

## Inclusion and Exclusion Conference : 2005 Workshop Summaries

<b>Ms Beverley Prevatt Goldstein</b>	
<b>Exploring the gap between rhetoric and reality</b>	
<p>This paper will locate the initiatives to transfer race related research into policy and practice as a change process towards equality. It will explore the characteristics needed for change towards equality and seek to identify whether they exist in the current socio-political climate. It will then explore the findings of the Victoria Climbié Enquiry and ensuing literature to draw out the messages for policy and practice relevant to black children and families and to black workers. It will then identify principally from Every Child Matters the gap between the research messages and the policy. Built on the earlier identification of the change process it will demonstrate the reasons for the extent of these gaps. It will suggest that these reasons may also go some way towards explaining the failure to translate much race related research into policy and practice.</p>	
<p>This paper will explore two limited successes, the anti-oppressive movement in social work education and the movement to place black children with black families. It will identify the factors which facilitated change, linking it into the change model. It will identify what is now necessary to translate the messages from the Victoria Climbié tragedy into improved policy and practice to benefit us all and reduce the risks to black families and black workers.</p>	
<p>This paper will adopt a realistic position in suggesting that our successes might be piecemeal and limited. Nevertheless, it is important to learn from both our successes and setbacks in order to achieve the best policy and practice possible in the existing climate and to maintain these for as long as is possible.</p>	
<p>This paper will be presented in an interactive style so that the knowledge and experience within the audience/workshop can enrich the dialogue and the identification of problems and solutions.</p>	
<p>It is anticipated that the workshop participants might learn the following:</p> <ul style="list-style-type: none"><li>• The possible socio-political reasons why some 'race' related research and not others is translated into policy and practice</li><li>• The strategies needed to maximise the possibility of translating 'race' related research into policy and practice</li><li>• Realism as to the likelihood of 'race' related research being translated into policy and practice and the type of 'race' related research that might be translated into practice.</li></ul>	

<p><b>Ms Sharon Wray</b> <b>Ms Michelle Bartholomew</b></p>	<p><b>University of Huddersfield</b> <b>School of Human &amp; Health Sciences</b></p>
<p><b>What constitutes good health? The perceptions and experiences of older African Caribbean Women</b></p>	
<p>The question of what constitutes good health varies amongst minority ethnic groups and is not simply linked to the absence of illness or the physical capability of the body (Wray, 2004). In 1995, the WHO launched an ageing and health programme that sought to promote a proactive and positive approach to health in later life. In this key components included: life course issues, health promotion, cultural diversity, gender, intergenerational relationships and ethics (WHO, 1998).</p> <p>Despite this there has been a tendency within health research to focus on structural inequalities as causal explanations for ill health and poor quality of life amongst minority ethnic groups. This is not to deny the impact of material constraint on health, but rather to argue that such an account tells us little about how ethnic and cultural diversity shapes perceptions and experiences of health and well-being. In this paper we argue African Caribbean women are often either overlooked within research, or portrayed as a homogenous group whose needs can be met in a relatively straightforward way. For example, Smaje (1995) found that amongst African Caribbean women, knowledge of health perceptions/experiences is not only sparse, but is often biased towards their attitudes to health care, the uptake of specific health services, particularly the inter-relationship between maternal and child health, obstetric care and mental health problems. This paper focuses upon older African Caribbean women's perceptions and experiences of health. Drawing on empirical qualitative research the paper highlights disparities between what health means to African Caribbean women and western Eurocentric (medicalised) models of health.</p>	

<b>Dr Carlis Douglas</b>	<b>DMTD Consultant</b>
<b>From surviving to thriving: black women managers in Britain</b>	
<p>Despite over 30 years of race relations legislation and many years of race equality policies, race relation advisers, equalities and diversity specialists how is it that so many of the patterns of racial discriminations are still evident?</p> <p>How is it that despite input of time, energy, passion, money there has been so little real change?</p> <p>What changes would have to take place for Black Women to experience themselves as having equality of opportunities in organisations?</p> <p>Such were the questions that prompted Dr Carlis Douglas to undertake this research. Inspired and influenced by Maya Angelou’s comment that “ the issues that face us are not just how to survive – obviously we are doing this somehow, but how to thrive with some passion, some compassion, some humour and some style” the study was extended to explore what it would mean for Black women to thrive in organisations.</p> <p>Taking an action research and collaborative inquiry approach the study gives access to the perspectives and views of Black women managers - many of them in Public Sector organisations. Exploring the similarities and resonances between their experiences it identifies the challenging occurrences that are general to the group and that appear to be directly related to being Black women managers.</p> <p>Through a further inquiry into how the experience of surviving is constructed, the study raises to view not-easily-seen blocks and barriers to development and progression that operate in organisations just below the surface and in the taken-for-granted everyday practices and processes. This study makes an important contribution to our understanding of the complexity of the challenges that must be addressed in working towards racial equality. It also identifies the critical role that Black women, and people from other disadvantaged groups, must play towards achieving racial equality and negotiating their own liberation.</p>	



<p><b>Mr Roger Steel</b> <b>Mr Vinod Kumar</b></p>	<p><b>INVOLVE Support Unit</b></p>
<p><b>Research and black and minority ethnic communities: it is a different experience?</b></p>	
<p>During 2004 a series of seminars was organised by the Toronto Group under the banner of ‘Research as Empowerment’[1]. One seminar in the series was entitled ‘Research and black and minority ethnic communities: is it a different experience?’</p>	
<p>Frustrations concerning the discrepancy between research activity in BEM communities and people’s experience of change for the better were very much in evidence. Many people felt that:</p>	
<ul style="list-style-type: none"> <li>• Partnerships between researchers, service providers, funders and service users needed to be established at a local level in order that research evidence is more likely to have meaningful benefits in practice.</li> <li>• Research should be based on the priorities of BEM communities.</li> <li>• To ensure research is relevant, people from BEM communities should be involved at all stages, and there is a need for more BEM researchers to lead research.</li> </ul>	
<ol style="list-style-type: none"> <li>1. Whereas some aspects of these BEM issues in research have a lot in common with those of other ‘user’ groups (i.e. disabled people, older people), there are also distinctly different aspects. BEM dimensions of research are still not considered as part of the mainstream, being added on as a ‘problem’ or an afterthought. Research tends to reflect the ‘one size fits all’ context of how health and social care services are still largely provided. This effectively discriminates against the specific needs of BEM communities.</li> <li>2. Whereas there are a gradually increasing number of more participatory, smaller scale, innovative and locally accountable research projects being undertaken in BEM communities, such approaches still tend to be looked down upon in the more mainstream, traditional research world.</li> </ol>	
<p>There remains a need for both large as well as small scale research on BEM issues, employing both innovative and more traditional approaches. To address real needs these might be better combined, and a primarily driver behind this must be the <b>active</b> involvement of people from the BEM communities themselves[2].</p>	
<p>[1] Hanley, B. 2005 ‘Research as Empowerment? Report of a series of seminars organised by the Toronto Group’ Joseph Rowntree Foundation  [2] Older Women’s Lives and Voices: participation and policy in Sheffield. A participatory research project exploring the experiences of women in relation to ethnicity, gender, and ageing. The project looked not just at what was debilitating but also what was enhancing for older women, and ways women had control in their lives, not just at poverty and disadvantage. It worked with different ethnic groups across the city.</p>	

<b>Mr Shamsul Alam</b>	<b>London School of Economics Department of Social Policy</b>
<b>Visual impairment, ethnicity and social care policy: perspectives of British Bangladeshis with visual impairment</b>	
<p>The provision of ‘culturally appropriate’ services is considered as the key to reach out to those who are excluded from mainstream service provision including visually impaired people from minority communities. However, what a ‘culturally appropriate’ service is remains open to question, since the dominant approaches either risk cultural stereotyping and thus ignore class and gender differences; or only respond to the dominant voices within a community and thus leaves a significant population unheard. Whilst the concept of ‘disability’ is frequently problematised within the disability literature, there is a striking absence of any such debate over the concept of ‘culture’.</p>	
<p>This paper draws on qualitative research which grew out of my previous three year community work project with visually impaired people in the east end of London. At that time, Bangladeshi visually impaired service users voiced their frustrations about the inadequacy of statutory and voluntary rehabilitation services. This study has used in-depth interviews, participant observation and group discussions to focus on the experiences of 40 visually impaired Bangladeshis and to explore how and to what extent cultural discourses and practices shape their experiences of visual impairment. The complex contexts within which they experience their visual impairment including their religion, ethnicity, family, health and social well-being as well as their experience of racism are examined.</p>	
<p>The preliminary analysis suggests that the experiences of visual impairment are highly heterogeneous. Moreover, there are significant variations between the ways in which service users understand the meanings of blindness and associated concepts such as rehabilitation or independence, and how practitioners understand them. Variation is also evident within the Bangladeshi community. Health and social care policies need to recognise this heterogeneity of understandings to enable practices to be more effective and responsive to the needs of those who continue to be excluded.</p>	

**Ms Becca Singh**

**Making change happen: Improving support for black disabled people**

The Joseph Rowntree Foundation (JRF) funded four development projects and an evaluation research project to provide examples of good practices and wider lessons for policy makers and service providers.

This paper draws on the experiences of all five projects and shares the difficulties as well as the successes in the hope that others may be supported in their efforts to improve support for Black Disabled people.

The projects:

1. Roots is a team of African Caribbean people with learning difficulties who offer training and support to organisations providing services for people with learning difficulties. They use a combination of arts, drama and interactive group work.
2. Tassibee is a support and training organisation for Pakistani Muslim women. The project trained a group of women to run self help groups for women with mental health difficulties using life stories and various arts media.
3. International Somali Community Trust (ISCOM) established a user involvement strategy and improved their individual advocacy service.
4. EQUALITIES used existing statutory structures and bodies to influence service provision locally and nationally.

Content:

The paper will examine four main themes:

1. The implications of short term project funding on improved support
2. The effectiveness of using artistic and other creative media to build skills, confidence and widen knowledge
3. The value of using personal life stories to achieve individual development as well as helping to change services
4. The value of merging techniques and ideas from more than one culture.

They will also look in more detail at the practices of bringing about change in support for Black Disabled people, sharing the wider messages from the evaluation research project and methods from the development projects. All five projects explored the linkages of different forms of discrimination to different degrees; all have messages and implications for policy and practice.

<b>Ms Shruti Uppal</b>	<b>Department of Applied Psychological Sciences City University</b>
<b>It's your life: Exploring the sexual health needs of young unaccompanied refugees and asylum-seekers in Hackney</b>	
<p>This workshop will present the interim findings of a 6-month research project. We have been funded by City and Hackney Teaching Primary Care Trust to conduct a study of the sexual health needs of young unaccompanied refugees and asylum seekers. This group has been said to be at particular risk of social exclusion due to inadequate social support and isolation, interrupted schooling, inappropriate housing, and difficulties in accessing welfare services. We probe into how these (and other) factors affect their sexual health in term of what are understood by some as risk and protective factors. This is a group with whom little research has previously been carried out, especially in the arena of sexual health. Furthermore, it is a group for whom equity of access to service delivery is an issue in the midst of racialised media representation and hostility towards them from some sections of British society.</p> <p>Data collection consists of focus groups with a total of 16 unaccompanied refugees and asylum seekers aged between 15 and 19 and 10 semi-structured one-to-one interviews with professionals from the sexual health sector or those having job responsibilities linked to refugees and asylum seeking young people (e.g. health, social services, youth sector).</p> <p>We will present the project findings so far, discuss the emerging themes and suggest policy and practice implications that the data have for improving service delivery to this group of young people.</p>	

<b>Ms Sherry Peck</b> <b>Ms Camille Warrington</b>	<b>Cambridgeshire Travellers Initiative -</b> <b>Ormiston Children and Families Trust</b>
<b>Gypsy and Traveller Communities: Accommodation, education, health, skills and employment</b>	
<p>The research commissioned by the East of England Development Agency (25% of all Gypsies and Travellers in England live in the East of England) at the beginning of 2005 was undertaken in three key stages – a literature review of relevant texts, establishing the scope of existing service provision to members of Gypsy and Traveller communities in the region and consultation with members of Gypsy and Traveller communities about the key findings and their own experiences. The authors were also asked to make recommendations for future work in all five areas.</p> <p>Key findings about Gypsies and Travellers, who are the largest BME group in Cambridgeshire, included information about the lack of accommodation available to them, the experience of Gypsy and Traveller children within the education system and the high levels of racism they experience, the health inequalities experienced by Gypsies and Travellers and their wellbeing being lower than their counterparts from other BME groups and that very little research had been undertaken around the area of skills, training and employment needs of Gypsy and Traveller communities.</p> <p>Recommendations in areas such as tackling racism, recording ethnicity in order to establish baseline data and the establishment of a regional task force, including Gypsies and Travellers, to co-ordinate strategies for developing employment and training opportunities were made.</p>	

<b>Mr David Woodger</b> <b>Dr Jim Cowan</b>	<b>Goldsmiths College,</b> <b>University of London</b>
<b>Reconsidering tackling institutional racism</b>	
<p>In this workshop we revisit a piece of work which gives tangible shape to what we would call, `tackling institutional racism`.</p> <p>Within the `hurly burly` of the daily working of a large organisation there are judgments being made about how things are standing in relation to one another. Such judgements Shotter talks about as “intuitive, personal, comprehensive, and concrete”. Judgments about how white and black people stand in relation to one another, both as staff and as users, are continually being formed during the course of the delivery of services. In the local organisational constructing of race and racism, the individual is confronted by the calls from others and the surrounding circumstances. Rather than thinking our work was about changing individual beliefs we saw one aspect of it as giving primacy to the emerging of new shared talk among practitioners.</p> <p>We use the revisiting in the paper to also develop a richer language for those who would commission and those who would undertake this work. In doing this we make use of post-modern, post structural and social constructionist writings especially to do with identity, power and language.</p> <p>The project worked in its first stage with 53 managers and staff. In its second stage we engaged with 30 black users of the services provided by the trusts. In the third stage about 100 staff that were key to delivering mainstream services became engaged in 6 self learning groups. In this way all three stages contributed to a powerful re-shaping of practitioner-user relationships.</p> <p>In finding our way forward we gained clarity by combining a depth of engagement between ourselves about racism, with use of established research and developmental methods. We particularly drew from research understandings about interviewing, action research as well as self learning groups (which are not the same as action learning sets). This enabled us to continue negotiating the development of the programme. It was as if the challenging nature of tackling institutional racism was counterbalanced by another, more familiar way of talking about the work.</p>	

<b>Dr Mabel Lie</b>	<b>University of Newcastle upon Tyne School of Geography, Politics and Sociology</b>
<b>Methodological issues in qualitative research on minority ethnic research participants</b>	
<p>This workshop draws primarily on my PhD research on Chinese and Bangladeshi households (2000-2004) funded by the ESRC. It will examine questions around 1) sampling and access, 2) minority ethnic household research, and 3) language and communication issues. The Chinese and Bangladeshi communities in the UK are often classified as ‘hard-to-reach’ groups because of the difficulty of recruiting research respondents from these communities. I will argue that particularly for qualitative research, sampling needs to take into consideration the following; place of origin, length of stay in the UK, whether they were born or brought up in the UK, apart from the more conventional variables of age, sex, area of residence and employment status. Often respondents that are recruited are those in the second or third generation who are able to communicate in English, or those women whose responses are mediated by interpreters because of their lack of proficiency in English. Male perspectives are more difficult to obtain, as are those of the older generation. In my research, I found that community ‘gate-keepers’ were very helpful in enabling me to access some of my research participants.</p> <p>In addition, I will argue that qualitative research that includes the participation of different family members in the household for inter-generational perspectives is invaluable in policy research on black and minority ethnic groups. The advantage is that cross-referencing and triangulation can be carried out. Household research can lead to analyses that are inclusive, holistic and take into consideration intra-household power relations as well as contextual and structural factors such as the impact of racism. While the inclusion of children as research participants can be problematic, it can also be of particular importance in minority ethnic households that are undergoing shifting identities, and thus changes in their values and preferences.</p> <p>I am also interested in the use of interpreters and alternative approaches to interviews with minority ethnic research participants. Ideally, there should be similarities in the identity markers between researcher and the researched such as gender, ethnicity and age. In reality there are often wide differences which can still result in good quality data. What is important is a critical awareness of these differences and the attempt to adapt to the research environment. I propose that there are different ways of conducting interviews, working with varieties of language known as ‘inter-languages’, characteristic of learners of English or Speakers of Other Languages. I will compare this with data that has been interpreted where elements have been ‘lost in translation’. I will present material from my Ph.D. research and current research on these three dimensions to illustrate the methods I have employed and as a stimulus to discussion.</p>	

<p><b>Ms Natalie Branosky</b> <b>Ms Nicola Smith</b></p>	<p><b>Centre for Economic and Social Exclusion</b></p>
<p><b>Service, or Disservice? A review of UK and international literature on access to mainstream services for people from ethnic minority groups</b></p>	
<p>In March 2005, The Social Exclusion Unit (SEU) commissioned <i>Inclusion</i> to undertake a UK-wide review of literature on the use of a range of public services by certain groups of disadvantaged adults: people with low skills, people with long-term health conditions, and people from ethnic minority groups. The literature review was complemented by an international ‘environmental scan’ of innovative approaches to improving public service access for these groups.</p> <p>The paper <i>Service, or Disservice?</i> to be presented at the Inclusion and Exclusion Conference, contains the findings from the wealth of literature on the accessibility of public services for ethnic minorities in particular. Services covered are health, education, employment and benefits, housing, criminal justice, childcare, social care, transport and advice services.</p> <p>The paper explores overall service performance, user views, perceptions of unmet needs, and gaps in provision. Accessibility for individuals with long-term health conditions and those with low or no skills are specifically highlighted.</p> <p>The paper then explores public service improvement approaches taken by several countries, many of which, because of their political and cultural similarities, are used as comparators for UK policy development and implementation. The core countries investigated were: the United States, Canada, the Netherlands, Norway, Denmark, Sweden and New Zealand.</p> <p>The paper concludes with policy recommendations for improved design and delivery of UK public services to meet the needs of ethnic minority adults. Some of these recommendations draw on international lessons that can potentially be transferred to the UK context.</p>	

<b>Dr Shamsar Sinha</b>	<b>Department of Applied Psycho Social Sciences, City University</b>
<b>Family and peer networks in intimate and sexual relationships amongst teenagers in a multicultural area of East London</b>	
<p>Culture, diversity and young people’s peer groups are often seen as sensitive issues to consider or barriers to sexual health promotion. Can community resources and cultural diversity help sexual health promotion against teenagers in multicultural areas?</p>	
<p>The Minister for Children has recently suggested on the basis of research evidence that parents need to talk more to their children about sex. This is in order to encourage them to start sex later and improve contraceptive use, with a view to reducing teenage conceptions.</p>	
<p>We report here on a mixed-methods project funded by the Teenage Pregnancy Unit and the Department of Health which draws on accounts of young people aged 15-18 from diverse ethnic groups in East London describing their inclination (or otherwise) to talk with parents, other family members and peers about sex and intimate relationships.</p>	
<p>This work indicates that Black African, Bangladeshi, Indian and Pakistani young people living in East London draw on a range of people for family support in addition to, or instead of parents. It suggests that the siblings and extended families to whom they go for advice may well have a role in health promotion. Further, existing peer networks and youth groups may also have a role to play for these and teenagers from other ethnic backgrounds. Capitalising on the family and youth networks reportedly already used by teenagers, alongside attempts to influence communication in existing parent-child relationships may be helpful in promoting sexual health. Whilst there may be benefits in some families from more open talk between parents and children about sex, our work suggest that this should hopefully be supplemented by an increased appreciation of what cultural diversity and community resources can offer.</p>	

<p><b>Ms Ronny Flynn</b> <b>Ms Shameem Nawaz</b></p>	<p><b>Open University/REU</b></p>
<p><b>Extending access to services for disabled children from Black families: a case study of research into practice</b></p>	
<p>Research published by Norah Fry Research Centre, The King’s Fund, the Joseph Rowntree Foundation and others had constantly drawn attention to the lack of use being made of short break services for disabled children by Black families (1). Family based short break care is the largest form of care for disabled children, and the low uptake of these services continues to be cause for concern. Research in this and other service areas has shown that low uptake of services by Black families is not an indication of lack of need, and suggests that service providers have a responsibility to all their communities. (2). The Joseph Rowntree Foundation agreed to fund a two-stage project to contribute to change. The first stage was a review of research and practice on access to short breaks; the second a development project that would put the findings of the review into practice. (3). The review was carried out by a team coordinated through the Faculty of Health and Social Care at the Open University; the development project was carried out by Shared Care network, who obtained matched funding from the Community Fund in order to make the work more sustainable and secure.</p> <p>The Review re-iterated messages that many researchers and practitioners had been promoting for years. For example, that there needed to be more emphasis on outreach, that information needed to be appropriately targeted and presented; that the ‘one size fits all’ attitude to services was not appropriate; and that urgent attention needed to be given to increasing the representation of Black staff in the workforce. The development project staff worked closely with four short break schemes to implement the recommendations, and have written up the process in a Guide to be published later in 2005.</p> <p>The workshop presenters will outline the main findings from the research review, describe the development project and its outcomes, and discuss with delegates how they might make changes to their services for Black disabled children.</p>	

<b>Dr Sonia McKay</b>	<b>Working Lives Research Institute, London Metropolitan University</b>
<b>The motivations and aspirations of new workers</b>	
<p>The paper will examine the motivations of migrant workers, exploring the reasons why they have come to work in the UK and what their hopes for the future might be. It will seek to explore the various and complex reasons behind migration, drawing on qualitative data based on face-to-face interviews with new migrants. The paper notes that international migrants do not primarily come from poor, isolated places, but from regions and nations that are undergoing rapid change and development (Massey1998). This itself raises issues over the depletion of a skill base in their countries of origin and the paper will explore the extent to which host countries have obligations to those states that have nurtured and educated the UK’s migrant workforce.</p> <p>The paper will also seek to compare the aspirations and experiences of these new migrants with that of those who have sought and been given refugee status. While recognising that their primary motivations in leaving their countries of origin are different, the paper will also explore the similarities of their situation in the UK and in particular their similar experiences of exclusion and marginalisation within the UK labour market where both groups are often found in similar low paid, low skilled jobs, regardless of their own educational and skills background.</p> <p>The primary focus of the paper will be on employment, on the types of jobs that new migrants do in the UK, the terms under which they are employed and the gap between what they aspire to do and what they achieve.</p> <p>The paper will draw heavily on three separate research projects conducted by the Working Lives Research Institute.</p>	

<b>Ms Diana De</b>	<b>School of Care Sciences, University of Glamorgan</b>
<b>Are their genes compatible?</b>	
<p>There are an estimated 12,500 people with Sickle Cell disorder/disease and about 800 with Beta Thalassaemia major in the UK and distribution throughout the UK is uneven.</p> <p>There is no universal cure for Sickle Cell disease (SCD) and often those with a trait aren't always aware they have it. Therefore, those affected or newly diagnosed during pregnancy need huge amounts of advice, support and preparation in order to allow them to make informed reproductive choices based on information given to them.</p> <p>Prevalence of SCD in England has increased 45-60% in the past 10 years. In Wales, 52,715 of the population are estimated to be at risk of carrying Sickle Cell or Thalassaemia. Although a lower prevalence, numbers of pregnancies affected is still significant and likely to increase short term because of migration of people from higher prevalence areas.</p> <p>Routine antenatal screening for every NHS mother and intense midwifery training on haemoglobinopathies is now just only, being rolled out across England and due to reach full coverage by March 2006. The author believes the same should be implemented across Wales, as selective screening has not always been effective in identifying those at risk, despite knowledge that early intervention can prevent unnecessary deaths.</p> <p>The study focused on Welsh pre-registration student midwives, post-registration midwives and midwifery lecturers' knowledge and attitudes of Sickle Cell and Thalassaemia disorders in one Welsh School of Nursing (that has 4 linked Trusts) using a 16-point questionnaire, which also explored whether they presently felt adequately prepared to offer informed advice to others on this selective basis.</p> <p>Findings from this small Welsh study demonstrated that research subjects were still unaware of basic but important aspects of the haemoglobinopathies despite the introduction of some training in Welsh nursing schools for midwives.</p>	

<b>Ms Michelle Lloyd</b>	<b>Save the Children</b>
<b>Having our say: peer research with young Gypsy/Travellers in Scotland</b>	
<p>Having our Say presents the shocking results from a highly innovative peer research project carried out by young Gypsy/Travellers across Scotland. Thirteen young Gypsy/Traveller researchers interviewed 109 of their peers – a group whose voices are virtually never heard – about their experiences regarding accommodation, health, learning and discrimination. Gypsy/Travellers remain one of the most marginalized and socially excluded groups in Scottish society, and the report found:</p> <ul style="list-style-type: none"> <li>• Discrimination – 92% said they had been picked on because they were Gypsy/Travellers</li> <li>• Accommodation – 77% said their living conditions had remained the same or got worse in recent years</li> <li>• School – 71% reported conditions at school had not improved</li> <li>• Health – 84% said getting access to a doctor or dentist had remained the same or got worse.</li> </ul> <p>The research findings in this report are alarming and disturbing. Many young people mentioned only being able to gain access to health and education services if they denied or hid their ethnic identity. There were frequent examples of discrimination in public places, indicating that it is still socially acceptable to discriminate against Gypsy/Travellers in modern-day Scotland. This report highlights the pressing need for a targeted approach to tackle the racism and discrimination faced by young Gypsy/Travellers on a daily basis.</p>	

<b>Ms Val Bissland</b>	<b>School of Care Sciences, University of Strathclyde</b>
<b>A Learning Partnership – an action learning project.</b>	
<p>In 2003 three groups of older women from different ethnic organisations in the city came together at the University of Strathclyde to engage in a multimedia project to explore the history of the coat of arms of Glasgow - the tree, the fish, the bird, the bell. Funding came through the European Community Grundtvig programme. Storytelling of the legends behind the symbols sparked inner resources from the past that led to enthusiasm and co-operation in creating a large hanging banner using textiles, paints and embroidery. The groups’ ethnic origins were India, Pakistan and Scotland respectively. The skilled involvement and respect for the older women by the two art tutors brought out the artistic and latent creative skills as they adopted an exploratory stance, asking the women to show what they could do rather than instructing.</p> <p>However although the art work was a tangible outcome of the project many other developmental changes were happening at a social and personal level. Art was the vehicle that allowed these people, some from very different and limited backgrounds, to expand their view of their own capabilities, lift their self esteem and appreciate each other. In the normal run of things there would have been no way to meet together and forge links. Using their hands, eyes, and imagination around the banner creation they exchanged ideas, with politics and religion never being an issue. The process was organic like the tree itself with different individuals in the group feeling free to express themselves in different ways at they worked – singing and dancing, on occasion. The three speakers - Tutor Jennifer Stevenson, Centre Manager Rahat Syyed and participant Mima Dutt will each draw out aspects of the project that left a lasting impression, illustrated by film, and will indicate some of the lessons they can pass on to others, such as the untapped resource that these older women could be for local art and textile colleges, for example.</p>	

<b>Ms Sukhwant Dhaliwall</b>	<b>Racism Research Fellow, London Metropolitan University</b>
<b>The housing experiences of black and minority ethnic disabled and D/deaf people</b>	
<p>This workshop draws upon the findings from a research study of the housing experiences of black and minority ethnic disabled and D/deaf people. The study was jointly commissioned by the Housing Corporation, Habinteg Housing Association and Asra Housing Association and carried out by a research team at REU. The aim of the study was to establish whether and how black and minority ethnic disabled and D/deaf people access appropriate and adequate housing. In particular, the research team attempted to identify the barriers faced by these communities in securing homes that meet their needs and highlight areas of good practice. The fieldwork provided the basis for two reports – a research report and a good practice guide for policy makers and practitioners. This guide won the BME Spark Award 2005.</p> <p>The study was conducted within three London boroughs: Brent; Camden and Waltham Forest. The fieldwork involved a total of 13 focus groups and two in depth qualitative interviews with a range of service users and service providers.</p> <p>The study found that the specific experiences of black and minority ethnic disabled and D/deaf people are under-researched. On occasion their experiences had been subsumed within studies about black and minority ethnic people on the one hand or disabled and D/deaf people on the other whereas in fact they have many distinct needs and experiences. Moreover, the study found that satisfaction with housing related to the quality of the accommodation and to their ability to access and maintain social and support networks. However, the study also revealed a great degree of dissatisfaction specifically in terms of overcrowding, problems with house design, waiting times for receiving adaptations and equipment and for being re-housed.</p> <p>This workshop will discuss some of the key findings of the research, emphasising lessons for improving practice. It will also highlight issues around process and the implications of this kind of research for policy and practice. Importantly, the workshop will discuss the ways in which the black and minority ethnic disabled and D/deaf people participants in this study understood their experience of discrimination.</p>	