



GOVAN
COMMUNITY
PROJECT

Building Hope



We Journey Together

Film Resource
& Handout Pack

in partnership with





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WELCOME TO 'WE JOURNEY TOGETHER'

"If Scottish people and asylum seekers can meet each other, this can improve the way Scottish people think about migrants"

- group participant

'We Journey Together' is a resource pack for frontline staff and practitioners who may come into contact with asylum seekers and refugees. It comprises four session plans designed to raise awareness of the asylum seeker & refugee experience, and to reduce the stigma that often surrounds people in the asylum system. The activities within this resource are designed to be accessible to those with both limited and extensive facilitation experience, and for use with a wide range of support staff: from hospitals, to third sector organisations, to schools, to police.

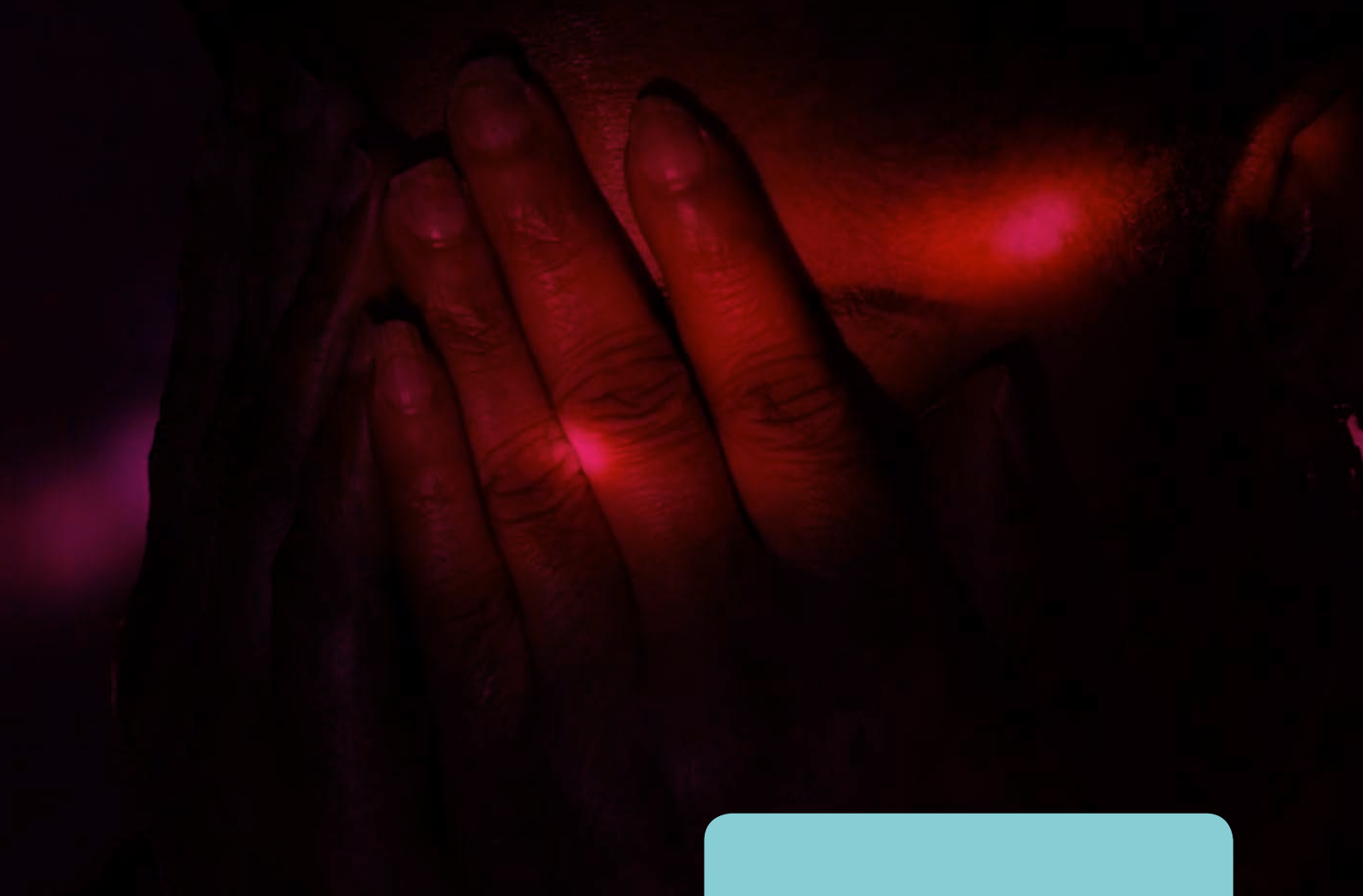
This resource was designed by people with direct lived experience of the asylum system. These activities represent a "meeting" between asylum seekers & refugees and those that work with them.

Aims of 'We Journey Together'

- To challenge misconceptions and negative stereotypes surrounding asylum claimants and refugees
- To initiate discussion about the asylum system in Scotland, and beyond
- To begin to recognise the common experiences between old and new Scots that have the potential to support integration

Learning Outcomes

- Improved awareness of the experience of those going through the asylum process
- Increased understanding of the impact of the asylum system upon the individual, as well as its associated barriers to community integration



Background

In 2015, volunteer participants from Govan Community Project (GCP) carried out a pilot Participatory Action Research (PAR) project entitled 'Empowering Govan's Communities'. The initial findings of this project led to a desire to improve awareness of the asylum seeker and refugee experience in Govan. A series of subsequent workshops led to the creation of a short film entitled 'We Journey Together', which this resource pack complements.

The entire project, including the film, was co-produced by GCP's PAR participants and Govan-based digital media charity, Plantation Productions, with support from the Glasgow South Health Improvement Team: Glasgow City Health and Social Care Partnership (GCHSCP).

All parties were keen to explore the specific impact of the UK Home Office hostile environment policy, and the reality of the obstacles faced by those who have or are currently going through the asylum system.

Community development values underpinned the work and allowed all participating organisations and individuals to have their voices heard. There was involvement of over 20 volunteers throughout the process, with over 100 sessions and workshops held to date.

"The asylum system limits potential due to prohibition on work and full time education"

- frontline staff member

Glasgow Context

Govan was historically the shipbuilding centre of Glasgow and is a traditionally working class area, with many different nationalities making it their home. The demise of shipbuilding has had a significant impact on Govan and the area now sits in the bottom 5% most socially deprived areas in Glasgow¹.

Glasgow is the UK's largest dispersal zone for asylum seekers, housing approximately 10% of the asylum seeking population in the UK, and Govan's postcode, G51, has the highest concentration of asylum seekers in the city. Govan is the official 'initial accommodation' area for asylum seekers, meaning that people are housed in the area with no consultation with either themselves or existing communities².

Destitution is an ever growing issue in UK cities, as a direct result of stricter controls on social security and welfare. Hardline immigration policies create enforced destitution in Glasgow and across the UK.

Destitution is the measure by which the Home Office will assess whether or not someone seeking asylum qualifies for financial support.

Section 95(3) of the 1999 Act provides that a person is destitute if:

- they do not have adequate accommodation or any means of obtaining it (whether or not their other essential living needs are met) or
- have adequate accommodation or the means of obtaining it but cannot meet their other essential living needs.

“Asylum Seekers are welcome in Glasgow, but we still have a lot to improve”

- group participant

1 [Scottish Index of Multiple Deprivations, <http://simd.scot/2016/#/simd2016/BTTTTT/9/-4.0000/55.9000/>]

2 [Migration Observatory, 2019, <https://migrationobservatory.ox.ac.uk/resources/briefings/migration-to-the-uk-asylum/>]

What are GCP doing to fight destitution in Glasgow?



We provide a casework service that supports asylum claimants and people with No Recourse to Public Funds to access their rights and entitlements through high quality advice and advocacy.



We facilitate various projects with our members, using Community Learning and Development approaches and Participatory Action Research to explore the issues that people face in the UK.



We provide a weekly Food Distribution service and emergency food parcel service that provides those most in need with fresh food.

GCP believes that new arrivals being dispersed to socially deprived areas with underfunded local authorities has the potential to increase social divisions (like racism) and exacerbate the impacts of austerity. This is further compounded by the UK Home Office hostile environment policy which enforces mass destitution and precarity for those seeking asylum. The ambitious yet fledgling New Scots integration strategy goes some way to addressing these issues, but local authorities and third sector organisations are still left under resourced to put policy into practice.

The task of promoting integration is challenging. The detrimental effects of media bias, encouraged by the 'hostile environment' policy, are acutely felt in local communities by those who regularly experience stigmatisation, discrimination, isolation and racism, particularly asylum seekers and refugees.

Development of 'We Journey Together'

The project used models of Participatory Action Research and Co-production. PAR is a collaborative research and social action methodology. Within the PAR process, equal emphasis is placed on horizontal decision making (Participation), informing and educating (Research) and implementing change (Action).

The project was co-produced with group participants, challenging the power structures that inevitably emerge between 'professional' researcher and 'unprofessional' researched subject, and between service-providers and service-users. Decisions over the direction, content and management of the project have all been taken by the group together.

"I am a person,
I have a right
to live a
normal life
like everybody"

- group participant

These methods intentionally recognise that empowerment happens as a result of giving people a voice and sense of ownership over social change in their community. They also recognise that it is often communities themselves that are uniquely equipped with the insight and platform to enact such change.

SETTING THE SCENE

SESSION 1

1 hour

Resources

Provided:

- Definitions cards (cut out and shuffled)
- Agree/True & Disagree/False cards
- Myth-busting fact sheet

Additional:

- Sticky tac

Aims

- To introduce the topic.
- To create a safe space for learning and discussion.

Activity 1.1: The Big Wind Blows Icebreaker

15 mins

The aim of this activity is to 'break the ice', build trust amongst the group and encourage discussion about participants' daily workplace encounters with asylum seekers & refugees. It's a great activity for getting people moving, laughing and opening up about themselves.

- Position chairs in a circle with one less than the number of participants.
- Participants take a seat and the facilitator stands in the middle to model the game.
- The person in the middle begins with 'The big wind blows for anyone who...' and makes a statement, e.g. 'The big wind blows for anyone who is wearing a hat'.
- Whoever identifies with the statement must stand up and move seat (they can't move to the seat next to them or sit back down in their own seat!)
- Whoever is left without a chair stays in the middle and repeats the exercise.
- The facilitator can model the statements to be light-hearted and general at first. Throughout the exercise the facilitator can orchestrate staying in the middle every few turns to gently move the statements towards becoming more personal and/or specific, i.e., encourage vulnerability and reflections on work-life with statements such as 'the big wind blows for anyone who...'
 - has ever made an embarrassing error at work
 - feels they know little about the UK asylum process
 - sometimes feels exhausted/overwhelmed/emotional in their work

Activity 1.2: Definitions

10 - 20 mins

- Split the group into smaller groups of 4-6 people. You can do this by either asking people to group themselves, or giving everyone a number between 1 and your chosen number of groups (i.e. 5), and ask people to find the others with their number.
- Give each group a set of Definition Cards and ask them to match the definition to the title.
- After 10 minutes, ask the group to come back together and read out each definition one by one, asking people to feed back their answers and any thoughts they might have. Confirm the correct answers using the definitions sheet.

Activity 1.3: Myth-busting and Walking Debate

20 mins

This activity has two parts. The purpose of this activity is to :

1. directly challenge misconceptions about asylum seekers & refugees
2. generate discussion and debate around some of the issues facing asylum claimants and refugees in the UK.

Set up:

- Choose a wide open space with two walls at either side. You might need to clear a space depending on the size of the room you're using.
- Put the Agree/True and Disagree/False signs at opposite ends of the room somewhere visible.
- Before you begin, have a read through the Myth-busting and Debate statements and choose 3-5 statements from each that you want to ask the group

1.3.1. True or False?

- Invite all participants to join you in the middle of the room.
- Explain that everyone should be sensitive and respectful of others' thoughts and opinions and that no one will be judged about expressing their thoughts and opinions.
- Explain that each of these statements is EITHER TRUE OR FALSE.
- Read out your first statement. Ask people to vote with their feet, moving towards either TRUE or FALSE. People can ask for clarification before voting and can stay in the middle if they are still unsure.
- Once everyone has voted, the facilitator can pick people at random and ask them why they have chosen that position. If anything anyone says sways opinion, people are free to move.
- Next the facilitator can reveal the answer, and read out the associated statement. More discussion here is encouraged.
- Repeat the process with your chosen statements.

1.3.2. Walking Debate

- In this next part of the activity, the statements have no right or wrong answer. Explain to the group this next part is to get people thinking about the experiences of others.
- Choose 3 out of the 4 statements from the discussion points on the following page.
- Repeat the same process as above, asking people to vote with their feet, this time for whether they AGREE or DISAGREE with the statement. People can stand anywhere along the line depending on how strong their feeling is.
- Once people have voted, the facilitator can pick people at random to explain their position, choosing a cross-section of people who represent agree, disagree and middle-ground. As with the myth-busting statements, people are free to move if they are persuaded by what others say.
- Repeat with your chosen number of statements.

Statements overleaf...

TRUE / FALSE STATEMENTS

'Asylum seekers do not have the right to work'

TRUE or FALSE?

'Asylum seekers choose where they live in the UK'

TRUE or FALSE?

'The UK has one of the the largest amount of asylum claimants in Europe'

TRUE or FALSE?

DEBATE STATEMENTS

'Immigration control is necessary'

What would the world look like without immigration control?

'Asylum seekers should be allowed to work'

What would be the pro's and con's for the person?
What would be the pro's and con's for the UK?

'People migrate to the UK for financial reasons/benefits'

Why else would people migrate to the UK?

'I have a good understanding of the reasons that migrants come to this country'

What would the world look like without immigration control?

Optional Extra Activity

10 - 15 mins

Have a 'debate' on issue raised. The group could be split up into smaller teams and asked to come up with 3 points on the topic/statement made. This could then be debated for 10/15 minutes with the wider group. Teams could be split up and asked to come up with 3 points on the topic/statement, which can then be debated for 10/15 minutes.

A DAY IN THE LIFE

SESSION 2

1 hour 10 mins

Resources

Provided:

- USB with film
- 4 character profiles
- Real-life scenario cards

Additional:

- Blank paper
- Envelopes

AIMS

- To introduce Participatory Action Research.
- To introduce the WJT project and film.
- Increase participant understanding of the reasons why people come to the UK.
- Increase participant understanding the experience of living in the UK as an asylum seeker.

Participatory Action Research:

Participatory Action Research (PAR) is a methodology closely related to principles of Community Learning and Development. PAR is an approach to research in communities that emphasizes participation and action. It seeks to understand the world by trying to change it, collaboratively and following reflection. PAR emphasizes collective inquiry and experimentation grounded in experience and social history.

This pack was created using a Participatory Action Research model.

Activity 2.1: 'We Journey Together' film intro

2 mins

It's important to read out this statement before showing the film.

The film lasts for just over 9 minutes and looks at four individual journeys to the UK. Everyone's journeys to the UK are different and this is just a snapshot of four people's experiences.

This film covers a range of topics, some of which might be alarming or upsetting for some people. The film covers topics of homophobia, human trafficking, female genital mutilation, mental health distress, violence, political conflict, warfare and loss.

I want to invite you to keep yourselves safe and if you need to take a break you are welcome to do so. You don't need to explain why you are taking a break. After we watch the film there will be a chance to discuss any thoughts and feelings you may have.

Activity 2.2: 'We Journey Together' film

10 mins

Play the film

Activity 2.3: 'We Journey Together' film discussion

20 mins

Once the film is finished allow the participants to reflect together as a group.

Suggested discussion points:

- Was there anything in particular that jumped out at you from the stories in the film?
- Were these the stories of asylum you imagined or have heard of before?
- What do you imagine lies in store for the individuals in the film in the future?

Activity 2.4: A Day in the Life

40 mins

Now that participants have watched the film, this activity is to get them thinking about daily lives of New and Old Scots - their commonalities and convergences. To do this the group will be given **character profiles** representing New Scots, and will be asked to plot their daily lives, along with changes in mood, on the paper provided. The group will then be challenged to incorporate real-life scenarios that asylum seekers and refugees face on a daily basis.

- Before you begin this activity, divide the real-life scenario cards into 4 and place each set of cards into an envelope.
- Split the group into four separate groups. You can do this by either asking people to group themselves, or giving everyone a number between 1 and 4 and asking people to find the others with their number.
- Give each group 1 character profile, 1 blank sheet of paper, 1 envelope of real-life scenarios.
- Give each group 20 minutes to read their character profile together and plot the imagined daily life of their character onto the blank sheet of paper. Tell them to not open the envelope. Ask them:
 - What does your character's daily life look like?
 - What emotions do they experience?
 - What do they do with their time?
 - Who do they interact with?
 - How does their mood change throughout the day?
- After a moment, ask them to pause while you introduce the envelope. Read out this statement:
Inside your envelope you will find three real-life scenarios. These real-life scenarios have been collated from conversations with asylum seekers & refugees. They are all examples of direct experiences that people have had, and continue to have daily.
- How do these experiences change the course of your character's day and mood?

Next, ask each group to open the envelope and read each scenario together. Ask them to try and incorporate that scenario into their character's daily life.

- Repeat this for each scenario.
- After the full 20 minutes, ask the groups to come back together to reflect on their experience of the activity. Give each group 5 minutes to feed back to the rest of the group about the daily life they concocted and the scenarios they received. Ask them:
 - What did you think of the activity?
 - Which scenarios were your group given?
 - How did the scenarios affect the daily life of your character?
 - Did you personally relate to any of the scenarios your group was given?
 - What do these scenarios tell you about the daily life of an asylum seeker or refugee?

FOUR CORNERS / DISCRIMINATION

SESSION 3

1 hour 10 mins

Resources

Provided:

- Four Corners Hand Out Sheet

Additional:

- Flip chart
- Flipchart pens

Purpose of Activity

This activity is to begin to help participants understand discrimination that they have experienced and to relate to those who are in the asylum system who experience discrimination on a daily basis.

Activity 3.1: Individual Activity

15 mins

Pass out the 'Four Corners Hand Out' sheet to all participants and ask them to complete the sheet. Assure participants that they will keep their own sheet.

Activity 3.2: Group Activity

20 mins

In groups of 4-5 people, participants may now discuss their answers.

Activity 3.3: Full Group Activity

10 - 20 mins

Bring the group back together.

Ask the group to discuss this activity. The following questions may be useful:

- How did it feel to share these experiences with others?
- Was it difficult/easy?
- Was it easier/ more difficult to describe the role of the perpetrator or the role of the victim?
- Which circumstances lead you to the decision to act or not act against any discrimination which you witnessed?

CALL TO ACTION SESSION 4

20 mins

Resources

Provided:

- Call to Action Sheet

Purpose of Activity

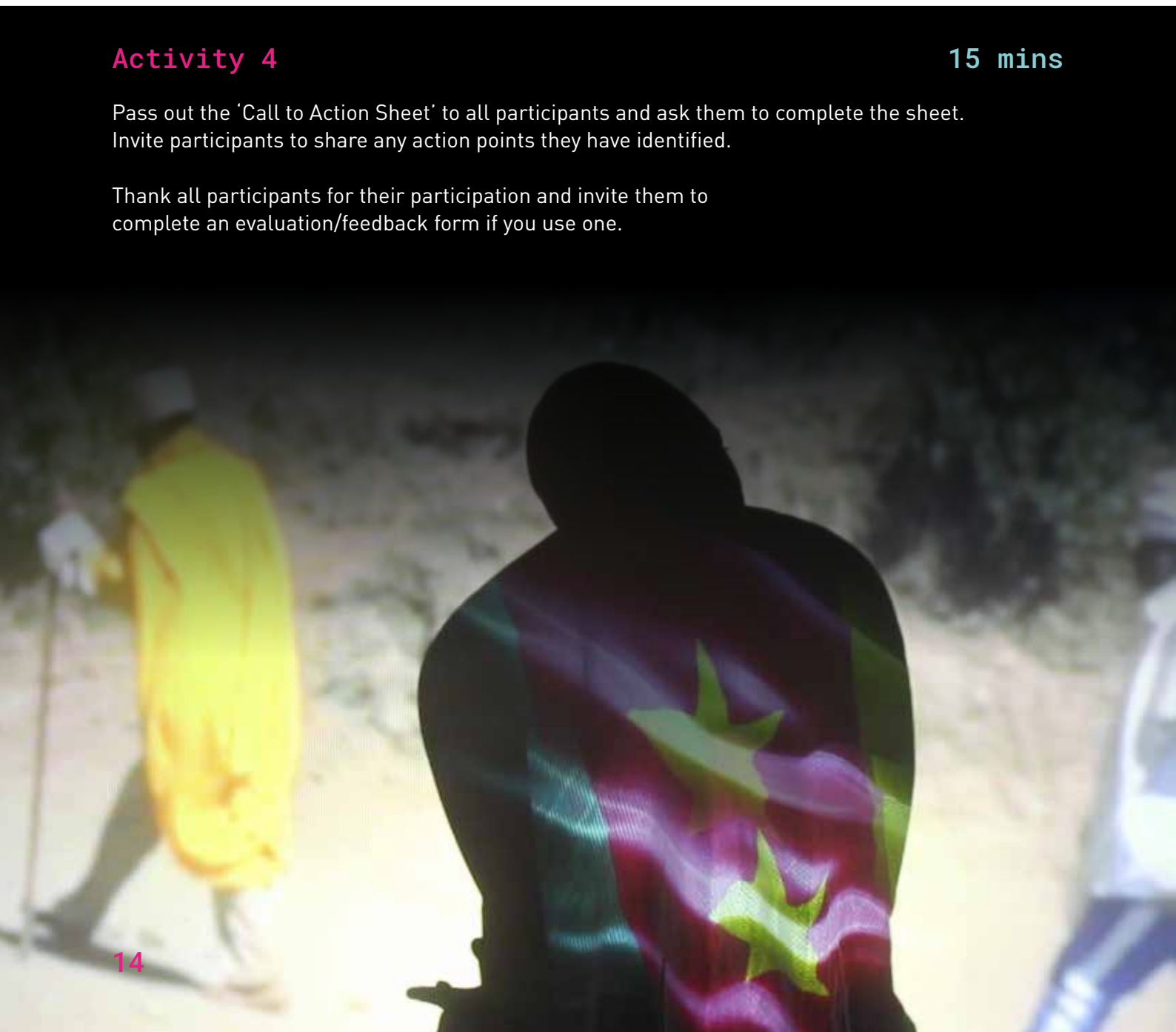
This aim of the activity is to consolidate learning from the sessions and encourage participants to reflect on the issues highlighted and discussed during the event.

Activity 4

15 mins

Pass out the 'Call to Action Sheet' to all participants and ask them to complete the sheet. Invite participants to share any action points they have identified.

Thank all participants for their participation and invite them to complete an evaluation/feedback form if you use one.



DEFINITIONS CARDS SHEET 1

Provide a set of definitions per group – Definitions and Descriptions should be cut up, with descriptions and definitions shuffled.

**Screening
interview**

The interview for this normally takes place in Croydon. You are photographed and have your fingerprints taken after this. This interview is to check who you are and where you're from. You'll be asked why you want to claim asylum. At the end of this you will be issued with an ARC card (application registration card)

NASS/AS ref

The reference number you are provided with when you claim support.

**Substantive
interview**

This interview is more detailed, it provides the opportunity to explain how you were persecuted in your country and why you're afraid to go back to your country.

Mears Group

The private company which holds a contract with the Home Office to provide housing for asylum seekers.

DEFINITIONS CARDS SHEET 2

Provide a set of definitions per group – Definitions and Descriptions should be cut up, with descriptions and definitions shuffled.

ASPEN card

If you are receiving s95 support you can use this card to withdraw cash or to buy goods in shops. If you are receiving s4 support you can use this card to buy goods in shops but not to withdraw cash.

Refugee

Someone who has been recognised by the government as having a well- founded fear of persecution for reasons of race, religion, ethnicity, political opinion or social group. A person with refugee status has the right to live in the UK for a limited time, work and claim benefits.

Asylum Seeker

Someone who has submitted a claim for asylum.

Refused / Failed Asylum Seeker

An asylum seeker whose appeal rights are exhausted. Often referred to as ARE.

MYTH-BUSTING FACT SHEET 1

'Asylum seekers do not have the right to work'

TRUE

"Most asylum applicants are not allowed to work while we consider their application. This is because entering the country for economic reasons is not the same as seeking asylum, and it is important to keep the two separate¹."

Since 2002 a person waiting for their asylum claim to be decided cannot legally work. As asylum seekers cannot lawfully work, they often have to rely on Government support to live².

1. <https://www.gov.uk/government/publications/working-whilst-an-asylum-claim-is-considered/working-in-the-uk-whilst-an-asylum-case-is-considered>
2. <https://www.libertyhumanrights.org.uk/human-rights/asylum-and-borders/asylum-support-and-right-work>

'Asylum seekers choose where they live in the UK'

FALSE

Dispersal accommodation is allocated by the Home Office and the person cannot decide where they live. It is nearly always 'hard to let' properties where other people generally do not want to live¹.

The 1999 Immigration and Asylum Act established a 'dispersal' system, whereby destitute asylum seekers are housed in different parts of the UK on a no-choice basis, while their claims for protection are being assessed. It is estimated that Scotland houses approximately 10% of asylum seekers dispersed in the UK under the system².

The dispersal system is a voluntary scheme that local councils must sign up to. Councils in the North of England, Wales, and Scotland have shown more magnanimity than other councils in the UK in signing up. Statistics from 2017 suggest that more than five times as many destitute asylum seekers live in the poorest third of the country as in the richest third³. In September 2016 just 121 local authorities out of a total of 453 (27%) had Section 95 asylum accommodation within their boundaries⁴.

1. https://www.scottishrefugeecouncil.org.uk/media/facts_and_figures
2. <https://www.gov.scot/publications/new-scots-refugee-integration-strategy-2018-2022/pages/6/>
3. <https://www.theguardian.com/world/2017/apr/09/its-a-shambles-data-shows-most-asylum-seekers-put-in-poorest-parts-of-britain>
4. <https://publications.parliament.uk/pa/cm201617/cmselect/cmhaff/637/637.pdf>

MYTH-BUSTING FACT SHEET 2

'The UK has the largest amount of asylum claimants in Europe'

FALSE

In 2017 there were an estimated 25.4 million refugees globally¹. 85% of the world's refugees are hosted by developing countries².

The 10 countries hosting the most refugees, in order: Turkey (3.5m), Jordan (2.9m), Lebanon (1.4m), Pakistan (1.4m), Uganda (1.4m), Iran (979,400), Germany (970,400), Bangladesh (932,200), Sudan (906,600), Ethiopia (889,400)³.

The UK received just 26,350 applications in 2017⁴. 68% of these applications were REFUSED and 32% were ACCEPTED (16,211 people). The year before, 2016, there were just 9,944 successful applicants.

In 2016, there were six asylum applications for every 10,000 people resident in the UK. Across the EU28 there were 25 asylum applications for every 10,000 people. The UK is therefore below the average among EU countries for asylum applications per head of population, ranking 17th among EU28 countries on this measure.

1. <https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/global-refugee-crisis-statistics-and-facts>
2. <https://www.gov.uk/government/publications/immigration-statistics-april-to-june-2017/how-many-people-do-we-grant-asylum-or-protection-to>
3. https://www.refugeecouncil.org.uk/assets/0004/4243/Asylum_Statistics_Annual_Trends_May_2018.pdf
4. <https://researchbriefings.files.parliament.uk/documents/SN01403/SN01403.pdf>

Further reading: <https://www.amnesty.org/en/documents/pol40/4905/2016/en>

**TRUE /
AGREE**

**FALSE /
DISAGREE**

REAL LIFE SCENARIOS SHEET 1

Accompanying statement:

Inside your envelope you will find real-life scenarios. These real-life scenarios have been collated from conversations with asylum seekers & refugees. They are all examples of direct experiences that people have had, and continue to have daily. How do these experiences change the course of your character's day and mood?

You arrive home to a letter from the Home Office on your doorstep. The letter informs you that your application for asylum has been denied, and your financial support will be discontinued.

You do not have a car. You plan to go out but realise you do not have enough money for the bus.

You have an appointment with the doctor today. When you're there, the doctor is dismissive of your symptoms and your feelings. You feel you have not been listened to.

While you are out, you experience a hate crime from a complete stranger. The person verbally attacks you and threatens you. There are a number of passers by but no one comes to your aid.

You suffer from PTSD. While you are out, you have a panic attack.

REAL LIFE SCENARIOS SHEET 2

Accompanying statement:

Inside your envelope you will find real-life scenarios. These real-life scenarios have been collated from conversations with asylum seekers & refugees. They are all examples of direct experiences that people have had, and continue to have daily. How do these experiences change the course of your character's day and mood?

You are experiencing financial difficulties. You visit a foodbank in order to top up your weekly groceries.

You make a phone call to an organisation about something you need. The person on the other end of the phone cannot understand your accent and because of this you cannot receive the service you need.

You see your neighbour as you leave the house. You say hello but they completely ignore you. This happens often.

You attempt to buy a jacket from a supermarket. The shop assistant tells you they do not accept your card at this shop. You try to protest but they will not listen to you.

You have had no heating and hot water for a week. Your housing provider has been unresponsive to your calls for your boiler to be fixed.

CHARACTER PROFILES

Man #1

Name: Christian

Age: 19

Country of Origin: Sudan

Christian arrived in the UK in November 2015. He fled Sudan because he did not want to join the army. He now lives in Scotland, in accommodation provided by the Home Office. He volunteers with a local organisation and is involved in a men's group. Due to his asylum status, he is not allowed to work and receives financial support from the Home Office.

Man #2

Name: John

Age: 30

Country of Origin: Namibia

John arrived in the UK in July 2017. He fled Namibia because of his homosexuality; John was seen by a village elder with another man and his life was at risk. John has claimed asylum and lives in a shelter for homeless men. He is not allowed to work and is waiting on the decision on his appeal.

Woman #1

Name: Malak

Age: 42

Country of Origin: Iran

Malak arrived in the UK in December 2018. Malak fled Iran because she is Christian and faced daily discrimination for her beliefs. She lives in Scotland, her asylum claim was rejected by the Home Office so she is not entitled to any support. She currently sleeps the couch of a friend she met at church.

Woman #2

Name: Jessie

Age: 30

Country of Origin: Algeria

Jessie arrived in the UK, whilst pregnant, in April 2009. She lives in Scotland with her 2 children. Her second child was born in Scotland. Jessie's husband was unable to make the journey with her and still lives in Algeria. Jessie previously worked as a lawyer and was involved in a political case which put her and her families life at risk.

FOUR CORNERS / DISCRIMINATION

Describe one situation relevant to the statement in each of the four boxes.

You were discriminated against/
treated unfairly by another person

You were discriminating
against someone else or
treated them unfairly

You witnessed an act of
discrimination or bad treatment
and didn't do anything to stop it

You witness an act of
discrimination or bad treatment
and tried to stop it

A CALL TO ACTION SHEET 1

The 2 key aims of this training workshops(s) were:

- To challenge misconceptions and dominant negative narrative surrounding asylum seekers and refugees
- To initiate discussion about the asylum system in Scotland, and beyond

It is hoped that following this workshop, you will seek to make changes yourself to continue these aims. Please detail 3 things you will do meet these aims:

1.	
2.	
3.	

*Please note; these aims do not need to be big organisational changes. Small changes can make a big difference to improving the experience of asylum seekers and refugees in the UK

THE PAR PROCESS



Initial Research

GCP wanted to improve their service delivery and contribute towards community integration and development in Govan and beyond. To do this they wanted to better connect with the people directly affected by their services. Arguably, it is these people who are the biggest stakeholders in how the organisation is run. PAR methodology is a highly successful method by which groups with many different kinds of stakeholder - third sector workers, funders, board members, community members, etc. - can communicate effectively and engage with each other in more meaningful and sustainable ways to create long-lasting positive change.

And so the PAR project was born. A group of participants was recruited, made up entirely of people with lived experience of the asylum system. They set to work carrying out interviews and questionnaires in the community to find out how people were experiencing the asylum system. Data was gathered and collated and, in the process, many conversations were had, skills gained and personal narratives opened up.



Pre-production Workshops

Following the initial stages of the project, the group collectively considered and agreed ways of sharing and depicting these difficult and life-changing experiences. Through a series of workshops aimed at developing group collaboration, it was agreed that the group would co-create a short film based on lived experiences.

'So often when you are in the asylum system, you have lots of stress, but the workshops give us stress free moments and keep us active and engaged'

- participant, 2017



The Film

Led by Plantation Productions with support from GCP, PAR participants were invited to collaborate on the creative process with professional filmmakers. Individual testimonies were developed into a script format to interweave four personal accounts of seeking asylum in the UK. The shared filmmaking process provided opportunities for PAR participants to gain skills in media production, while also allowing authentic narratives about the asylum experience to emerge. The film was completed in late 2017.



Post-production & Resource Pack

Next came the question of how to distribute the film. Through informed consent, the group agreed that the film should be used locally as an educational resource, while Plantation Productions would be responsible for dispersing the film to a range of film festivals to raise awareness of the issues with a wider audience.

The group continued to meet weekly throughout 2018 to co-produce this educational resource, with continued support from GCP and GCHSCP. The resource has taken the form of a workshop built around the film, designed to deepen the learning audiences can experience through watching it. The group collectively agreed on the target audience and the overall theme of the resource: a workshop for frontline staff about challenging stigma. Each activity within this pack has been researched, designed, piloted and evaluated by the PAR group.

WHO ARE WE?

Govan Community Project (GCP)



Govan Community Project, formerly Govan & Craigton Integration network, is one of the main reception charities and service providers for people seeking asylum in Glasgow. We provide direct services such as weekly drop-ins, advice, information and advocacy, cultural events, a community flat, ESOL classes, destitution food project, hate-crime reporting and an interpreting service. In addition the network facilitates and contributes to forums bringing together public, voluntary and community organisations with local people to help plan public services, promote equal rights and opportunities and cross-cultural understanding, and to build bonds and links within and between communities. GCP supports and promotes the opportunities brought to Govan through inward migration to create a more socially conscious and culturally aware community.

Plantation Productions



Plantation Productions is an arts and media embedded in the Govan community, Glasgow. Plantation manages the Making Art Matter programme, delivering participatory arts activity and events across South West Glasgow. Working in partnership with local services, organisations and community groups, the programme engages with vulnerable adults, children and young people to improve opportunities and conditions for people and families living in areas of multiple deprivation. The Making Art Matter programme is designed to be inclusive and accessible, using the arts and media as a tool for social and physical regeneration.

Glasgow South Health Improvement Team: Glasgow City Health & Social Care Partnership (GCHSCP)



Local Authorities and Health Boards are now required to plan and deliver community health and social care services together. This new way of working is referred to as 'Health and Social Care Integration'. Within Glasgow City, the vision for community health and social care services is to support people to flourish, to work in partnership with people and organisations to transform services for the better, and to engage with communities to improve health and wellbeing. Glasgow City Council and NHS Greater Glasgow and Clyde are jointly planning and delivering all of Glasgow's community health and social care services - for children, adults and older people, including homelessness and criminal justice services. This is being done as the 'Glasgow City Health and Social Care Partnership', which is directed by the Glasgow City Integration Joint Board.

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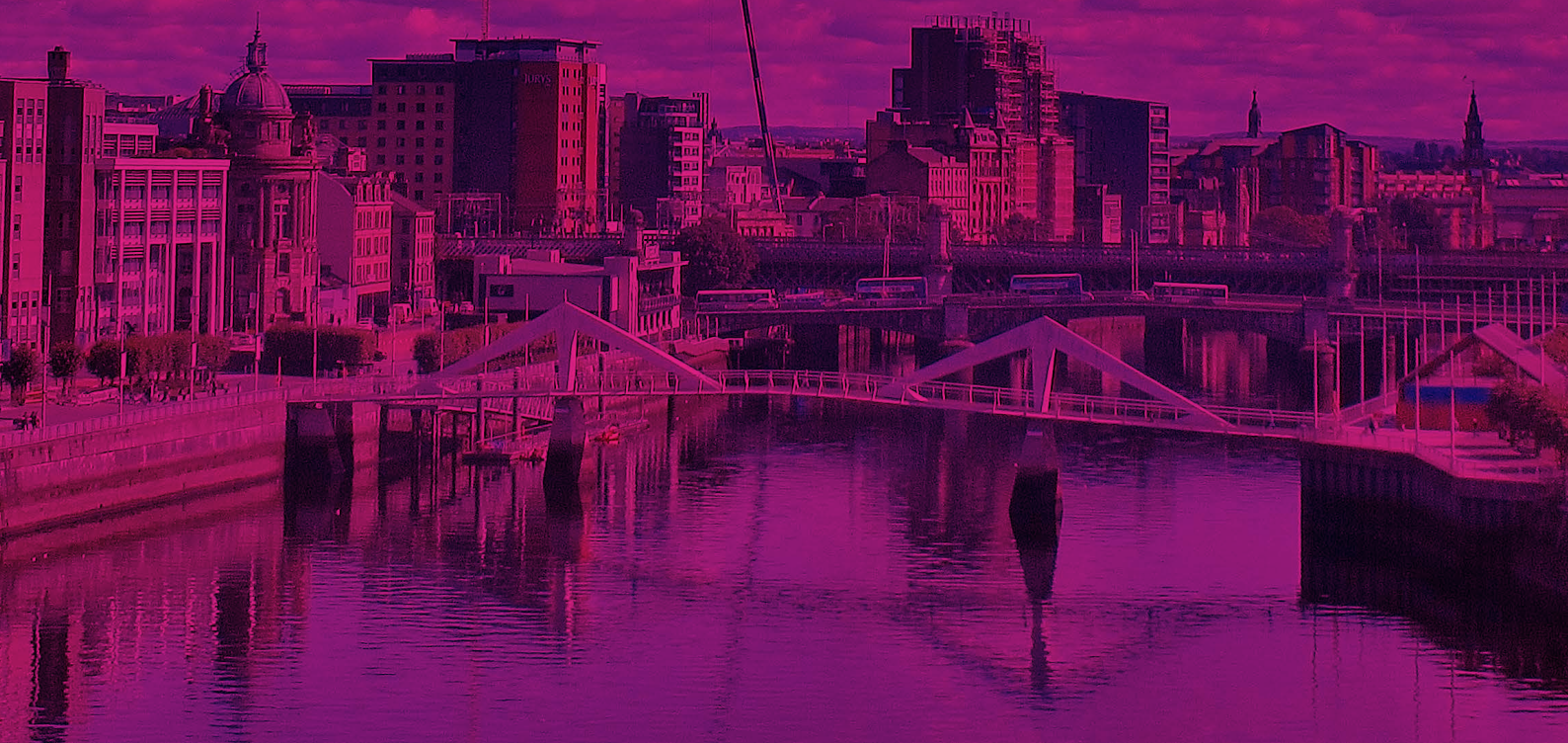
Sadly, during the course of designing this resource, three of the participants were detained by the Home Office and one participant was removed from the UK. These interruptions were distressing for everyone involved in the project, and drew special attention to the precarity that asylum seekers and refugees face. The organisations involved in designing this resource would like to extend their warmest gratitude to all the participants who continued to show enthusiasm and dedication to the project during these difficult circumstances.

Activity 1.2: Definitions

was designed in reference to the definitions exercise in the Red Cross workshop resource entitled Refugee Week 2018: Contributions, creativity and resilience. The resource can be found here: <https://www.redcross.org.uk/get-involved/teaching-resources/refugee-week-2018>

Activity 2.4: A Day in the Life

was adapted and designed, with permission, in reference to the Co-production Tools in Iriss' Co-Production Project Planner. Find out more and download the planner here: <https://blogs.iriss.org.uk/coproduction/the-planner/>



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Other Useful Contacts

Scottish Refugee Council

6th Floor, Portland House 17 Renfield Street Glasgow, G2 5AH
0141 248 9799
www.scottishrefugeecouncil.org.uk

The Red Cross

3rd Floor Cambridge House, 8 Cambridge Street Glasgow, G2 3DZ
0141 331 4170
www.redcross.org.uk

Freedom From Torture

Room 27, Adelphi Centre, 12 Commercial Road Glasgow. G5 0PQ
0141 420 3161
www.freedomfromtorture.org/

Glasgow Refugee, Asylum and Migrant Network

(GRAMNET) www.gla.ac.uk/research/az/gramnet

Glasgow Night Shelter

www.glasgownightshelter.org

Asylum Seeker Housing Project

07736 646 197
www.ashproject.org.uk