

Languages, Refugees and Migration: Research Roundtable Event

Monday, 7 December 2015 from 12.00 to 18:30

Seminar room 3 (Gannochy), Wolfson Medical School Building, University of Glasgow, G12 8QQ

DRAFT Schedule (to be confirmed)

Time		Title	Project
12.00 – 12.30		Refreshments / Light lunch	
12.30 – 12.50		Welcome Brief RM Borders Project Overview RM Borders Case Study 2 Bail Project Overview	Researching Multilingually at the Borders of Language, The Body, Law and The State
12.50 – 13.25	Block 1 Presentation 1	Migration, Security and Settlement of CEE migrants in Scotland: the importance and role of language	SSAMIS - Social Support and Migration in Scotland
13.25 – 14.00	Presentation 2	The language of the heart? East European LGB migrants talking about sexuality	Intimate Migrations
14.00 – 14.35	Presentation 3	Researching multilingually at borders: methodological insights	Researching Multilingually and Translating Cultures Hub
14.35 – 15.05		Q&A and informal discussion (30 mins)	
15.05 – 15.15		Quick coffee break! (10 mins)	
15.15 – 15.50	Block 2 Presentation 1	Interpreting, migration and healthcare: ethically understanding and supporting the experience of those involved	Ethical interpreting in health care settings
15.50 – 16.25	Presentation 2	Developing policy recommendations for cross-cultural communication: the European RESTORE project	EU RESTORE
16.25 – 17.00	Presentation 3	Do our methods enable positions of 'plenty' or 'deficit' for young people with refugee background ? A discussion around the role of creative arts pedagogies in teaching and research	RM Borders - Case Study 1 / CATC Hub
17.00 – 17.30		Q&A and informal discussion (30 mins)	
17.30 – 18.30		Informal discussion and wine reception	

Presentation sessions are 35 minutes in length.

Presentations will be 25 minutes maximum with up to 10 mins for direct Q&A exchange with attendees and change over between project groups.

There will be 3 presentations given in each block, and each block will finish with 30 mins further general Q&A and discussion. We will provide post its and flip charts for each presentation so that we can record questions, answers and suggestions – or if people would prefer not to speak they can put post its on the boards during these phases.

About this half-day participatory Knowledge Exchange event:

Numerous projects across Glasgow (and further afield) are working in Languages and their interconnection with the broad areas of Refugee and Migration Research. We hope to create a space where over the course of the event we build up wide ranging overview of the research landscape in Languages, Refugees and Migration, with the opportunity to discuss and debate the work being undertaken.

We welcome anyone working or researching in these areas to come along to listen and discuss any specific issues or questions you are grappling with in your own context.

Registration is essential. Please register your attendance via Eventbrite by Thursday 3 December 2015: <http://december7languages.eventbrite.co.uk>

You may also register via email (lauren.roberts@glasgow.ac.uk) or by calling 0141 330 8125 by 4.00pm on Thursday 3 December.

Early registration is advised due to limited spaces. Places will be allocated on a first come, first served basis.

Refreshments and a light lunch will be served 12.00 – 12.30, and an informal networking reception will take place 17.30 – 18.30.

Should you have any dietary requirements, please email lauren.roberts@glasgow.ac.uk or call 0141 330 8125 by 4.00pm on Thurs 3 December.

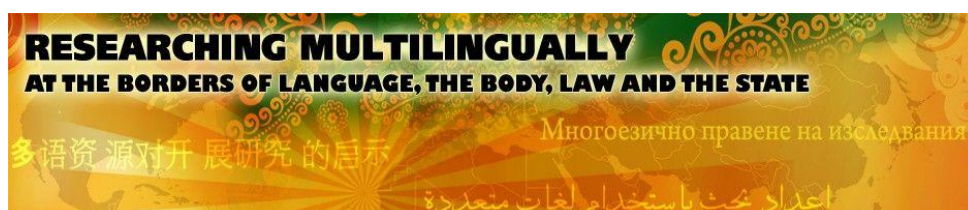
Accessibility: We aim to ensure that people have equal access to public events. If you need alternative formats or other reasonable adjustments, please contact Lauren Roberts on 0141 330 8125 or via email lauren.roberts@glasgow.ac.uk with your request by 4.00pm on Thurs 3 December 2015 so that arrangements, where possible, can be made.

DisabledGo Venue Guide: <http://www.disabledgo.com/access-guide/university-of-glasgow/wolfson-medical-school-building-2>

We regret that there is no funding available to support attendance at this event.

This event is being held in collaboration between GRAMNet, the projects listed below and is funded by AHRC Large Grant project “*Researching Multilingually at the Borders of Language, the Body, Law and the State*”.

Further information on the RM Borders project can be found here: <http://researching-multilingually-at-borders.com/>



Project Abstracts

Introduction

Researching Multilingually at Borders Case Study 2

Access to communication in immigration bail hearings?

Presenter: Alison Phipps (no Q&A)

Project team: Sarah Craig, Anna Beesley

The Immigration Bail Observation Project Scotland (IBOPS) is a collaborative initiative between staff and students from the University of Glasgow (Glasgow Refugee Asylum and Migration Network (GRAMNet), School of Law and the student Law in Action group) and Detention Forum Scotland, with funding from the AHRC Researching Multilingually Project.

Over 32,000 people entered immigration detention in the UK in the year ending June 2015 (Home Office, National Statistics Detention: August 2015), a figure that rises each year. Detained with no time limit people can be incarcerated for months and years. During this time detainees can apply for bail. IBOPS aim to conduct the first comprehensive and systematic study of immigration bail hearings in Scotland, held at the Tribunal Service, Glasgow.

Using observation as the primary method, twelve volunteers complete a pro-forma, adapted from one used by Campaign to Close Campsfield's on-going Bail Observation Project, during each hearing. This paper sets out some of IBOPS initial findings focusing on the problematic access not only to justice but also to communication for detainees. Bail summaries may not reach detainees until the evening before their hearing and are always written in English. Virtually all bail hearings are conducted over video-link which limits both the ability to see and hear for all involved. Moreover, communication between the court room and detention centre is often conducted through an interpreter. Depending on the interpreter, all or almost none of the hearing will be translated.

Migration, Security and Settlement of CEE migrants in Scotland: the importance and role of language

Block 1 – Presentation 1

SSAMIS - Social Support and Migration in Scotland

Migration, Security and Settlement of CEE migrants in Scotland: the importance and role of language

Presenter: Dr Paulina Trevena

Project team: Prof. Rebecca Kay (PI), Dr Moya Flynn (Co-I), Dr Paulina Trevena (RA) – University of Glasgow; Dr Sergei Shubin (Co-I), Dr Holly Porteous (RA) – University of Swansea

'Experiences of social security and prospects for long-term settlement in Scotland amongst migrants from Central Eastern Europe and Former Soviet Union' (SSAMIS) is a four-year ESRC-funded project run by the Universities of Glasgow and of Swansea. This is a large-scale qualitative project which began in November 2015 so we are currently half-way through it having completed a pilot stage and the main period of fieldwork (in-depth interviews with 200 migrants). Our project focuses on migrants from Central and Eastern Europe (CEE) who are living in urban and rural locations across Scotland.

The aim of our presentation will be:

- To provide information on the project, its aims, and the stage we are currently at going into the Participatory Action Research (PAR) stage.
- To share preliminary results of the project related to languages and to introduce ideas for the PAR stage of the project specifically relating to language.

Issues related to languages impact greatly on our interviewees' lives in many different ways. Firstly, levels of knowledge of English shape opportunity structures (in terms of work, access to education etc.) as well as the social networks of migrants (networks mainly consisting of co-national or other CEE migrants; loneliness and isolation). Secondly, they impact on access to services, especially in rural areas where service provision in other languages is often scarce (and especially for the less popular languages, e.g. Czech). Thirdly, learning or improving English is often a difficult task for migrants due to limited and/or inadequate provision (again, in rural areas in particular) and a number of barriers in accessing such provision (work hours, childcare issues, transport etc) or learning the language independently (limited scope for talking to native speakers e.g. due to segregation in the workplace and/or limited social circles; access to language learning materials; issues of self-motivation). Finally, segregation in workplaces often results in CEE migrants acquiring other languages than English (e.g. many smaller CEE nationals learn or reactivate prior knowledge of Polish/Russian in the workplace). Since knowledge of English impacts on migrants' lives profoundly and at the same time, paradoxically, opportunities for learning English are generally limited, we are considering developing a PAR initiative around interactive online-based language learning and would welcome views/feedback on this idea.

Block 1 – Presentation 2 Intimate Migrations

The language of the heart? East European LGB migrants talking about sexuality

Presenters: Francesca Stella and Moya Flynn

Project team: Francesca Stella, Moya Flynn and Anna Gawlewicz

What languages do multilingual LGB migrants draw on to talk about their sexuality? What factors shape their language choice? Are East European migrants' practices and subjectivities best captured and translated by terms like 'lesbian, gay, bisexual', or 'queer'? The paper addresses these questions drawing on the interim findings of the ESRC-funded 'Intimate Migrations' project (www.intimatemigrations.net). The project explores the experiences of lesbian, gay and bisexual migrants from Central and Eastern Europe and the Former Soviet Union in Scotland (Jan 2015-Dec 2016).

The paper explores the complexities of language use among participants in relation to sexuality. Some interviewees were fluent in more than one language from the region, which reflected a multi-ethnic family history; some were interviewed in English rather than their native language, as the research team's language skills are limited to Polish and Russian; and some switched between their native language and English during the interview. We critically explore claims that migrants may not have a vocabulary to talk about sexuality in their native language, and that the use of English may be liberating in this respect (Espin 1999; Nelson 2010). The paper also explores how fluency, and the ability to express emotional nuances, may shape everyday interactions; and implications of naming our research participants as 'LGB', rather than 'queer', in terms of recruitment (through e.g. ESOL colleges) and in terms of engagement with stakeholders.

The project is grounded in intersectional methodology, and our sample is diverse in terms of migrants' gender, socio-economic background, age, nationality and migrant status. The project explores how sexuality interplays with other factors in shaping decisions to migrate, lived experiences of transnational migration and settlement, networks of sociability and sense of belonging. Methodologically, it combines biographical interviews and sociograms (graphic maps of migrants' 'personal communities', Pahl and Spencer 2004) with photo diaries and follow-up interviews.

Block 1 – Presentation 3

Researching Multilingually at the Borders of Language, The Body, Law and the State.

Researching multilingually at borders: methodological insights

Presenters: Prue Holmes, Richard Fay

Project team: Mariam Attia, Prue Holmes, Richard Fay, Jane Andrews

Abstract TBC

Block 2 – Presentation 1

Ethical interpreting in health care settings

Interpreting, migration and healthcare: ethically understanding and supporting the experience of those involved.

Presenters: Dr Ima Jackson, Dr Teresa Piacentini, Professor Kate O'Donnell, Professor Isabelle Perez and Christine Wilson will co present from a range of health and interpreting projects.

Within the context of deepening UKBA control manifesting through access to healthcare, housing and education, alongside a national agreement for people from Syria becoming placed in local authorities throughout Scotland, through the Vulnerable Person Relocation scheme, suggests this session is timely.

This session briefly sets out what has been learnt from two completed interpreter health focused research projects. One, a 2 year interdisciplinary educational perspective; Ethical interpreting in health care settings which produced 5 short films and supporting materials to help develop a more reflexive practice, and provide stimuli for debate on how to address the complexities of working in and through different language contexts. The other, developed within a variety of European primary healthcare settings, focused on a policy implementation perspective and was concerned with optimising the delivery of primary healthcare to European citizens who are migrants and who experience language and cultural barriers in host countries. Both projects attempted to embrace a participatory approach to gaining knowledge.

Two other projects in development phase, focus on language within a sexual health and a mental health context. Attempting to use a similarly participatory approach these two projects respond to the particular ethical issues in these areas of healthcare experienced by patients, clinicians and interpreters, which relate to language and migratory experience. The small sexual health study seeks to explore what has been recognised by those involved, as an area which requires particular attention to the ethical dimensions within these healthcare relationships.

Finally, reporting from an exploratory seminar series with the Insight Institute, developed from a small interdisciplinary project the “Challenges to Access to Mental Health Care (MHC) through interpreting project, aims to build to ensure equal, fair and accurate access to MHC for Linguistically and Culturally Diverse (LACD) patients, their families and carers, and to inform the practice of MHC practitioners, interpreters or cultural mediators in mental health care settings.

Block 2 – Presentation 2

EU RESTORE

Developing policy recommendations for cross-cultural communication: the European RESTORE project

Presenter: Kate O'Donnell

Project team: Kate O'Donnell, Nicola Burns, Frances Mair University of Glasgow; Chris Dowrick, University of Liverpool; Maria van den Muisenberg, Evelyn van Weel-Baumgarten, Radboud University, Nijmegen, Christos Lionis, University of Crete, Anne MacFarlane, University of Limerick.

Background: Migration to and across Europe means that primary care has to meet the needs of an increasingly diverse population. RESTORE was an EU funded project exploring the implementation of guidelines and training to support cross-cultural communication in European primary care and to develop policy recommendations for European primary care.

Objectives: To identify the drivers and barriers to supporting cross-cultural communication in primary care across five European setting.

To develop policy recommendations for supporting cross-cultural communication.

Approach: A mixed methods case study approach based in 6 EU countries (Austria, England, Greece, Ireland, the Netherlands and Scotland). Data sources included (i) analysis of migration patterns; (ii) comparative analysis of primary care systems; (iii) policy analysis; and (iv) qualitative interviews with elite stakeholders working within European and national health organisations. Data were synthesised across case studies, informed by theoretical frameworks.

Main findings: All countries have experienced an increase in migration. Migration histories, primary care systems and health policies underpin the extent to which systems promote or hinder migrants' access to primary care. Structural re-organisations and austerity measures have particularly detrimental effects on access. Policies to support cross-cultural communication are often placed within the areas of informed consent or patient safety, in order to facilitate their implementation. Countries with strong systems of primary care seem better placed to support such strategies.

Key implications: The findings have now been drawn into a set of key recommendations for health care systems. These are now being disseminated at national and EU level. This GRAMNet meeting provides a key opportunity to discuss their relevance for primary care in Scotland.

Block 2 – Presentation 3
RM Borders Case Study 1 / CATC Hub

Do our methods enable positions of 'plenty' or 'deficit' for young people with refugee background? A discussion around the role of creative arts pedagogies in teaching and research

Project team: Lyn Ma, Ross White, Katja Frimberger

Presenters: Lyn Ma, Ross White, Katja Frimberger

The starting point for our presentation is our encounter, as researchers and educators, with a lively group of ESOL students (between 16 and 20 years old), most of whom have arrived in the UK seeking asylum and refuge from countries that made 'normal' and peaceful lives impossible for them. Our Glasgow ESOL classroom is a space of 'language plenty'. English, for many of the students is an L2, but more often an L3 and L4, in addition to languages such as Arabic, Farsi, Vietnamese, Mandarin, Dutch, French, Pushto, Borgow, Kinda, Tigrinya or Amharic. The capabilities and knowledges that students bring are plentiful and often also include practical abilities (bread-making, basket-weaving, crafting etc.). These are however often not acknowledged as 'educationally valuable' in the education systems that students find themselves in, here in the UK. Instead, students are more often positioned as having (educational) deficits, especially when judged against mono-lingually oriented and solely academically focused frameworks of pedagogy and assessment. Do our own research and pedagogical practices hold these deficit structures in place for our students or position them in a position of 'plenty' instead? In the following roundtable presentation we would like to discuss with you the role that creative arts pedagogies play in enabling students to inhabit positions of 'plenty'. We argue that such pedagogies (e.g. crafting, music, drama) have the potential to be more than just 'progressive' teaching methods in service of methodological aims (e.g. language acquisition). Instead they ground these aims firmly within the wider psychological and political dimensions at play in students' lives. Students artworks as 'identity texts' cannot be easily consumed and analysed by us researchers and educators. They involve us in dialogue and provoke our own reflections and positionings towards students' past memories and future projections of hope.



(Examples of students crafting 'identity boxes')