

Education: South Asians in Britain in the 1960s and 70s

Task Sheet

Learning Objectives

- To **understand** the complexity of migrants' educational and life experiences.
- To **analyse** the *push* and *pull factors* of British Muslim migrants in the 1960s and 70s and their interaction with local citizens.
- To **compare** and **contrast** the challenges faced by British Muslim migrants in the 1960s and today.

Key Terms:

- Economic
- Aristocratic
- Social advancement
- Labour
- Push Factor
- Pull Factor

Introduction

The reasons for migration can be divided into push and pull factors.

- **Push factors** are things about the migrant's place of origin that encourage, or force, people to leave such as high unemployment, poor wages, poor healthcare and lack of education.
- **Pull factors** are things about the migrant's destination that attract them for example jobs, higher wages and educational opportunities.

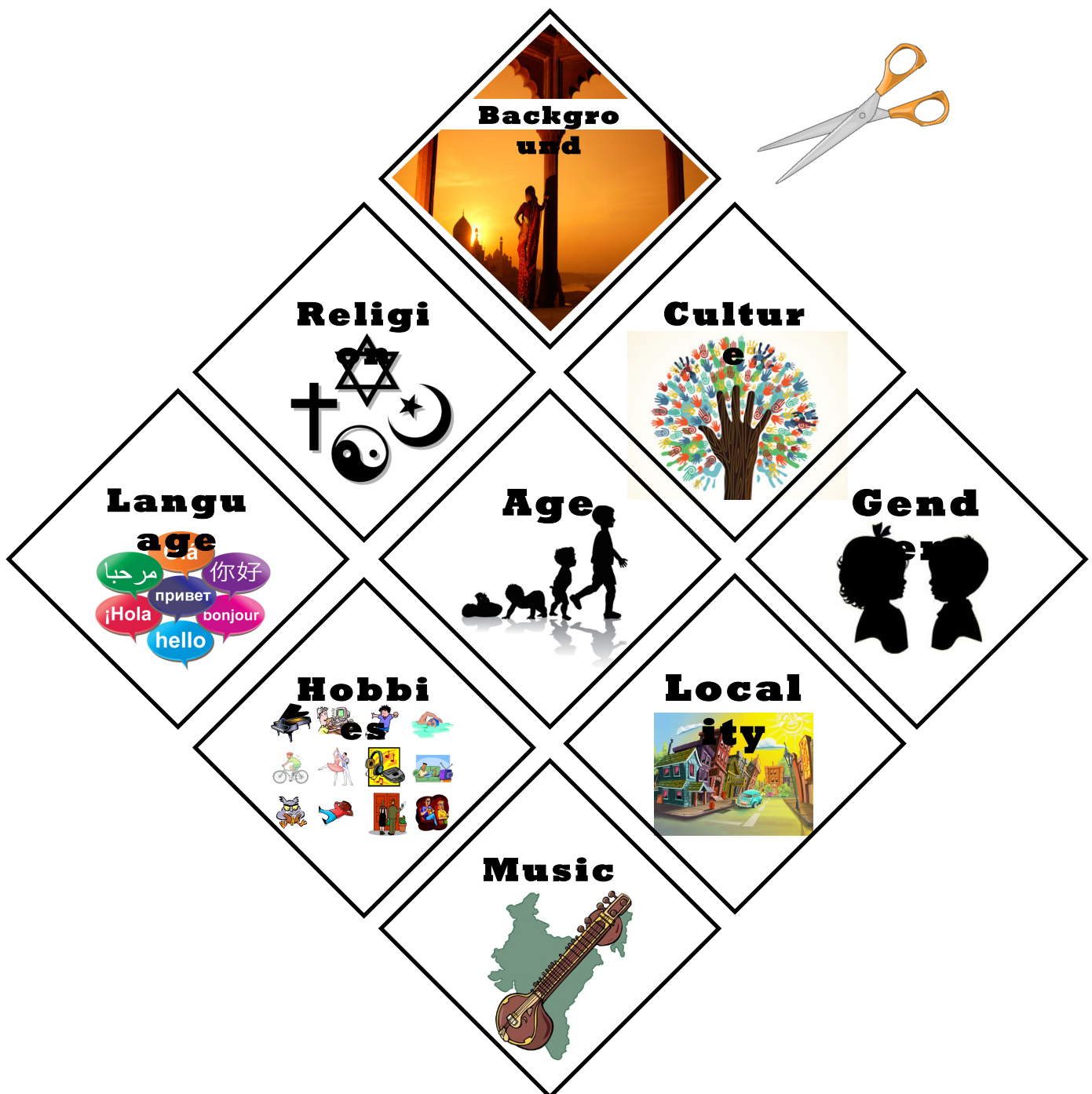
Britain's post-WW2 labour shortages saw South Asians coming to Britain and seeking better **economic** opportunities. While many came with the hope of finding work, others came for education. There is evidence that as far back as the 19th Century, members of **aristocratic** and royal South Asian families came to Britain for educational purposes. They attended private boarding schools as well as universities. After the Second World War however, coming to Britain for education was not only for the privileged few and was regarded by many as an opportunity for **economic** and **social advancement**.

Starter - Diamond 9

Discuss:

What part of your identity is **most** important and **least** important to you?

As a group re-arrange the diamonds below, discussing which point is *most* important and which is *least* important:

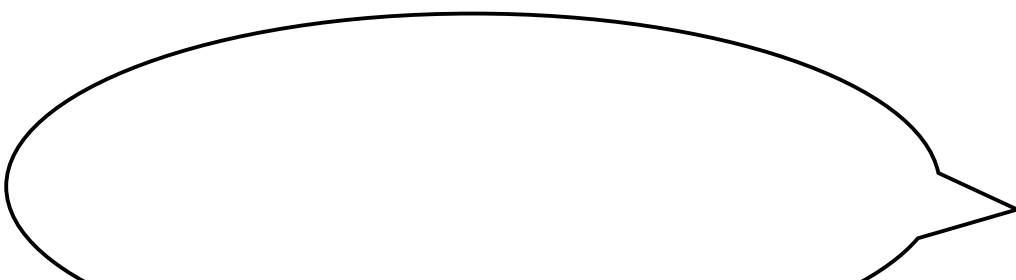
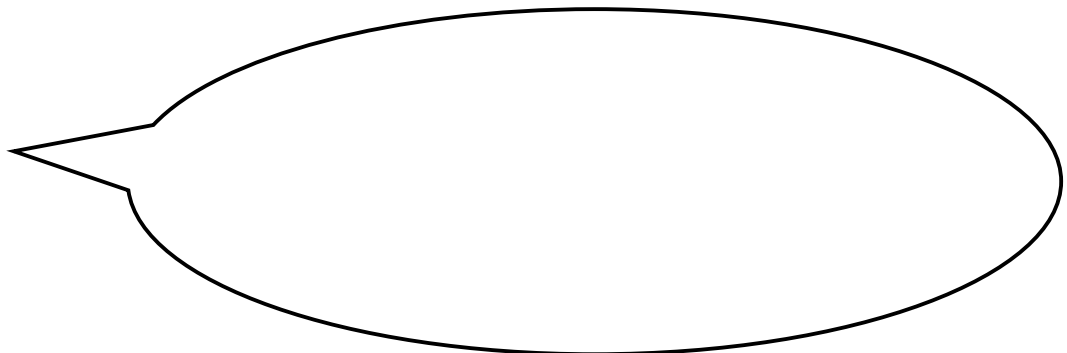
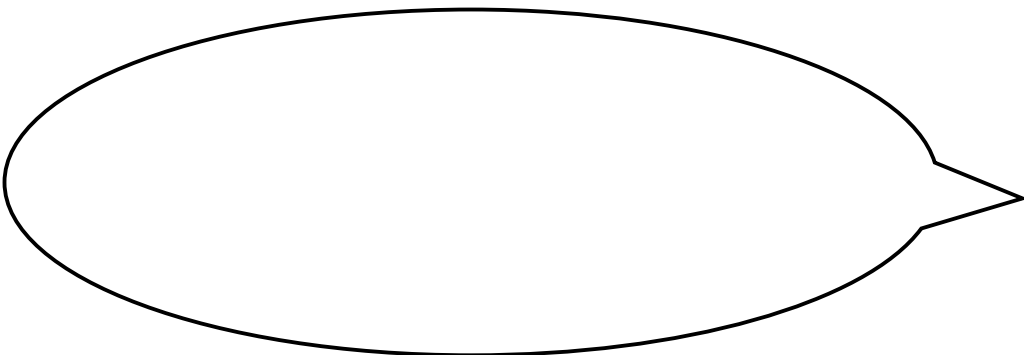
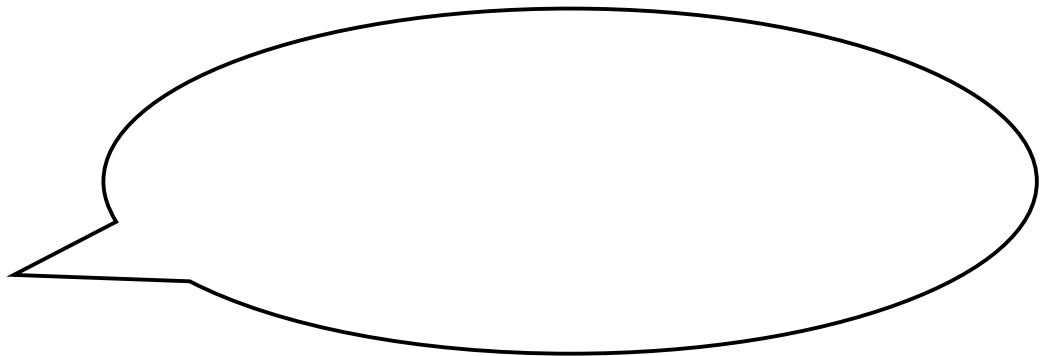


Extension: Are you different around different people? Why?
Does your identity differ from your parents or siblings?

Task 1

a) Examine Source 1a.

Write a dialogue that you think could be occurring between these two people.



b) Read source 1b.

Do you think life could have been different for Ghulam Haider, if, Jack Wade didn't teach him about British Culture? Explain your answer.

Task 2

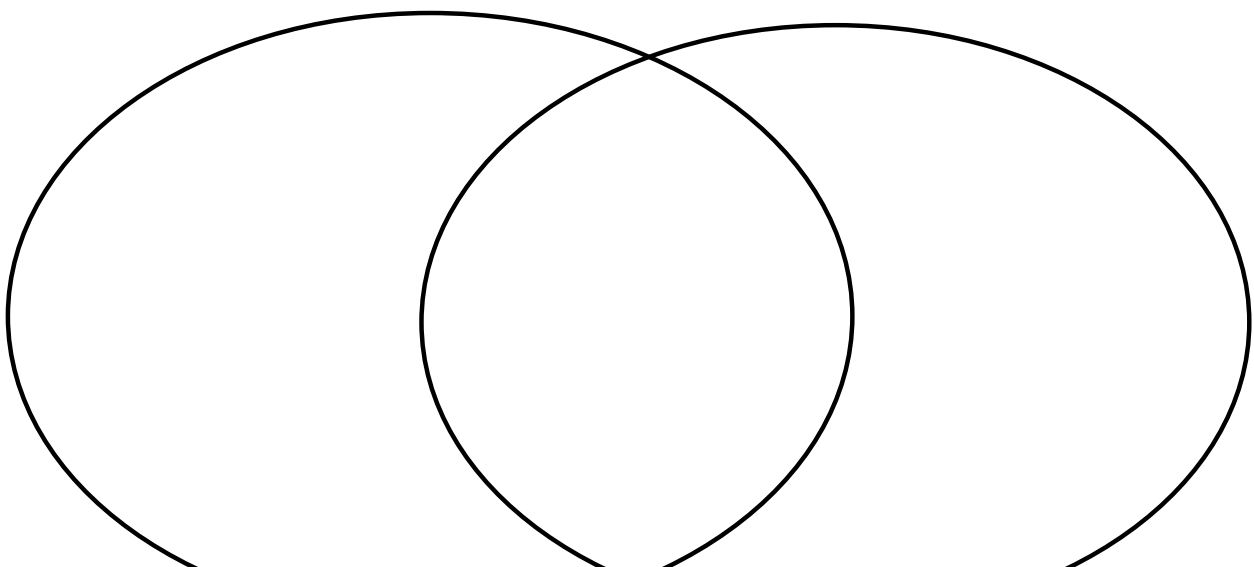
a) Examine Source 2a and 2b.

Think about the following:

- What do you notice first?
- What people and objects are shown?
- Where is this photograph taken?
- Why do you think the photograph was taken?
- When do you think it was taken and why?
- Who do you think this photograph was taken for?

Is there a link between the two photographs?

Use this Venn diagram to show your links.



b) Read Source 2c.

How does this support what you think?

How does this contradict what you thought?

How does this add to what you thought?

Task 3

Examine all the sources.

What are the differences and similarities between the migrants' educational experiences from the 70s to now?

	Similarities	Differences
Migrants from the 1960s and 70s		
Migrants Now		

Task 4

Imagine that you are a South Asian student here in Britain. Would you choose to be an immigrant in 1960s or 2015? Explain your answer in 50 words. Think about the sources you have seen and read in this lesson, what you see in the media and draw on them to add historical accuracy.

Plenary:

“This illustration describes how I, as a third generation Muslim feel”.

Do you agree or disagree with this statement – discuss your position?



Teacher's Notes

While the examples in this lesson focus on the experiences of men, there were also women who came to study. The sources here give a snapshot of two different types of education, the traditional route taken via university education and vocational training.

While Ghulam Haider was awarded a scholarship from Pakistan to come and study Engineering at a prestigious university in London, Aga Rais Mirza undertook a two-year printing course and needed to work to make ends meet. The circumstances of the men were very different but the aspiration was the same, to better themselves via education in Britain.