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Editorial: Ethical Responses in Archiving the Evidence of Forced Migration: Documenting A History of `Refugee Psychology and Psychosocial Interventions' on the Living Refugee Archive.

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Introduction

This issue of Displaced Voices: A Journal of Migration, Archives and Cultural Heritage is focused on a series of talks given at the School of Psychology, UEL Forced Migration Conference which was held virtually in 2020. The broad theme of the conference and the papers situated within this issue is on `Forced Migration: Psychosocial Services and Interventions Including the Role of Education' and is guest edited by Dr. Claire Marshall, Dr Farkhondeh Farsimadan and Professor Rachel Tribe.

In my capacity as Editor for Displaced Voices, it is important to acknowledge the delay in publication of this issue of the Journal. The last year has been challenging for a number of reasons and this has impacted upon our ability to regularly publish Displaced Voices in its usual frequency. However, we hope these issues are resolved and can return to the regular frequency of two published issues of the Journal per year, available in open-access format on the Living Refugee Archive virtual portal.

The UEL Forced Migration Conference 2020

The UEL Forced Migration Conference was hosted online on Friday, 4th September, 2020 as an online webinar focusing on the theme of Psychosocial Theory and Practice: What is the Evidence? The Conference was organised by Dr. Claire Marshall and Professor Rachel

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Tribe from the University of East London Psychology Department. The focus of the conference was to bring together forced migrants (including refugees, asylum seekers, those who have had the experience of being internally displaced, undocumented migrants) alongside scholars and practitioners in the field to help promote "knowledge exchange, and to challenge existing conceptualisations of what 'psychosocial' means in relation to forced migration, and propose alternative psychosocial practices (particularly evidence-based interventions)." (Marshall and Tribe, 2020).

This included consideration of the Mental Health and Psycho-Social Support (MHPSS) approach to understanding mental health "as *existing within the individual psyche* and 'psychosocial' as *the interconnection between the person and their environment*." (Marshall and Tribe, 2020). It was within this context that the papers were selected focusing on issues pertaining to forced migration and the lived experience of displacement. The original web pages for the conference have been archived on both the Internet Archive[2] and also the Living Refugee Archive[3] to ensure continued access to the conference materials.

Ethical Responses in Archiving the Evidence of Forced Migration

My original contribution to the 2020 UEL Forced Migration Conference was a short paper focusing on the Ethical Responses in Archiving the Evidence of Forced Migration. The paper focused on the work we were undertaking with the Refugee Council Archive and related collections and exploring ways of utilising existing archival practice around the collection of materials on the refugee experience to challenge existing negative discourses from an ethical perspective. Alongside this, it was our initial hope to launch a new online digital archive project on the Living Refugee Archive portal entitled *Refugee Psychology and Psychosocial Interventions: A History,* available at https://www.livingrefugeearchive.org/projects/refugee-psychology-and-psychosocial-interventions-a-history/ .

With the impact of the Covid-19 pandemic to all our lives and the challenges of navigating our archival collection through this difficult time, the idea for this online digital archive did not progress beyond the initial concept idea launched at the conference. This initial idea was to develop an online exhibition and digital archive from materials

[2] Internet Archive Link: https://web.archive.org/web/20200920104829/https://www.uel.ac.uk/subjects/subject-areas/psychology/the-uel-forced-migration-conference-2020

[3] Living Refugee Archive Link: https://www.livingrefugeearchive.org/newsevents/uel-forced-migration-conference-2020/

that we already held in the Refugee Council Archive and associated collections. However, working from home with no access to the physical archive collections led to a revised approach, namely to establish an online digital repository and exhibition space to document a range of materials on the History of Refugee Psychology and Psychosocial Interventions. As this progressed the secondary aim was to establish networks and collaborative partners to work on enhancing our collective knowledge in relation to refugee psychology and psychosocial interventions and to explore the potential for making a collective online digital archive on these issues. We are also fortunate to be able to continue our association with the work being undertaken by colleagues running the UEL Psychology Archive[4].

In conjunction with the Living Refugee Archive, we would be happy to revisit this project and to evaluate further in light of any responses or interest shown as a consequence of the launch of this issue of *Displaced Voices* journal. If you would like to discuss further or would be interested in potentially donating materials or recommending materials, please to contact the author (Paul Dudman[5]) for further details. The original online submission form is still accessible via the website or link or via the direct link in the footnote[6] below.

Psychosocial Services and Interventions Including the Role of Education

This issue of *Displaced Voices* draws on several of the key issues raised during the 2020 UEL Forced Migration Conference on *Psychosocial theory and practice: What is the evidence?* Jen Truman and Lucia Berdondini discuss the idea that the concept of Moral Injury (MI) might be a factor impacting on those working within the humanitarian assistance field. Research for this article focused on humanitarians working to support refugees and asylum seekers located in Northern France (Calais and Dunkirk) with a consideration as to whether they were exposed to Potentially Morally Injurious Experiences (PMIEs), and the potential impact on the emotional wellbeing of aid workers when exposed to difficult situations.

Truman and Berdondini reflect on how humanitarian assistance for refugees in Northern France is often undertaken by small grassroots humanitarian organisations. From an archival perspective, this raises

[4] See: https://www.instagram.com/psych_archive/?hl=en-gb
[5] Contact Paul V. Dudman by email on: p.v.dudman@uel.ac.uk
[6] Refugee Psychology and Psychosocial Interventions: A History. Online submission form: https://forms.office.com/Pages/ResponsePage.aspx?id=aaKUx5sud0etRi0Z2BGW1i4YWVdHfcdKmOs1irOyzeBURVhMSE04NTM4T1gyM0dSR1o1VENaMkJOTC4u

possible dilemmas around the ethics associated with attempting "in the moment" collecting of testimonies and/or artefacts documenting the humanitarian impact of migration and the role of archives in helping to document the work of these organisations and the experiences of both the humanitarian workers and the refugees and forced migrants they are working with. The instigation of a Charity Archives Support and Development Plan for The National Archives in the UK reflects the ongoing concern for the archives of charities and third-sector organisations. This builds on a study undertaken in 2014 which "reveals that most charity archives are operated on shoestring budgets, with in-house archival provision almost impossible for most with incomes under £10 million." (McMurray, 2014). The challenge therefore becomes how we can support and engage with smaller grassroots organisations to help enable a representative record to survive which documents both the work of humanitarians on the ground and those they are committed to support, in a way that supports the ethics of agency in these situations.

In the second article, Press takes a critical narrative analysis approach to reflect on an individual experience of bereavement in the context of being a Syrian refugee in the United Kingdom. The author utilised an unstructured narrative interview approach to help enable her participants to narrate their experience of bereavement in ways that felt most comfortable to them. For this article, the author chose one particular narrative from a wider study to analyse, in part due to its use of poetry as a narrative medium, which is also discussed later in this volume in the work by Quintero.

Within the context of a subsequent interview, Press reflects on how the participant's sense of agency had developed over time:

"the tone of helplessness about controlling the situation in Syria gave way to a form of agency – that of keeping the old Syria alive, from afar. This, from being a powerless insider in the first narrative, AA constructed the identity of the custodian of all that Syria once stood for, creating and spreading songs and poems about the greatness of the country to be called home." (Press, 2023). This, is indicative of the experiences of displaced Syrians we have discovered whilst helping to document and support the archiving and preservation of the Qisetna community archive on the Living Refugee Archive[7]. Qisetna was established to help safeguard and preserve the "cultural and oral heritage of communities by conflict and displacement, one story at a time." (Qisetna, 2022).

[7] Further details on the Qisetna Archive are available on the Living Refugee Archive at https://www.livingrefugeearchive.org/projects/qisetna-archive/

The importance of community networks and support is also highlighted in the work of Maura Sellars and Scott Imig, whose article discusses the findings of a research study involving school leaders in five western host countries including Australia, England, New Zealand, Northern Ireland and the United States who have instigated programmes for supporting refugee children and families supporting wellbeing and belonging.

Sellars and Imig highlight the challenges of school leaders in becoming adept at navigating the web of external support resources available, especially in terms of how to deal with issues of racism, exclusion and discrimination. The challenges described in the article are not only limited to schools and were a key driver behind the creation of the Refugee Mental Health and Wellbeing Portal at the University of East London, led by Tribe and Farsimadan, and colleagues from the UEL School of Psychology in collaboration with the Living Refugee Archive. The Portal was established with the following aim:

"The Mental Health and Wellbeing Portal for Refugees & Asylum Seekers has been created to be utilised as a first stop resource to enable mental health and social care professionals, community organisations, statutory, international and national third sector organisations and refugees and asylum seekers themselves, to easily access the wealth of information and resources, and practical tools many of which are not accessible in one place." (Tribe and Farsimadan, 2023). The Portal can be accessed freely here[8]

The article by McBrien reports on a small-scale case study exploring the challenges faced by volunteers at a refugee camp in Greece and the impact of how an under-developed training programme can negatively impact on the morale of volunteers. McBrien discusses the dangers of volunteer tourism within the humanitarian assistance setting whilst also highlighting the theme of lack of a shared language as an important aspect of her case study within the refugee camp setting in Greece. This can be seen both in terms of the need to support volunteers to engage camp residents in languages other than English alongside how to support camp residents with language education and engagement.

Parameswaran highlights the creation and operation of the 24-hour Tamil Helpline, established during the Covid-19 pandemic to help support the wellbeing needs of the Tamil Community in England. The

[8] The UEL Mental Health and Wellbeing Portal for Refugees and Asylum Seekers available online at https://uel.ac.uk/our-research/research-school-psychology/refugee-mental-health-wellbeing-portal

creation of the Tamil Helpline helped reflect on the importance of information sharing, education and mutual support and their role in promoting resilience within the community during the Covid pandemic.

In the final article, Quintero reflects on her experiences with Newham Poetry Group and the importance of poetry in helping to build community perspective. Quintero also relates to the theme of language and how language represents a fundamental part of culture and how this enables or excludes new arrivals in being able to preserve their existing culture and to feel welcome in the new and be able to have their voices heard.

As Quintero herself explains,

"In a society that is constantly changing, new intersections are created, and old paradigms must be challenged." (Quintero, 2023).

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