

# What links Jesus Christ, Albert Einstein and the Dalai Lama?

Find out inside





**Kent and the Wider World**  
Development Education Centre

## Kent and the Wider World aims to...

- foster global perspectives
- raise awareness of the links between the lives of people in Kent and Medway with those of people in other parts of the world, and with the environment
- enable people to take action for a world that is more socially just and environmentally sustainable

## ... through providing

- talks and workshops
- resources
- training and advice

## Kent and the Wider World

is a Development Education Centre, affiliated to the Development Education Association, and works in partnership with a wide range of local, regional and national organisations.

Kent and the Wider World  
2-3 Bedford Place  
Maidstone  
Kent ME16 8JB

(t) 01622 689498  
(e) [kww@csr.org.uk](mailto:kww@csr.org.uk)  
(w) [www.kww.org.uk](http://www.kww.org.uk)

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- The Diocese of Canterbury
- The Diocese of Rochester

# Welcome to *The Wider World*

The new term starts with staff changes at Kent and the Wider World; Vimmi Vatish leaves the project and we welcome two new part-time co-ordinators, Ruth England and Toral Shah.

The last few terms were very busy and productive for Vimmi with quite a few highlights, including:

### • How do Udu\*

This exciting pilot project began in the spring term with introductory Udu workshops at the seven schools involved. The workshops explored ideas about Africa, values and attitudes, and perceptions of place. Activities included games, ranking exercises and working with images. The students then spent a day at Bore Place, where they made music with Eugene Skeef and worked with Clive Sithole, a potter from South Africa, to make an 'udu' using Bore Place clay. Once fired, we took the udus into the schools for decorating workshops, which explored the use of symbolism in art and encouraged students to design and decorate their own udus. The project culminated in a glorious celebration day at Bore Place, with all the students playing their udus. \**The udu is a traditional Nigerian clay pot that is also a percussion instrument.*

### • Fairtrade Fortnight

This annual event was marked in the regular way of in-school workshops. Kent and the Wider World continues to host the 'fairtrade towns in Kent' steering group meetings, and is also involved with the initiative in Maidstone. Keen and energetic members of the youth forum have borrowed resources, including inflatable bananas, to spread the message of fairtrade.

### • Global Citizens Theatre

As part of this exciting pilot project there is an INSET session on 15 September, 1-4pm at Brockhill Park School, Hythe. This INSET will include participation in a forum, in which a piece of theatre will be performed by young people to young people. The spectators are invited to become **spectactors** by getting involved. The forum will be followed by a toolkit of ideas for the classroom. Forum theatre is a very effective, tangible and fun tool for creating dialogue and exploring solutions. It has been used successfully around the world in a wide variety of community and school settings.

### • INSET and CPD

A number of INSET sessions around Race Equality and Multicultural Education have taken place, with very interesting discussions and positive feedback.

*Teaching about distant localities – India* is proving a very popular session, and the India resource boxes are being loaned out on a regular basis. All sessions offered at Kent and the Wider World (see Diary Dates) are also available in school, and we are keen to respond to specific needs and demands.

Contact Kent and the Wider World to arrange a training session in school, or use the enclosed form to book a place at the centre.

### • Kent Youth's Global Issues Peer Education Project

Having spent over a year training, preparing and planning for their workshop, the young people have finally faced their fears and delivered several sessions on 'migration and asylum'. The interactive workshop involves playing a life-size board game to explore some of the myths, facts and experiences of seeking asylum. Contact Kent and the Wider World if you would like a workshop exploring these issues. The workshops are suitable for KS3/4.

We would like to thank Vimmi for all her hard work and contributions to the project, and we wish her all the best for her future challenges. We also look forward to working with Ruth and Toral in the continuing work and development of Kent and the Wider World.

# Activities Facilitators' notes

## Refugees Quiz

### Aim

To challenge misinformation and misconception about refugees, and to present factual information.

### Activity

- It is useful to carry out a mind map exercise on the word 'refugee' at the beginning and end of a unit of work on migration, to assess attitudinal change.
- This quiz is a fun way of introducing a lesson on migration or asylum, whilst setting some of the facts straight. Students may like to consider how easy it is to live on less than £50 a week, and whether it is worth risking their lives for.
- Students can research the countries of origin of many refugees, where they flee from, why, and where to. The following websites are useful: UNHCR (United Nations High Commission for Refugees) [www.unhcr.org.uk](http://www.unhcr.org.uk), [www.refugeecouncil.org.uk](http://www.refugeecouncil.org.uk), [www.refugee-action.org.uk](http://www.refugee-action.org.uk), [www.refugeeweek.org.uk](http://www.refugeeweek.org.uk)

## Matching definitions

### Aim

To develop an understanding of the different types of migration.

### Activity

- Copy and cut the cards and distribute amongst the class. Check that students understand all the words and encourage the use of dictionaries. Students then mingle and try to find the partner who best matches their term or definition. Alternatively, the class can be divided into groups and each group given a set of cards to match up.
- Wholeclass feedback. It is important at this point to check understanding of the terms and differentiations, and to stress that it is perfectly legal to seek asylum, and live in the host country that grants you leave to remain.
- There is no such thing as a 'bogus' asylum seeker or refugee. The UN Convention defines a refugee as a person who '*is outside his/her country of nationality or habitual residence; has a well-founded fear of persecution because of his/her race, religion, nationality, membership in a particular social group or political opinion; and is unable or unwilling to avail himself/herself of the protection of that country, or to return there, for fear of persecution*'.

- Students can carry out further research into numbers of refugees and internally displaced persons (IDPs) in countries experiencing conflict, and countries that host refugees.

## Where do refugees come from? Where do they go?

### Aim

To help the students see that the refugee issues are worldwide. To learn about where refugees come from and why they are forced to leave. To develop locational geography.

### Activity

- Give each group a set of country of origin cards, along with a world map (ideally A3 size) and ask them to locate the countries of origin of refugees.
- Can they guess where asylum seekers from those countries might flee to?
- Give out the 'main country of asylum' cards, and ask students to place them on their map, and check how accurate their guesses were.
- Each group can then research the historical, political and economic situation of a country of origin. Refer to the above websites, and also the resources listed on p6.
- This exercise could also offer students an occasion to practise their map reading, using co-ordinates given by the teacher.
- For a change of pace, this activity could be in the form of a game, *Geographical Bingo*, where co-ordinates correspond to country names on bingo cards.

## Famous exiles wordsearch

### Aim

To familiarise students with famous refugees and the contributions they have made to society.

### Activity

- Students complete the wordsearch and undertake further research into the individuals; why they fled, where from, and what they are famous for.

## Ideas for One World Week

**One World Week is an annual opportunity to join a worldwide movement of people taking action for justice locally and globally.**

- Make a *Promises Tree* displaying commitments on leaves that you will make in the short and longer term to support people and the planet. They could relate to reducing carbon emissions, finding out more about an issue, writing to your MP, or just being more inquiring and generous.
- How big is your global footprint? Visit [www.globalfootprints.org](http://www.globalfootprints.org) to find out how you can lighten your step.
- Organise a walk or cycle ride to promote and encourage the reduction of carbon emissions.
- Hold a Fairtrade fashion show or cooking event, and illustrate with maps and producer stories, showing how interdependent our world is, and how fair trade benefits producers.
- Play *The Chocolate Trade Game*, or *The Debt Game*. These simulation games are a very good way of bringing issues of trade, aid and debt to life. Feelings can run high and many discussion points raised. Available for loan from Kent and the Wider World.
- Global grooves 'n' moves. Hold a dance and music event, celebrating styles from around the world, and inviting artists to run workshops. Research the history of the style.
- Design a series of conflict situations, such as bullying, racism or dealing with parents. Ask pupils to role-play the scenarios and come up with a number of different ways to resolve the conflict, identifying specific tactics that they could use in the future.
- Around the world in 80 ways. Display our links to the world using a world map and pictures. Links could include food, family, news, travel, the Internet and history.
- Celebrity One World Awards for the class or group that has recycled the most, used the least electricity, switched to fair trade options or has helped the most, etc.

Kent and the Wider can support participation in One World Week with activity packs, including the *One World Week Action Kit*, videos and other stimulating and exciting resources, and free workshops. Do not hesitate to contact us.

# Refugees and Asylum Seekers

## 10.4 per cent of the UK population are asylum seekers

### 10.4 per cent of the UK population are asylum seekers

- 1 Refugees are legal. **True or False**
- 2 How many refugees are there in the world today?  
a) 3.7 million b) 9.7 million c) 14.7 million
- 3 Where do most refugees live?  
a) rich industrialised countries b) England c) developing countries
- 4 What percentage of the British population are refugees?  
a) less than 5 per cent b) 5-15 per cent c) 15-20 per cent
- 5 What percentage of government benefits go to refugees?  
a) less than 5 per cent b) 5-15 per cent c) 15-20 per cent
- 6 Refugees take more revenue from the UK than they contribute. **True or False**
- 7 What percentage of NHS staff were born outside the UK?  
a) 25 per cent b) 50 per cent c) 70 per cent
- 8 How many people passed through UK borders in 2001?  
a) 76 million b) 88 million c) 95 million
- 9 What percentage of refugees have academic qualifications?  
a) 12 per cent b) 25 per cent c) 53 per cent
- 10 What is the link between the following?  
• Marks & Spencer • the Dalai Lama • Albert Einstein

**Answers**  
 1 True. There is no such thing in law as an illegal asylum seeker. According to UN Conventions anyone who fears for their life can claim asylum. 2 9.7 million, which is less than one-sixth of the UK population. 3 Developing countries (70 per cent). Only two per cent comes to the UK. 4 Less than 5 per cent. By 2003 only 0.4 per cent of the UK population were refugees. 5 Less than 5 per cent. 6 False. From 1999-2000 migrants contributed £31.2bn in taxes and consumed £28.8bn in benefits and services; a profit to the Treasury of £2.5bn. 7 70 per cent of doctors and nurses in NHS were born outside the UK (Greater London Authority figures). 8 88 million of which only 0.8 per cent were asylum seekers. The rest were tourists, workers, visitors and employees. 9 53 per cent. 10 All are refugees.

## Matching definitions

<b>Refugee</b>	A person who has escaped from their country and is allowed to stay in another country because they would be in danger if they returned due to their race, religion, political opinion, social group or nationality.
<b>Asylum Seeker</b>	A person who has escaped from their own country to another country to seek refugee status because they do not feel safe in their own country.
<b>Migrant</b>	A person who has moved from one place to another for any reason.
<b>Emigrant</b>	A person who is leaving a country for a long time.
<b>Internally Displaced Person</b>	A person who has been driven from their home by conflict to another part of their country; they have not crossed an international border.
<b>De facto Refugee</b>	A person who has left their country in fear but not applied for refugee status. They might live illegally or legally in another country, perhaps because there are links with relatives or work.

*for group readers only*

**Notes**  
 • Mistakes are often made between 'foreign' and 'foreign born'. The latter have become citizens of that country.  
 • Many people think of anyone from an ethnic minority as an immigrant, even if they were born in that country. In the UK approximately six per cent of the population belongs to an ethnic minority. The foreign born make up four per cent and many of them are white from Europe and Australia.  
 • Asylum seekers and refugees are not illegal. The UK has committed to UN conventions of 1951 and 1948 concerning Refugees and Human Rights, which include the right to seek asylum in other countries.

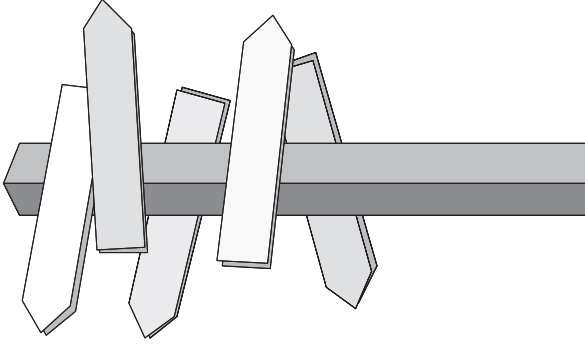
**Famous refugees wordsearch**

y	a	v	i	a	e	k	w	e	k	j	j	n	z
e	m	o	x	g	u	n	s	x	c	t	i	x	w
h	a	s	d	a	p	c	k	u	a	r	e	z	d
u	d	i	a	r	n	b	j	s	i	n	s	e	x
i	a	a	o	j	e	v	j	r	e	l	h	a	d
e	a	m	i	c	h	e	j	a	t	u	e	i	j
n	d	d	u	e	r	f	k	d	n	u	p	i	n
h	i	w	b	s	e	l	u	k	h	z	i	s	d
a	z	g	d	r	a	e	l	a	r	t	h	o	y
m	i	c	h	a	e	l	m	a	r	k	s	b	z

The following are all refugees or of refugee descent.

- |                 |                |                |
|-----------------|----------------|----------------|
| Albert Einstein | Karl Marx      | Sigmund Freud  |
| Alek Wek        | Michael Howard | Sitting Bull   |
| Dalai Lama      | Michael Marks  | Yehudi Menuhin |

**Where do refugees come from... where do they go?**



Country of origin	Main country of asylum
Afghanistan	Iran/Pakistan
Rwanda	Burundi/Tanzania/Uganda/Zaire
Bosnia Herzegovina	Croatia/FR Yugoslavia/Germany
Liberia	Guinea/Cote d'Ivoire/Ghana/Nigeria
Iraq	Iran/Saudi Arabia
Somalia	Djibouti/Ethiopia/Kenya/Yemen
Sudan	Uganda/Zaire/Kenya/Ethiopia
Eritrea	Sudan
Angola	Zaire/Zambia/Congo/Namibia
Sierra Leone	Guinea/Liberia

## Organic One World Week at Bore Place

31 October-3 November 2006  
(limited places, so book early)

Special price £2.50 per pupil

Celebrate One World Week and bring your class to an organic dairy farm near Sevenoaks. We will be thinking about organic farming and cooking organic global food. KS2+

Contact Julia Bracewell, education co-ordinator, on **01732 463255 ext 204** or [juliab@commonwork.org](mailto:juliab@commonwork.org)

## Open Days at Bore Place [www.commonwork.org](http://www.commonwork.org)

**Saturday 30 September 2006**  
(pre-booking essential)

**Saturday 9 December 2006**  
(pre-booking essential)

**01732 463255 ext 229** or  
[info@commonwork.org](mailto:info@commonwork.org)

## Free visits to Bore Place for Special Schools 26 February-2 March 2007

### We also offer a variety of activities for all schools at Bore Place

Including

- The Living Environment
- Environmental Art
- Recycled Art
- Food and Farming
- Homes and Houses
- Brickmaking
- Bread or Pizza Making
- Habitat Studies
- Tailor-made programmes

Contact Julia Bracewell, education co-ordinator, on **01732 463255 ext 204** or [juliab@commonwork.org](mailto:juliab@commonwork.org)

## WEDG

The World Education Development Group (WEDG) is based in Canterbury and offers similar services to those provided by Kent and the Wider World.

For further details contact WEDG  
98A Broad Street,  
Canterbury CT1 2LU.  
(t) 01227 766552  
(e) [wedg@freeuk.com](mailto:wedg@freeuk.com)  
(w) [www.wedg.org.uk](http://www.wedg.org.uk)

# Useful resources

## **Kosovan Journeys: Refugee Children Tell Their Stories**

Howard Davies and Jill Rutter  
KS2

This big book provides background information on the conflict in Kosova, and sets a context for why two children Fortesa and Gezim, and their families, had to leave their homes.

Fortesa and Gezim recount their separate stories, tracing their journeys and experiences as refugees from Kosova to the UK. We learn about their homes and families, what they miss, the challenges they face, and gain an insight into their lives in Kosova and in the UK. Pupils will be able to draw on similarities and differences with their own lives.

## **Refugees: A Resource Book for Primary Schools**

Jill Rutter  
KS2

This classic has been reprinted, and provides a very comprehensive range of activities looking at refugees throughout history, why and how people leave, where from, how they are welcomed, and how refugees are represented in the media. Many aspects of refugee issues are covered by this book, which has a secondary counterpart. Activities include packing a bag, reading children's testimonies, exploring local history and writing news articles. The book also includes a simulation game, 'The journey to safety' and a photopack. Lots of ideas for literacy hour and PSHE.

## **Human Rights, Refugees and UNHCR**

KS2+

This pack comprises a series of lesson plans for different age groups and presents activities for challenging stereotypes and prejudice, understanding and appreciating our common human heritage, and developing rights and responsibilities. The causes of refugee movements are explored through the context of the Universal Declaration of Human Rights, and where these rights have been infringed. There is ample material on developing knowledge and understanding of refugee issues, as well as developing skills of empathy and reasoning. Suitable for use in Geography, Citizenship and PSHE.

## **Time for Rights**

KS2/3

This book, published by UNICEF and Save the Children, contains a huge range of classroom activities for teaching about the Rights of the Child.

There is background information on the UN Convention of the Rights of the Child, creating a co-operative classroom and mediation. The essential groundwork activities such as 'Wants and Needs' and 'Rights and Responsibilities' are developed and complemented with case studies, cartoons and stories. Children learn how rights are infringed and applied around the world, and what they can do to ensure their rights are met. Suitable for all subject areas, in particular PSHE and Citizenship.

All these resources are available for loan from Kent and the Wider World's resource centre.

## Useful Websites

### [www.refugeeweek.org.uk](http://www.refugeeweek.org.uk)

This comprehensive website has history and information about the Refugee Week, lots of myth busting facts and figures around refugees issues, as well as lesson plans to download. There is also a toolkit to help with organising a Refugee Week event. Teachers can order free resources and subscribe to an educational bulletin.

With migration hardly out of the news, understanding of the topic is pressing, and helps develop critical thinking and media literacy skills.

### [www.antislavery.org/2007](http://www.antislavery.org/2007)

Next year, 2007, marks 200 years of the abolition of slavery in the British Colonies. However, slavery, in many forms and guises, still exists today. This website looks ahead to the 200th anniversary and explores some of the history of the transatlantic slave trade, and its repercussions still felt today.

### [www.refugee-action.org](http://www.refugee-action.org)

### [www.refugeecouncil.org.uk](http://www.refugeecouncil.org.uk)

### [www.blackandasianstudies.org.uk](http://www.blackandasianstudies.org.uk)

# Kent Refugee Action Network

Kent Refugee Action Network's (KRAN) mission is to relieve the need and hardship of refugees, asylum seekers and their dependents, principally in Kent, and particularly by the provision of advice, information, and public education about the position of refugees.

KRAN is a small charity that was set up in 2000 from existing volunteer support groups along the East Kent coast. The original volunteer groups were formed at a time of crisis in 1996/7 when the Conservative government changed the law and deprived most refugees of their right to national benefits while they found work and had their case assessed. Until then, people arriving in Dover would head for London, barely noticed in the coastal towns. Local authorities in London could not support all refugees arriving in the UK so people had to stay near their port of entry, and for the first time East Kent became the host to numbers of asylum seekers and refugees. This caused much local fear and resentment, hostile press coverage and the spread of myths about swamping and flooding.

Since then, KRAN, the original groups and many in the statutory and other voluntary organisations have worked hard together in support of those having to live here. It also works to help local people understand more about refugees, why they come to the UK and why we should welcome and support them. Local people have had understandable fears that they would lose out on funding and that they would face competition for council housing, school places, health care and jobs.

These fears were unjustified but there was a serious lack of official information. It has been left to organisations like KRAN to provide information and facts about refugees; the reasons for leaving their countries and the positive contributions they make to local economies in the UK.

KRAN has set up a number of support projects, including the Mentoring Project, which provides one-to-one befriending, and the Dover Detainee Visitor group for those held in the Dover Immigration Removal Centre. KRAN also provides opportunities for local people to meet the newcomers socially through events such as the Dover Multicultural Festival, which is held during Refugee Week.

In addition, KRAN responds to any media coverage on the issue of refugees, produces a monthly supporters' newsletter as well as information leaflets for the public. It also gives talks to local schools, groups and organisations.

KRAN has recently received Big Lottery funding, which will enable it to expand its work to include black and ethnic minority groups across Kent. However, KRAN still welcomes enquiries and offers of support, particularly new volunteers to help with the support projects. Please contact KRAN via its website ([www.kran.org.uk](http://www.kran.org.uk)), by email ([kran@actionnetwork.freemove.co.uk](mailto:kran@actionnetwork.freemove.co.uk)) or telephone (01304 201131).

## Did you know...

- One hundred and thirty four countries, including the UK, 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.
- The UK hosts a small fraction of the world's refugees. In 2003 there were 20.6 million refugees; that's roughly one in every 300 of the world's population.
- According to the United Nations High Commissioner for Refugees (UNHCR), the vast majority of refugees are sheltering in the developing world. Asia hosted nearly half of all people of concern to UNHCR, followed by Africa, which hosted 22 per cent.
- UNHCR figures published in 2002 place the UK eighth out of 37 in terms of numbers of asylum seekers received per head of population in industrialised countries. In 2002 the UK received 1.8 asylum applications per 1,000 inhabitants.
- Research has shown that many decisions on asylum claims by the UK Home Office are wrong, often due to inaccurate information on the countries people are fleeing from, and are subsequently overturned on appeal.
- 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.

### Kent and the Wider World resource centre application for membership... including free resource loans and newsletters

- Individual membership £10 pa     Organisation/school membership £25 pa
- I/we would like to become a member of the KWW resource centre
- Please send me information about KWW workshops and talks
- I/we would like to make a donation of £\_\_\_\_\_ towards the work of KWW

Name \_\_\_\_\_

Organisation \_\_\_\_\_

Address \_\_\_\_\_

Postcode \_\_\_\_\_ Tel \_\_\_\_\_

I enclose a cheque made payable to Commonwork Land Trust for £\_\_\_\_\_

Send form and cheque to KWW, 2-3 Bedford Place, Maidstone, Kent ME16 8JB (e) [kww@csr.org.uk](mailto:kww@csr.org.uk)

**Kent and the Wider World**  
Development Education Centre  
[www.kww.org.uk](http://www.kww.org.uk)

Making the local-global connections.  
Educating for a more just and  
sustainable world.

**A Commonwork project**  
[www.commonwork.org.uk](http://www.commonwork.org.uk)

Working towards sustainable  
solutions in farming, the  
environment and education.



## Kent and the Wider World

autumn 2006

design and edit  
**greenfish:julia bracewell**

Kent and the Wider World is a project of  
Commonwork Land Trust  
registered charity number 275151

# Diary dates and events

## Black History Month

Throughout October  
A month-long celebration and  
promotion of the contribution made by  
black men and women to British and  
global heritage. Learn more at  
[www.black-history-month.co.uk/](http://www.black-history-month.co.uk/) and  
[www.blackandasianstudies.org.uk](http://www.blackandasianstudies.org.uk)

*As part of Black History Month, Kent  
and the Wider World is holding a stall  
at the Multicultural Resources Fair in  
Bromley. Contact us for more details.*

## One World Week

22-29 October 2006  
One World Week is an annual  
opportunity to join a worldwide  
movement of people taking action for  
justice locally and globally.  
[www.oneworldweek.org](http://www.oneworldweek.org)

## International Day for the Abolition of Slavery

Saturday 2 December  
The year 2007 marks 200 years of  
the abolition of the transatlantic  
slave trade.  
[www.antislavery.org/2007/](http://www.antislavery.org/2007/)

## Free classroom workshops to celebrate One World Week

The workshops are on offer from  
16-20 October 2006. Topics include  
*Fair Trade, Trade Justice* and *Global  
Issues*. Sessions normally cost £30/hr  
or £150/day, but Kent and the Wider  
World is able to provide a limited  
number of workshops free of charge  
during this week. Contact Kent and the  
Wider World to book a workshop.

## Kent and the Wider World is supported by

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The Diocese of Canterbury

The Diocese of Rochester

## INSET and workshops

**Free CPD workshops  
booking essential** *with a refundable  
£10 deposit to secure a place.*

### •Teaching about distant localities: India

Ideas and resources to help explore  
distant localities. **KS2**  
**31 October or 1 November**

### •Using artefacts effectively

Exploring the use of artefacts as  
educational tools. **KS2-3**  
**7 or 8 November**

### •Children's rights and Every Child Matters

Making Links between the United  
Nations Convention on the Rights of  
the Child and the *Every Child  
Matters* initiative. **KS2-4**  
**14 or 15 November**

### •Exploring world conflicts

An introduction to activities  
exploring conflict issues and  
connections with poverty. **KS2-3**  
**22 November**

### •Global citizenship through the literacy hour

Looking at resources that help  
develop children's awareness as  
global citizens. **KS1-2**  
**28 or 29 November**

### •Teaching about development

Exploring activities that promote  
an understanding of development  
issues. **KS3-4**  
**5 or 6 December**

**Each session will be held at  
2-3 Bedford Place, Maidstone,  
ME16 8JB. Session times are  
either 1.30-3pm OR 4-5.30pm  
(please indicate your preference  
on the enclosed booking form).**

## INSET

### Forum Theatre

**KS3-4 15 September 2006**

This INSET will include participation  
in a forum in which young people  
will perform a piece of theatre and  
invite spectators to get involved.  
Contact Kent and the Wider World  
to book a place. **Please note:** this  
INSET session will take place at  
Brockhill Park School, Hythe 1-4pm.

Please use the booking form or  
contact Kent and the Wider World.  
(t) 01622 689498  
(e) [kww@csr.org.uk](mailto:kww@csr.org.uk)