, tells him that the bully is called Sweeney. Alem shares a room with a boy called Stanley who has a nightmare during the night. |
| 6 | Meet the Lads – At breakfast Mustafa gives Alem more advice. Alem gets into a fight with Sweeney. |
| 7 | The Road to Nowhere – That night, Alem runs away from the home. The next morning, he finds he has been walking in circles and is back near the home again. He goes inside. She has a social worker called Sheila with her. They have arranged for Alem to visit a foster family. On the way to see the family, Alem is taken to the Home Office for a screening as part of the asylum application process. |
| 8 | The Family’s Fine – Alem meets Mr and Mrs Fitzgerald and their daughter, Ruth, and decides he would like to stay with them. He spends a couple of weeks settling in and then asks if he can go to school. |
| 9 | First Class – Alem starts school and makes friends with a boy called Robert. That evening, Mariam comes to see Alem, bringing a letter from his father. It contains bad news; Alem’s mother is missing. |

| | |
|----|---|
| 10 | What the Papers Say – Alem goes back to school. He makes another friend, called Buck. Mariam comes to see him again. She says that the Home Office is not happy with his application for asylum. They will have to go to appeal. She gives him a folder full of newspaper cuttings complaining about asylum seekers. |
| 11 | A Way with Words – Alem is told the date of his appeal hearing. It will be early in the New Year. He continues to work hard at school the rest of the term. He spends his Christmas money on a bike. |
| 12 | Court in Action – Alem explores the local area on his bike. He goes to court for his appeal hearing and meets Nicholas Morgan, his barrister. The hearing is adjourned until February to allow time for further reports to be prepared. |
| 13 | Loved and Lost – Mariam comes to the house with another letter from Mr Kelo. Alem’s mother has been murdered. |
| 14 | Life After Death – Sheila and Nicholas visit Alem to discuss his appeal. After a few days off, he goes back to school. He brings Robert home to meet the Fitzgeralds. |
| 15 | The Africans – The next day, after school, Alem and Robert go to see Buck’s band rehearse then visit a friend of Robert’s called Asher, a Rastafarian. Alem and Robert plan to go on a bike ride |
| 16 | Guess Who’s Coming to Dinner – Alem and Robert enjoy their ride but Alem’s bike is stolen on his way home. Unexpectedly, Mr Kelo comes to see him. He and Alem go out to dinner together. |
| 17 | Campsfield – The next day Mr Kelo is supposed to be coming to dinner at the Fitzgeralds’ house but he has been arrested and taken to a detention centre. Nicholas will be appearing in court with Mr Kelo and will ask for bail. |
| 18 | Real Men Cry – Mr Kelo is given bail and moves into a shabby hotel used for asylum seekers. Alem visits him. After a trip to see the Millennium Dome, Mr Kelo takes Alem to the offices of the East African Solidarity Trust. |
| 19 | Court Again – Alem goes to his hearing. His application for asylum is turned down. He and Mr Kelo must go back to Ethiopia. They are allowed to put in another appeal. |
| 20 | This is Politics – Robert wants to organise a protest about the treatment of Alem and his father. Sheila comes to say that Alem must leave the Fitzgeralds and live in the hotel with Mr Kelo. Alem and Mr Kelo go to a meeting of the protest group and are amazed by the support they have. |
| 21 | The Freedom Dance – Alem moves into the hotel. The protest group has a campaign meeting. There is a benefit gig at the school. |
| 22 | The Word on the Street – Hundreds of people attend a rally in support of Alem and Mr Kelo and present a petition to the local MP. |
| 23 | This is War Too – Alem is awarded a Positive Pupil Certificate at school. Alem goes back to the hotel to show his father his certificate. He is not there. Sheila and Mariam arrive to say that Mr Kelo has been shot dead in the street. Alem goes back to live with the Fitzgeralds. He has a date for his new appeal. |
| 24 | The News – There is a news report about Mr Kelo’s death. The police think the killing was political. |
| 25 | Judgement Day – Alem is granted leave to stay in Britain. |
| 26 | The End? – Ethiopia and Eritrea sign a peace treaty. |
| 27 | Let Me Speak – Alem makes a personal statement. |

Prior knowledge

Before you begin learning about and reading ‘Refugee Boy’: What do you know about asylum or why someone might be referred to as a refugee?

Knowledge learned throughout the unit

As you are learning about 'Refugee Boy', add any new knowledge in a brainstorm below.

Context of 'Refugee Boy'

Disclaimers in the text

You will come across 2 derogatory terms and a swear word whilst reading the book. Your teacher will discuss these terms with you in class but please be prepared to be involved in a discussion about these words. These words are offensive and should not be said to another person; look at the effect these words had on Alem and his friends.

You will also be discussing some challenging themes such as asylum, migration and being in care. Please talk to your English teacher if you feel anxious, worried or unsure about any of these topics.

Ethiopia and Eritrea

Alem's family is caught up in the war between Ethiopia and Eritrea.

The conflict between the two countries began in 1998 in the border region of Badme, where Alem was born. The Ethiopians accused the Eritrean army of occupying land there that belonged to Ethiopia, but the Eritreans claimed the land belonged to them.

Eritrea was ruled as a province of Ethiopia from 1962 to 1993. When Eritrea first gained its independence, ownership of Badme did not seem to be of interest to either side. However, as relations between the two neighbours deteriorated, the border dispute escalated into a war in which hundreds of thousands of people died.

The Eritreans' claim to the disputed territory was based upon a treaty drawn up in 1902 between the Italian government and the Ethiopian Emperor Menelik II. At that time Eritrea was an Italian colony while Ethiopia was an independent state. During the nineteenth century, the most powerful European countries had divided much of Africa up into colonies so they could claim the gold, cocoa, diamonds, palm oil, ivory and other valuable goods produced there. Although the colonies are now independent, the divisions created then can still lead to conflicts and people being forced to live as refugees.

Asylum Seekers

The word 'asylum seeker' is used to describe someone who has entered a country and asked for protection by applying for refugee status. Refugees are people who have been forced to leave their own country. They might have been at risk because of their race, religion, nationality, political opinion or some other thing that made them a target. If the authorities in the country they flee to do not believe they are at risk and therefore do not recognise them as being genuine refugees, their application for asylum will be turned down. When this happens, they are usually sent back to the country they came from.

Some people in Britain worry that there are too many people seeking asylum here and the country cannot afford to support these newcomers. They fear that Britain may be seen as a 'soft touch' by accepting applications, and that more and more people will come here to take advantage of our health and education systems. While they are waiting for their applications to be processed, asylum seekers are often sent to live on housing estates where the local people may resent them because they think they are getting special treatment. Those whose applications are unsuccessful are frequently called 'bogus' by the press and this label is then used to describe any asylum seeker, as if they are all trying to trick their way into the country with false claims.

It is fears like these that lead to the headlines in Mariam's folder.

Coming to Britain

People have been living in Britain for about 12,000 years. People did live here before that time – maybe as much as 700,000 year ago – but they died or moved away because of the coming of the Ice Ages. The first ever human beings on Earth lived in Africa about five million years ago. Then, very slowly, they gradually spread out across the rest of the world. That is why in ‘Refugee Boy’ Robert tells Alem: ‘I’m an African too.’

Many different groups of people have come to Britain and settled here. Some have chosen to come because they wanted a better life or were invited to work here. Many have had no choice but were forced to leave their own homes and become refugees.

Among the people to come to Britain have been:

- Jewish people escaping persecution in Russia in the nineteenth century and from the Nazis during the 1930s.
- Irish people driven from Ireland by the famine of the 1840s and by mass unemployment in the 1920s.
- Indian labourers who helped to rebuild the bombed cities of Britain after World War Two.
- Pakistani workers recruited to the textile mills of Yorkshire and Lancashire in the 1960s.
- Ugandan and Kenyan Asians forced to leave Africa in the late 1960s and early 1970s.
- Tamils escaping the fighting in Sri Lanka that erupted in the 1980s.
- Somali people escaping the civil war in Somalia, which began in 1991.

The Transatlantic Slave Trade

One of the biggest migrations in history was the forced movement of around 15 million enslaved Africans who were transported by ship to the European colonies in America and the Caribbean. This was the Transatlantic Slave Trade.

The Transatlantic Slave Trade had three stages.

Stage 1: European traders took goods such as pots and pans, guns and cloth to trading centres on the African coast. There they met with African traders who exchanged people they had enslaved for the goods.

Stage 2: The enslaved Africans were transported by ship across the Atlantic to colonies owned by Europe in North and South America, and around the Caribbean Sea.

Stage 3: Having sold the slaves, the traders loaded their ships with goods that had been produced in the colonies using slave labour and took these back to Europe to sell.

2007 is a special year because it marks the 200th anniversary of the passing of the Act that ended the British slave trade. Britain still used enslaved people to work in the colonies and this did not end until the 1830s. However, from 1807 British merchants could no longer trade for slaves in Africa and British ships could no longer carry slaves across the Atlantic.

All the places taking part in Small Island Read 2007 can be linked to the Transatlantic Slave Trade. Slave ships left for Africa from Liverpool, Glasgow, Bristol and other ports in the South West. Hull was the home of William Wilberforce who was among the many people working to bring an end to the slave trade. Anyone living in these areas at that time is likely to have used something produced through slave labour – tobacco, sugar, rum, cotton, cocoa and coffee – and might also have been involved in producing the goods that were taken to Africa to trade for slaves.

The slave trade was ended for a number of reasons. One of these was that thousands of people joined together to protest about the treatment of enslaved people. The people who campaigned against the slave trade were called abolitionists. In Britain protest meetings were held, speeches were made in parliament, posters and pamphlets were produced describing the terrible conditions on board slave ships, and people refused to buy goods produced by enslaved people. Out on the plantations the enslaved Africans refused to work, sabotaged equipment, escaped or rose up against their owners. Benjamin Zephaniah's description of the campaign organised to help Alem and his father in 'Refugee Boy' is an example of the kind of movement that can develop when people want to make a change.

Children's Home and Fostering

What is a children's home?

A children's home is a large house where young people who cannot be with their own families live together. This could be temporary or long-term. The home provides shelter, food and opportunities for recreation. Children are looked after by professional staff.

Children might be placed in a home because social services judges that their parents are unable to look after them. Their parents could be mentally, emotionally or physically unwell, and a decision may be reached that a period of separation is in the best interest of the children. A minor cannot legally be left to fend for themselves.

What is a foster home?

Young people can be placed with a foster family, like the Fitzgeralds, as an alternative to a children's home. Sometimes, foster parents go on to adopt a child they foster. The foster do not get paid a wage for fostering a child, but they do get paid expenses.

Social services employ staff to find suitable foster homes, depending on the needs of the child and the situation of the parents. Foster parents know from the start that the arrangement may be temporary, as it is intended to be with Alem.

Characters in 'Refugee Boy'

| | |
|--|--|
| <p>Alem</p> <ul style="list-style-type: none"> • A teenage boy brought to England by his father to claim asylum from a warzone. • He is polite, strong and enjoys reading. • He finds the transition to British culture difficult and wishes to go back home to be with his parents. • Alem displays courage, adaptability and determination to fight for peace and equality. • Alem respects his elders and seeks advice from many adults in the novel. • He is thrilled when his father joins him in the UK. | <p>Mr Kelo</p> <ul style="list-style-type: none"> • Alem's father who takes Alem to England. • He is Ethiopian but his wife, Alem's mother, is Eritrean. • He returns to the war and leaves Alem in England where it's safe. • He is wise and teaches Alem many life lessons. • Mr Kelo is grateful to Mr and Mrs Fitzgerald. • Mr Kelo is sceptical when Alem's school friends devise a petition for the government to give Alem and his father asylum. • Mr Kelo is killed whilst in the UK. |
| <p>Mr and Mrs Fitzgerald</p> <ul style="list-style-type: none"> • Alem's foster parents; they are experienced fosterers. • Both Irish, got married in 1977 and are kind people. • They give Alem everything he needs and treats his fairly, with love. • Mr and Mrs Fitzgerald keep Alem safe and continue to support Alem even when his father arrives in the UK. • They offer Alem, and his father, advice and make it their mission to ensure that they both find peace. • Alem and his friends are always welcome into the Fitzgerald's home. • They give Alem fair boundaries and offer Alem a routine, stability and fairness during his time in foster. | <p>Ruth</p> <ul style="list-style-type: none"> • Alem's 17-year-old foster sister. • She initially has little interest in Alem but, the longer he stays with the Fitzgerald family, Ruth becomes another support network for Alem. • She has a fractured relationship with her biological parents. • Ruth's love for Alem grows as the story progresses. • Ruth is desperate for Alem and his father to be given asylum. • Ruth is one of the main characters behind the petition proposed to a local MP. • Ruth is eager for Alem to keep his cultural identity and encourages him to display a photo of his parents. |
| <p>Sheila</p> <ul style="list-style-type: none"> • Alem's social worker. • She frequently checks in with Alem and ensure that he is safe. • She liaises with the Fitzgerald family to ensure that Alem has everything that he needs. • Sheila has to instigate difficult conversations with many characters; she is often the bearer of bad news. • Sheila remains professional throughout the novel and is the mediator between the law and the characters. • Sheila works closely with Mariam and Pamela and often they are all seen together in the novel. • Sheila is a calm and logical character. | <p>Mariam and Pamela</p> <ul style="list-style-type: none"> • Both work for the Refugee Council and help Alem when his father first leaves Alem alone in the UK. • They continue to be a big part of Alem's journey and frequently visit him at his foster home. • Mariam is Ethiopian so speaks the same native language as Alem. • They both remain professional and supportive towards Alem and Mr Kelo throughout the novel. • They work closely with Sheila and the Fitzgerald family. • They are both characters whom Alem learns to trust and respect. Alem relies on both Mariam and Pamela for answers. |
| <p>Robert and Buck</p> <ul style="list-style-type: none"> • Alem's first school friends in England. • They make an effort with Alem and don't judge him for being the new boy. • They encourage Alem to socialise with other children from his school. • They are interested in Alem's culture and introduce him to other African people within the community. • They are the instigators for a petition to give Alem and Mr Kelo asylum in the UK. • Mr Kelo and the Fitzgeralds like Robert and Buck for their kindness and friendship towards Alem. • They are mature and build a strong following. | <p>Nicholas Morgan</p> <ul style="list-style-type: none"> • Nicholas is Alem's barrister (lawyer) and tries to get Alem's refugee status. • He is a fair character who supports Alem and his father. • He represents the law, stability and justice. |

Key Terminology

| | Term | Definition |
|----|-----------------------|---|
| 1 | Refugee | A person who has been forced to leave their country in order to escape war, persecution, or natural disaster. |
| 2 | Asylum | The protection granted by a state to someone who has left their home country as a political refugee. |
| 3 | Identity | The fact of being who or what a person or thing is. |
| 4 | Conflict | A serious disagreement or argument, typically a protracted one. |
| 5 | Ally | One that is associated with another as a helper; a person or group that provides assistance and support in an ongoing effort, activity, or struggle. |
| 6 | Barrister | A person called to the bar and entitled to practise as an advocate, particularly in the higher courts. |
| 7 | Protest | A statement or action expressing disapproval of or objection to something. |
| 8 | Culture | The ideas, customs, and social behaviour of a particular people or society. |
| 9 | Security | The state of being free from danger or threat. |
| 10 | Eritrea and Ethiopia | Countries in Africa. The Eritrean–Ethiopian War was a major armed conflict between Ethiopia and Eritrea that took place from May 1998 to June 2000. The war has its origins in a territorial dispute between the two states. |
| 11 | Homeland | A place where a cultural, national, or racial identity has formed, or one's country of birth. |
| 12 | Civil War | A war between citizens of the same country. |
| 13 | Solidarity | Unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group. |
| 14 | Nationality | The status of belonging to a particular nation. |
| 15 | Foster family | A family that provides custody or guardianship for children whose parents are dead or unable to look after them. |
| 16 | Marginalised/Outsider | To treat (a person, group, or concept) as insignificant. To feel like you don't fit into or belong within a community. |
| 17 | Derogatory | Showing a critical or disrespectful attitude. |
| 18 | Bigot | A person who strongly and unfairly dislikes other people, ideas. |
| 19 | Refugee Council | The Refugee Council is a leading charity working with refugees and people seeking asylum in the UK . Founded in 1951, following the creation of the UN Refugee Convention, we exist to support and empower people who have fled conflict, violence and persecution in order to rebuild their lives here in the UK. |
| 20 | Stereotype | A widely held but fixed and often incorrect image or idea of a particular type of person or thing. |

Additional Terminology

| | Term | Definition |
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Example analytical writing

How do characters discover identity in 'Refugee Boy'?

Conflict and identity are at the heart of the novel. Its inciting incident is Mr Kelo leaving Alem alone in a London hotel in order to keep him from the threat posed by the longstanding and ongoing conflict between neighbouring Ethiopia and Eritrea. In 1998, just three years before the publication of Zephaniah's novel, this became a full-out war. The town Alem comes from, Badme, was on the border and therefore much disputed. As Alem calmly and impartially says, "Some people think that this area is part of Ethiopia and some people think this area is part of Eritrea", he personally thinks that "fighting over ... a border that is mainly dust and rocks" is pointless. The reader is left with this as the novel's viewpoint as no other character questions it.

The nature of the conflict and identity is represented in two flashbacks – one in each country – in which young soldiers break into the family's home and threaten them with ultimatums to leave that country "or die". The Ethiopian soldier is known to the family, showing how a border conflict turns neighbours against each other.

Key to the family's plight is the fact that Mr Kelo is Ethiopian and his wife, Eritrean. Both soldiers think a mixed marriage is a betrayal. Similar racist prejudice and disgust are shown by Stanley, the bully who abuses and attacks Alem on the pretext of claiming Alem is insulting his family. When he assaults Alem and threatens him, it seems, ironically, that Alem is a little better off in England than in Africa.

Alem experiences a more formal type of conflict in the UK's legal system, which is adversarial, with the aim being that lawyers argue for and against a case. With an asylum application, one side argues that the applicant would be in danger if sent home; the other that they would be safe. In Alem's case, the lawyer for the Secretary of State considers that the "risk to the lives of the appellants is minimal", the abstract language emphasising the depersonalising process.

The novel shows that conflict exists within loving families. The Fitzgeralds argue about foster children, and Alem argues with his father about the asylum process. Perhaps reflecting his cultural background, Mr Kelo is outraged when Alem argues with him about the protest campaign. It is also a generational issue: Mr Kelo has a naïve faith in the UK legal system, while Alem sees it as out of touch with the real situation of refugees.

The ultimate message of the novel, however, is that Mr Kelo was right when he wrote that "peace is better than war, wherever you live". Alem shows that he agrees by finally urging the younger generation to create "a culture of peace".

KS3 READING MARK SCHEME [Y7, 8, 9]

| Success Criteria | Nothing to reward (0 marks) | (1 mark) | (2 marks) | (3 marks) |
|---|-----------------------------|---|---|--|
| 1 – Task and Big Ideas | <i>Not evidenced</i> | Some relevance to big ideas and task. Simple approach to task and discussion. | Clear, relevant and supported approach to task and big ideas. | Thoughtful, developed approach to task and big ideas. Engages fully with the task. |
| 2 – Quotations and references | <i>Not evidenced</i> | Some quotations and/or references used but will be limited. | Relevant, clear quotations that are embedded into sentences. | Fully embedded, judicious quotations and consistent references with more than one explored per paragraph. |
| 3 – Subject Terminology and writers' methods | <i>Not evidenced</i> | Identification of some methods used by the writer with some possible use of subject terminology. | Subject terminology is used to explore a range of writers' methods. | Sophisticated and ambitious use of subject terminology to explore writers' methods. Consideration of language, structure and form. |
| 4 – Zoom on key words + discuss effect | <i>Not evidenced</i> | Some exploration and discussion exploring single words. | Clear exploration and discussion considering the connotations of single words. | Perceptive and insightful exploration linked clearly to the big ideas. |
| 5 – Analysis of writer's purpose/ intentions | <i>Not evidenced</i> | Some understanding although often explains rather than analyses. Simple comment on writer's intentions. | Clear understanding and analysis shown. Clear and relevant ideas and comments on writer's intentions. | Developed interpretation of the text. A considered and exploratory approach where layers of meaning and links between context and text are consistent. |
| 6 – Focus on the question | <i>Not evidenced</i> | Little focus on the argument throughout – tends to drift off topic at times. | Some clear focus on the argument throughout – although this is not sustained and can lose focus at times. | Consistent focus on the argument throughout – clearly addresses the question. |

Example analytical writing: the reading mark scheme

Homework.

Knowledge is power, so the more you know, the more secure you will be in your learning.

| Year 8: Unit 4 Homework: <i>Refugee Boy</i> | | |
|--|-----------|--|
| Task 1: <u>Week 2</u> | Due date: | <ul style="list-style-type: none"> • Read 'Wider Reading 1' starting on page 14. • Complete the reflection activities on page 17. • Answer the 10 knowledge retrieval questions on page 18. These questions will be peer assessed in class and your teacher will check that you have completed your homework. |
| Task 2: <u>Week 4</u> | Due date: | <ul style="list-style-type: none"> • Read 'Wider Reading 2' starting on page 19. • Complete the reflection activities on page 22. • Answer the 10 knowledge retrieval questions on page 23. These questions will be peer assessed in class and your teacher will check that you have completed your homework. |
| Task 3: <u>Week 6</u> | Due date: | <ul style="list-style-type: none"> • Read 'Wider Reading 3' starting on page 24. • Complete the reflection activities on page 27. • Answer the 10 knowledge retrieval questions on page 28. These questions will be peer assessed in class and your teacher will check that you have completed your homework. |

If you have 'no homework', or you have finished all of the above, try these tasks on a weekly basis to ensure your understanding of the poems is secure.

1. Research Benjamin Zephaniah and make some revision notes on him and his works.
2. Research the characters from 'Refugee Boy', the plot and the themes.

Wider reading 1: The truth about asylum

<https://www.refugeecouncil.org.uk/information/refugee-asylum-facts/the-truth-about-asylum/>

1 People seeking asylum and refugees – who’s who?

2 Refugee

3 The definition of a refugee according to the 1951 United Nations Convention Relating to the Status of
4 Refugees is:

5 *“A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality,*
6 *membership of a particular social group or political opinion, is outside the country of his nationality and is*
7 *unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not*
8 *having a nationality and being outside the country of his former habitual residence as a result of such events,*
9 *is unable or, owing to such fear, is unwilling to return to it.”*

10 In the UK, a person becomes a refugee when government agrees that an individual who has applied for
11 asylum meets the definition in the Refugee Convention they will ‘recognise’ that person as a refugee and
12 issue them with refugee status documentation. Usually refugees in the UK are given five years’ leave to
13 remain as a refugee. They must then must apply for further leave, although their status as a refugee is not
14 limited to five years.

15 Person seeking asylum

16 A person who has left their country of origin and formally applied for asylum in another country but whose
17 application has not yet been concluded. Wherever possible, we prefer to describe someone as a person
18 seeking asylum as we feel that the term asylum seeker is dehumanising.

19 Refused asylum applicant

20 A person whose asylum application has been unsuccessful and who has no other claim for protection
21 awaiting a decision. Some people who have their case refused voluntarily return home, others are forcibly
22 returned. For some, it is not safe or practical to return until conditions in their country change.

23 Migrant

24 Someone who has moved to another country for other reasons, such as to find work.

25 Developing countries – not the UK – look after most of the world’s refugees

26 At the end of 2021 around 89.3 million people were forcibly displaced across the world. Of these, 27.1
27 million were refugees, whilst 53.2 million were internally displaced within their country of origin.

28 72% of the world’s refugees are living in countries neighbouring their country of origin, often in developing
29 countries.

30 Over 6.8 million people have fled conflict in Syria, and many more are displaced inside the country. Türkiye
31 is the biggest refugee hosting country in the world. At the end of 2022 Türkiye was providing safety to 3.7

32 million Syrian refugees. By the end of February 2021 the UK had resettled 20,319 refugees from Syria under
33 the Vulnerable Persons Resettlement Scheme (VPRS). This includes 239 refugees who were resettled prior
34 to the target of 20,000 being set.

35 The UK is home to approximately 1% of the 27.1 million refugees who were forcibly displaced across the
36 world.

37 **People seeking asylum are looking for a place of safety**

38 41% of displaced people across the world are children.

39 The top ten refugee producing countries in 2021 all have poor human rights records or on-going conflict.
40 People seeking asylum are fleeing from these conflicts and abuses, looking for safety.

41 In 2021, more than two-thirds of the refugees and Venezuelans across the world came from just five
42 countries: Syria (6.8 million), Venezuela (4.6 million), Afghanistan (2.7 million), South Sudan (2.4 million) and
43 Myanmar (1.2 million).

44 There is no such thing as an 'illegal' or 'bogus' asylum seeker. Under international law, anyone has the right
45 to apply for asylum in any country that has signed the 1951 Convention and to remain there until the
46 authorities have assessed their claim.

47 It is recognised in the 1951 Convention that people fleeing persecution may have to use irregular means in
48 order to escape and claim asylum in another country – there is no legal way to travel to the UK for the
49 specific purpose of seeking asylum.

50 **Refugees make a huge contribution to the UK**

51 About 1,200 medically qualified refugees are recorded on the British Medical Association's database. It is
52 estimated that it costs around £25,000 to support a refugee doctor to practise in the UK. Training a new
53 doctor is estimated to cost between £200,000 and £250,000.

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

56 **The majority of asylum claims are successful**

57 The UK asylum system is strictly controlled and complex. It is very difficult for people seeking asylum to
58 provide the evidence required to be granted protection. Despite these challenges, the majority of asylum
59 claims are successful. In the year ending March 2022, 75% of initial decisions resulted in a grant of asylum or
60 other form of protection.

61 The Home Office can take months or even years to make decision on asylum case, and there is a growing
62 backlog of cases. At the end of March 2022, there were over 109,000 people awaiting an initial decision on
63 their asylum case.

64 Since 2005 most people recognised as refugees are only given permission to stay in the UK for five years.
65 This makes it difficult for them to make decisions about their future, to find work and make definite plans
66 for their life in the UK.

67 **People seeking asylum do not get large handouts from the state**

68 People seeking asylum are often living on Home Office support equivalent to under £6 per day.

69 People seeking asylum do not come to the UK to claim benefits. Most know nothing about welfare benefits
70 before they arrive and had no expectation that they would receive financial support.

71 Most people seeking asylum are living poverty and experience poor health and hunger. Many families are
72 not able to pay for the basics such as clothing, powdered milk and nappies.

73 Almost all people seeking asylum are not allowed to work and are forced to rely on state support – this is as
74 little as £5.64 a day to live on.

75

76

As part of homework task 1, you will be completing a knowledge retrieval quiz based on your understanding of the wider reading. Before you complete the quiz, consider the following questions to help your knowledge of the text.

1. How does wider reading 1 fit with the 'Refugee Boy' unit so far? Do you notice any overlaps or similarities to the content you have been learning in class?

2. Summarise your understanding of what seeking asylum is and what a new country's responsibility is for asylum seekers.

3. Bullet point 3 things a refugee needs in a new country of safety.

Additional note space:

Homework Task 1

| | Write your answer in the box below each question. | ✓✗ |
|--------------|---|----|
| 1 | In the UK, when does a person become a refugee? | |
| | | |
| 2 | Typically, how many years are refugees given when they arrive to the UK? | |
| | | |
| 3 | Why is it politically incorrect to call a person seeking asylum an 'asylum seeker'? | |
| | | |
| 4 | When might a person be considered a migrant? | |
| | | |
| 5 | At the end of 2021, how many people were thought to be refugees? | |
| | | |
| 6 | Who makes up 41% of the world's refugees? | |
| | | |
| 7 | What are those fleeing from conflict looking for? | |
| | | |
| 8 | Why can the Home Office be slow in making decisions on asylum cases? | |
| | | |
| 9 | What is the reality for most people seeking asylum? Name 2 realities. | |
| | | |
| 10 | "Almost all people seeking asylum are not allowed to work", so how do they survive? | |
| | | |
| TOTAL | | |

Wider reading 2: Remembering Eritrea-Ethiopia border war: Africa's unfinished conflict

<https://www.bbc.co.uk/news/world-africa-44004212>

1 **Two decades have passed since two of Africa's poorest countries began the continent's deadliest border war.**

2 The conflict between Eritrea and Ethiopia left tens of thousands dead or injured in the space of just two
3 years.

4 But despite a peace deal signed in December 2000, the two sides remain on a war footing - their massive
5 armies still facing off.

6 So what happened 20 years ago to spark Africa's unfinished war - and what hope is there that it might finally
7 come to an end?

8 **'Two men fighting over a comb'**

9 The war began on 6 May, 1998, sparked by a battle for control of the border town of Badme - a humble,
10 dusty market town with no apparent value.

11 It had neither oil nor diamonds, but it did not matter: both Eritrea and Ethiopia wanted it on their side of the
12 border. At the time, the war was described as "two bald men fighting over a comb".

13 As the war spread, so did the massive displacement of communities.

14 "This war destroyed families on both sides," recalls Kasahun Woldegiorgis, who comes from the Ethiopian
15 town of Adigrat, close to the border.

16 "We are intermarried across the border and we cannot attend each other's weddings or funerals," says
17 Asgedom Tewelde, who comes from Zalambesa, a town once divided in two by the border.

18 "There was a family from a village called Serha on the Eritrean side of the border and their daughter married
19 someone on the Ethiopian side. Later, after the war, she died, but her family could only see the funeral
20 procession from a hilltop across the border."

21 It was not just family ties: the economic impact on the border trading communities was significant too.

22 "The active commercial activities that we used to see before the war no longer take place," says Kiflom
23 Gebremedhin, from a border village on the Eritrean side.

24 **The Border ruling**

25 The war ended in June 2000, but it was another six months until a peace agreement was signed, establishing
26 the Eritrea-Ethiopia Boundary Commission.

27 It was meant to settle the dispute over Badme once and for all. But its "final and binding" ruling 18 months
28 later, awarding Badme to Eritrea, was not accepted by Ethiopia without the preconditions of further
29 negotiations with Eritrea. Eritrea, in turn, refuses to talk to its former ally until the ruling is adhered to.

30 With neither side budging from their respective positions, peace between them remains elusive.

31 Border skirmishes continue - either directly, or through rebel groups acting on their behalf. All the while,
32 Badme remains in Ethiopian hands.

33 And there have been other, bigger implications for the two countries - and the wider world.

34 **Treacherous sea crossing**

35 Eritrea says it needs a constant large army due to the "continuous occupation of Eritrean territories by
36 Ethiopia" - and it feeds that army with compulsory national service.

37 However, what was originally designed to last for only 18 months can last indefinitely.

38 For many of those who don't want to enlist, the only way out is to flee.

39 Today, they crowd into large refugee camps in Ethiopia and Sudan, or risk their lives to trying to reach
40 Europe through the Sahara Desert and over the Mediterranean Sea.

41 Eritreans make up one of the largest groups attempting to make the crossing, despite the fact many have
42 died, drowning in the treacherous sea, or falling victim to militants and traffickers who control the route.

43 **Timeline**

44 **24 May 1993:** Eritrean independence from Ethiopia officially declared

45 **6 May 1998:** Border war begins

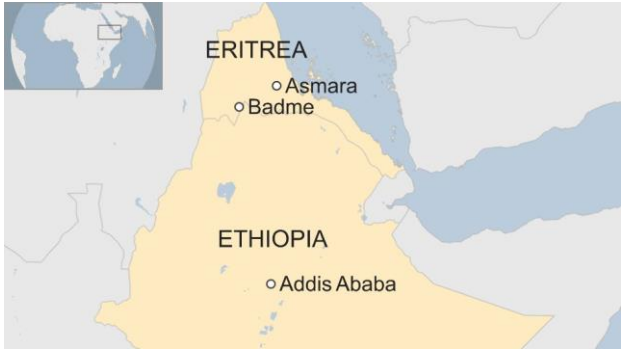
46 **18 June 2000:** Agreement on Cessation of Hostilities signed

47 **12 December 2000:** Algiers Peace Agreement signed

48 **13 April 2002:** The Eritrea-Ethiopia Boundary Commission delivered its "final and binding" ruling

49 Eritrea also uses the conflict with Ethiopia to justify suspending the constitution, banning free press and
50 quashing any dissent.

51 During a crackdown in 2001, many of the editors and journalists of the fledgling private newspapers were
52 detained.



53 At the same time, prominent leaders of the ruling People's Front for Democracy and Justice (PFDJ) who
54 criticised President Isaias Afewerki's handling of the war and his reluctance to be accountable, were also
55 detained. Their whereabouts remains a mystery to this day.

56 Political prisoners never appear before courts and visitations are not permitted. Government officials accuse
57 those detained of endangering the country's "national security".

58 Eritrea is accused by the UN Human Rights Commission for serious violation of human rights violations,
59 including possible crimes against humanity.

60 Meanwhile, Ethiopia, which is also accused of human rights abuses, appears more concerned with internal
61 political instability than the border town of Badme. It has recently declared a state of emergency, in an
62 attempt to quell protest movements across the country.

63 **Imagining peace**

64 But could the stand off over Badme finally be coming to an end?

65 The newly elected Ethiopian Prime Minister, Abiy Ahmed, has called for a peaceful resolution of the impasse
66 and extended an olive branch for talks to the Eritreans, who dismissed the offer as similar to those made by
67 previous Ethiopian leaders.

68 "Peace will indeed be beneficial to the two peoples but obviously, this must be predicated on respect of
69 international law, which Ethiopia continues to flout to-date," Minister of Information Yemane Gebremeskel
70 said.

71 However, the recent visit by Donald Yamamoto, the US acting Assistant Secretary of State, to Eritrea for the
72 first time in a many years has added to the renewed hope. He also travelled to Ethiopia on the same visit.

73 "The people are demanding peace on both sides and it is good to hear that political leaders are talking of
74 peace now," Eritrean Kiflom Gebremedhin says.

75 "I am sure the people will put pressure on their governments and secure peace and return to their normal
76 relations."

77 Over the border in Ethiopia, Kasahun Woldegiorgis is also hopeful.

78 "We believe this road [to Asmara] will not remain closed for ever," he says.

As part of homework task 2, you will be completing a knowledge retrieval quiz based on your understanding of the wider reading. Before you complete the quiz, consider the following questions to help your knowledge of the text.

1. How does wider reading 2 fit with the 'Refugee Boy' unit so far? Do you notice any overlaps or similarities to the content you have been learning in class?

2. What was life like during the war?

3. How did the conflict come to some sort of peace agreement?

Additional note space:

Homework Task 2

| | Write your answer in the box below each question. | ✓ ✗ |
|--------------|--|-----|
| 1 | Approximately, how long has it been since the conflict between Ethiopia and Eritrea ended? | |
| | | |
| 2 | What happened in December 2000? | |
| | | |
| 3 | How long did the war last for? | |
| | | |
| 4 | Why did it begin? | |
| | | |
| 5 | What happened to communities the further the war spread? | |
| | | |
| 6 | After the peace treaty was signed, which country did Badme belong to? | |
| | | |
| 7 | What is the reality for Eritrean citizens and their army? | |
| | | |
| 8 | What happens to those who don't wish to enlist? | |
| | | |
| 9 | When the Ethiopian Prime Minister, Abiy Ahmed, was elected in 2018, what did he call for? | |
| | | |
| 10 | What did he mean when he suggested an "extended olive branch for talks to the Eritreans"? | |
| | | |
| TOTAL | | |

Wider reading 3: Channel crossing: who would make such a dangerous journey – and why?

<https://www.theguardian.com/global-development/2021/nov/28/channel-crossings-asylum-refugees-dangerous-journey>

1 Most of the people who reach the UK after risking their lives in small boats have their claims for asylum
2 approved

3 Last week's tragedy in the Channel has reopened the debate on how to stop people making dangerous
4 crossings, with the solutions presented by the government focused on how to police the waters.

5 Less has been said about where those people come from, with most fleeing conflicts and persecution. About
6 two-thirds of people arriving on small boats between January 2020 and May 2021 were from Iran, Iraq,
7 Sudan and Syria. Many also came from Eritrea, from where 80% of asylum applications were approved.

8 According to Dr Peter Walsh at the University of Oxford's Migration Observatory, those countries have
9 among the highest acceptance rates of asylum applications, so it is likely that most of those crossing the
10 Channel have genuine asylum claims that should be accepted by the government.



11 "These are people from some of the most chaotic places in the world," said Walsh. "These are people from
12 countries racked by civil and ethnic conflict and by political persecution. You don't have to be Einstein to
13 deduce why people are successful in asylum claims."

14 For many, the UK becomes a destination because they have relatives or know there is an established
15 community, while others prefer an English-speaking country and some simply believe they will be treated
16 better.

17 **Iran**

18 Iran has been the largest source of asylum seekers to Britain through all routes, including on the small boats
19 from France. Almost three-quarters of the 4,199 applicants in 2020 had asylum granted.

20 Until last week’s tragedy, the deaths of a Kurdish-Iranian family last year had been the worst. They had left
21 Sardasht in north-west Iran, where relatives said they lived in poverty.

22 The Home Office guidance on deciding asylum applications mostly concerns persecution from the state
23 towards political opposition or ethnic and religious minority voices, but also includes women fleeing
24 violence and people worried about persecution because of their sexual orientation.

25 Iranians have made up the highest number of asylum applicants since 2016. A survey published that year
26 said most believed their lives were in danger and thought the UK would offer more freedom and safety.

27 **Sudan**

28 Many of those crammed into tents in Calais are young Sudanese people, many from Darfur, where 2.3
29 million people remain displaced by a war that started in 2003. Though the intensity has lessened, the
30 conflict continues, and the Home Office notes claims by non-Arab Darfuris persecuted for their ethnicity.

31 Altahir Hashim, a Darfuri who fled Sudan 10 years ago and settled in the UK, said conditions there have not
32 improved and that his generation have no livelihoods or hope in the displacement camps where they are
33 forced to live. “It’s about values, dignity, self-worth. In a country where you’re raped, killed and your house
34 is set on fire, there’s no future,” he said.

35 Coming to the UK, he said, is not necessarily a conscious choice but one forced on them by conditions in
36 Sudan and neighbouring countries: “In Libya you are treated like an unwanted servant, I hear from others
37 stories about racism, about not being paid for work you do. That’s not safety.”

38 “The circumstances you are in, they tell you this isn’t the place for you, so you make a decision at the time
39 that you have to go to the next place and eventually you end up in the UK.”

40 **Iraq**

41 Although numbers have fallen since the height of the Iraq war, 2,185 people arrived in Britain on small boats
42 between January 2020 and May 2021, according to Home Office data published by the Refugee Council.

43 The Home Office approved 49% of asylum seekers from Iraq last year, a much lower figure than
44 neighbouring Syria despite both countries being racked by conflict and the Islamic State over the past two
45 decades.

46 Asylum claims made by Iraqis include fleeing insecurity in the country as well as fear of persecution for being
47 from a religious or ethnic minority and for political activity.

48 **Syria**

49 Syrians were most likely to be accepted, with 88% granted asylum or leave to stay in the UK. Since the
50 beginning of 2020, Syrians ranked fourth in arrivals by boat – after Iran, Iraq and Sudan.

51 For most, the war is the main driver. The retreat of Islamic State and the government’s regaining of control
52 over most of the country has meant a reduction in fighting, but most Syrians abroad have no plans to return
53 to the country, fearing they will be punished.

54 While part of the debate around migration in the UK has focused on encouraging refugees to remain in
55 countries near their homes, a UN survey in March revealed that 90% of Syrian refugees in Lebanon, Jordan,
56 Egypt and Iraq cannot meet their basic needs. As a result, a fifth were considering moving on to new
57 countries, which could include the UK.

58 **Eritrea**

59 Eritreans were sixth among the arrivals from 2020 to May 2021, behind Vietnamese people, but make up
60 the fourth highest number of asylum claims, with 80% accepted.

61 For some, religious persecution is a cause, as those practising “unauthorised” religions can be imprisoned,
62 but for many the reason is Eritrea’s enforced military service. Eritrea remains one of the world’s most
63 repressive countries, according to Human Rights Watch, and many young people flee to escape indefinite
64 conscription.

65 The UK offers for many the hope of freedom and potential economic security, especially those who have
66 faced traumatic journeys in other countries such as Libya, where HRW has documented abuse of migrants in
67 detention.

As part of homework task 3, you will be completing a knowledge retrieval quiz based on your understanding of the wider reading. Before you complete the quiz, consider the following questions to help your knowledge of the text.

1. How does wider reading 3 fit with the 'Refugee Boy' unit so far? Do you notice any overlaps or similarities to the content you have been learning in class?

2. Summarise why people have risked their lives to cross an ocean or a sea.

3. How similar is Alem's experience to the real-life realities of asylum?

Additional note space:

Homework Task 3

| | Write your answer in the box below each question. | ✓ ✗ |
|--------------|--|-----|
| 1 | Between January 2020 and May 2021, about two-thirds of people arriving to the UK on small boats were from which 4 countries? | |
| | | |
| 2 | What does Dr. Peter Walsh argue is the main reason for people wishing to seek asylum in another country? | |
| | | |
| 3 | Name 2 countries from the map which could be considered countries of safety. | |
| | | |
| 4 | Name 1 reason those seeking asylum might wish to come to the UK. | |
| | | |
| 5 | Who agrees on a person's asylum status in the UK? | |
| | | |
| 6 | What is the reality for young Sudanese people seeking asylum? | |
| | | |
| 7 | Altahir Hashim said that "Coming to the UK ... is not necessarily a conscious choice". What does he argue is the reason that many people, including himself, flee their country? | |
| | | |
| 8 | How many people claimed asylum from Iraq between January 2020 and May 2021? | |
| | | |
| 9 | Name 1 reason Iraqis wished to seek asylum in the UK. | |
| | | |
| 10 | What is the main reason Syrians seek asylum in other countries? | |
| | | |
| TOTAL | | |



Wider reading list

Other books by Benjamin Zephaniah

- **'Gangsta Rap'** – Benjamin Zephaniah draws on his own experiences with school and the music business to create a novel that speaks with passion and immediacy about the rap scene. Ray has trouble at home, and he has trouble at school – until he's permanently excluded and ends up sleeping on the floor of a record shop
- **'Windrush Child'** – Leonard is shocked when he arrives with his mother in the port of Southampton. His father is a stranger to him, it's cold and even the Jamaican food doesn't taste the same as it did back home in Maroon Town. But his parents have brought him here to try to make a better life.
- **'Teacher's Dead'** – Murdered by two of his students in front of the school. In front of Jackson. But Mr Joseph was a good man. People liked him. Respected him. How could those boys stab him and jog away like nothing had happened? Without any sense of having done something wrong? Unable to process what he has seen.

Non-Fiction books about asylum and conflict

'The History of the African and Caribbean Communities in Britain' by Hakim Adi

'Coming to England' by Ioella Benjamin

'Black and British' by David Bygott

'What's at Issue? ... Citizenship and You' by Katrina Dunbar

'World Issues: Refugees' by Clive Gifford

'Britain and the Slave Trade' by Rosemary Rees

'Events and Outcomes: The Slave Trade' by Tom Monaghan

'Past and Present: Refugees' by Carole Seymour-Jones

'Refugees' by Rachel Warner

'What's at Issue? ... Prejudice and Difference' by Paul Wignall

Fictional books about asylum and conflict

- **'The Arrival'** by Shaun Tan – This is a graphic novel and wordless story of illustrations to highlight an immigrant man's journey told through an imaginary world.
- **'Welcome to Nowhere'** by Elizabeth Laird – Before long, bombs are falling, people are dying, and Omar and his family have no choice but to flee their home with only what they can carry. Yet no matter how far they run, the shadow of war follows them – until they have no other choice than to attempt the dangerous journey to escape their homeland altogether.
- **'Boy 87'** by Ele Fountain – Fourteen-year-old Shif and his best friend Bini are ordinary boys with big ambitions, but their world implodes when they attract the attention of the military "giffa". Wrenched from their families, they're sent to a remote desert prison, where their cellmates are barely clinging onto life.
- **'The Real Plato Jones'** by Nina Bawden – Thirteen-year-old Plato Jones comes to terms with his mixed heritage when he visits Greece and finds out about his Welsh grandfather, a World War II hero, and his Greek grandfather, who is rumoured to have been a traitor.
- **'The First of Midnight Barn Owl'** by Marjorie Darke – The year is 1797 and in Bristol a slave called Midnight works as a bare-knuckle boxer. Midnight can't see any way in which he will ever be able to shake off the chains of slavery. However, he feels some hope when he meets the orphan Jess, whose existence is almost as bleak as his and love enters his life.

- **'Hope Leaves Jamaica'** by Kate Elizabeth Ernest – This collection of stories looks at childhood in rural Jamaica in the 1960s - a time when parents had to go to England to find work and leave their children with their grandparents until they could send for them.
- **'The Colour of Home'** by Mary Hoffman – On Hassan's first day at school he paints a colourful picture of his home and family in Somalia, but then adds soldiers, flames and bullets. A Somali translator helps him to explain that the painting shows his feelings about the death of his uncle, and his family's flight from Mogadishu to dreary England.
- **'The Fox Girl and the White Gazelle'** by Victoria Williamson – Reema runs to remembers the life she left behind in Syria. Caylin runs to find what she's lost. Under the grey Glasgow skies, twelve-year-old refugee, Reema, is struggling to find her place in a new country, with a new language and without her brother. But she isn't the only one feeling lost. Her Glaswegian neighbour, Caylin, is lonely and lashing out. When they form a wary friendship, they are more alike than they could have imagined.
- **'Dark Shadows'** by Joan Lingard – The magnificent Joan Lingard rarely fails to please in her work and Dark Shadows – an exploration of friendship and family ties amid the troubles of Northern Ireland – is no exception. The Magowan and the O'Shea families are torn apart by their beliefs.
- **'Petar's Song'** by Pratima Mitchell – Petar loves music, and his violin keeps the whole village dancing. But when war breaks out, Petar, his mother and his brother have to leave the valley and flee across the border to safety, leaving their beloved father in the village with the other men.
- **'The Other Side of Truth'** by Beverley Naidoo – When twelve-year-old Sade's mother is killed, she and her little brother Femi are forced to flee from their home in Nigeria to Britain. They're not allowed to tell anyone - not even their best friends - as their whole journey is secret, dangerous - and illegal.
- **'The Boy at the back of the Class'** by Onjali Q Rauf – There used to be an empty chair at the back of my class, but now a new boy called Ahmet is sitting there. He is a refugee who has run away from a war. A real one. With bombs and fires and bullies that hurt people. And the more his classmates find out about him, the more they want to help him.
- **'Rebel Cargo'** by James Riordan – Abena is a rebellious Ashanti girl sold into slavery on the notorious Transatlantic route from West Africa to Jamaica. Mungo is an English orphan who becomes a cabin boy, only to be kidnapped and sold as a white slave. Fate brings the two together and Mungo, risking life and limb, saves Abena from a terrible death.
- **'Smash!'** By Robert Swindells – Steve and Ashraf are friends. But as new developments for the town bring out underlying racism, the boys are gradually forced to take opposing sides.
- **'Boy, Everywhere'** by A. M. Dassu – It describes the harrowing journey taken by Sami and his family from privilege to poverty, across countries and continents, from a comfortable life in Damascus, via a smuggler's den in Turkey, to a prison in Manchester. A story of survival, bravery and family.