

UNESCO RILA
SPRING SCHOOL 2023

THE ARTS OF
INTEGRATING

**CULTURE
CEILIDH**



TUE-THU **09-11 MAY 23** IN PERSON

TUE-THU **16-18 MAY 23** ONLINE

PROGRAMME

[BIT.LY/RILASPRING23](https://bit.ly/rilaspring23)

A h-uile duine dannsa

*A h-uile duine dannsa
A h-uile duine seinn
A h-uile duine na teine
Gheabhear a h-uile duine*

It's the month of fire and feet
Of open air and all together
Of all as one and all as fire
Of fire and feet

*A h-uile duine dannsa
A h-uile duine seinn
A h-uile duine na teine
Gheabhear a h-uile duine*

It's a time to talk
and a time to open
all the ways of the world
to the ways of the fires

*A h-uile duine dannsa
A h-uile duine seinn
A h-uile duine na teine
Gheabhear a h-uile duine*

It's time for singing and a time
For dancing
For kindling the stories
And storing the fires.

*A h-uile duine dannsa
A h-uile duine seinn
A h-uile duine na teine
Gheabhear a h-uile duine*

So join us in the laughter
And join us at the fire
And join us with a story
And join us til you tire.

*A h-uile duine dannsa
A h-uile duine seinn
A h-uile duine na teine
Gheabhear a h-uile duine*



by Alison Phipps

We present to you a collection of workshops/presentation/performances/creative interventions for the UNESCO RILA Spring School 2023 which connect with the theme of “culture ceilidh”.

This year the Spring School focuses on culture as a binding factor in society. For 2023, we present to you a series of sessions which explore meeting, greeting, sharing, and other cultural practices that are centred around communal experiences.

*Universal Declaration of Human Rights
Article 27*

Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

“The right to take part in cultural life guarantees the right of everyone to access, participate in and enjoy culture, cultural heritage and cultural expressions. A human-centred approach to development based on mutual respect and open dialogue among cultures is key to safeguarding heritage, strengthening creative industries, and encouraging cultural pluralism. The full realization of this right depends on concrete steps for the conservation, development, and diffusion of culture.”

Source: <https://en.unesco.org/human-rights/cultural-life> (02/11/2022)

Sub-topics

This year, the sessions touch on:

- 1 parallels of ‘ceilidh’ in other cultures
- 2 examples by community groups/organisations where culture is part of the integration methodology: what are the difficulties and best practices?
- 3 researching “culture” and issues such as quantifying qualitative data, cultural representation etc.
- 4 making space for cultural differences within society, while also acknowledging the need to preserve the culture of the host community
- 5 culture loss, destruction and emergence of new culture



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IN PERSON PROGRAMME

Tuesday 9 May 2023



9:00am
Doors open, teas and coffees



9:15am
Word of welcome by the UNESCO RILA team



KEYNOTE 9:30-10:30am
Drawing time: A journey by Arafa & The Dirars (p13)
By Janet Archer (Edinburgh Printmakers) and Arafa and the Dirars (In From The Margins)



10:30-10:45am
Teas, coffees and biscuits



10:45am-12:15pm
Creating culture: zine-making as a means of retelling individual, social and cultural stories (p57)
By Dr Emmaleena Käkelä (University of Strathclyde) and Marzanna Antoniak (Migrant Voice)

10:45am-12:15pm
Data is Art (p59)

By Dr Hyab Yohannes, Tawona Ganyamatopé Sitholé and Prof Alison Phipps (UNESCO RILA team)



12:15-1:15pm
Lunch by MILK Café



PANEL 1:15-2:00pm
The Power of Song for Resilience Building after Disaster (p55)
By Emily-Marie Pacheco, Martha Lomeli-Rodriguez, Elinor Parrott, Andrea Bernardino and Hélène Joffe (all University College London)

PANEL 1:15-2:00pm
Lessons from the Cèilidh House: Concepts for Contemporary Community Arts Work (p53)
By Rhona Dougall (NicDhùghaill) (independent community arts worker and producer)



Death of the nine-night (p54)
By Dr Predencia Dixon (independent artist)

Fostering a multicultural community of library users in Athens, Greece (p52)
By Emma Raibaut (We Need Books)





2:00-2:15pm
Teas, coffees and biscuits



2:15-3:00pm
Tea: A Cup of Heritage (p50)
By Hsiao-Chiang "Hope" Wang, Pinar Aksu, Qian-Yao "Claire" Shen (all University of Glasgow) and Yen-Ting "Lupin" Lin (Glasgow Science Centre)

2:15-3:00pm
**Tuning as Communication:
 Listening Interaction and
 Adjusting Tones and Other
 Codes (p49)**
*By Dr Gameli Tordzro
 (UNESCO RILA team)*



3:00-3:15pm
Coffees, teas and biscuits



KEYNOTE 3:15-4:15pm
The Shifting Goalposts of Becoming, Belonging and "Integrating" in a Newly Found Home: Personal Reflections of an Integree (p15)
By Dr Daniel Mekonnen



4:15-4:30pm
**Keynote poet: S'phongo (p23)
 + closing remarks**



4:30-5:15pm
Soup



5:15-7:15pm
CEILIDH! (p48)
By the Glasgow University Trad band

Wednesday 10 May 2023



9:00am
Doors open, teas and coffees



9:15am
Word of welcome by the UNESCO RILA team



KEYNOTE 9:30-10:30am
Growing Together: Reclaiming our lost commons (p16)
By Avril Bellinger and Deirdre Ford (START)



10:30-10:45am
Teas, coffees and biscuits



10:45am-12:15pm
Re-assembling - an alternative to integration by understanding communities (p46)
By Dr Azadeh Fatehrad (Kingston University), Dr Davide Natalini (Anglia Ruskin University) and Dr Cristina Douglas (University of Aberdeen)

10:45am-12:15pm
Ngano led by Tawona Ganyamatopé Sitholé (p45)
By Tawona Ganyamatopé Sitholé (UNESCO RILA team)



12:15-1:15pm
Lunch by MILK Café



1:15-1:30pm
New Syria (p43)
By Seif Eddine Jlassi (Fanni Raghman Anni)

1:15-1:30pm
Invisible aesthetics: non-object, post-studio art practices and the post-contemporary (p42)
By Dr Daniel Connell (independent artist)



1:30-1:45pm
Breaking out of the echo chamber: engaging with Edinburgh's World Heritage Site management plan (p41)
By Gaby Laing (Edinburgh World Heritage)

1:30-1:45pm
Txalaparta - Dialogue, invitation, celebration (p44)
By Nerea Bello Sagarzazu (independent artist & University of Glasgow)



1:45-2:00pm
Teas, coffees and biscuits



2:00-3:30pm

**When words are not enough:
Learning literacies of the
pluriverse (p39)**

*By Prof Mia Perry, Dr Lisa Bradley,
Marcela Ramos (all University of
Glasgow) and Mindy (Amanda)
Ptolemy (Glasgow Caledonian
University)*

2:00-3:30pm

**Creating Welcome through
Community and Culture (p37)**

*By Ashley Beckett and Gün Orgun
(City of Sanctuary UK)*



3:30-3:45pm

Coffees, teas and biscuits



KEYNOTE 3:45-4:45pm

Bearing Witness is the Beginning (p21)

By Mariem Omari (Bijli Productions)



4:45-5:00pm

**Keynote poet: Chantelle Warner (p23)
+ closing remarks**

Thursday 11 May 2023



9:00am

Doors open, teas and coffees



9:15am

Word of welcome by the UNESCO RILA team



KEYNOTE 9:30-10:30am

artasfoundation - Artistic Collaboration in Conflict Mediation (p17)

By Olivia Jaques and Shoghakat Mlké-Galstyan (artasfoundation)



10:30-10:45am

Teas, coffees and biscuits



10:45-11:30am

Practices of wellness, self-confidence, and magic (p36)

By Brittnee Leysen (UNESCO RILA team)

10:45-11:30am

Growing integration: an informative discussion session on the The New Scots Refugee Integration Strategy report from the UNESCO RILA team (p35)

By Dr Esa Aldegheri (UNESCO RILA team)



11:30-11:45am

Teas, coffees and biscuits



PECHA KUCHA 11:45am-12:15pm
Multilingual Making through Poetry (34)

By Assoc Prof Chantelle Warner (University of Arizona)

PECHA KUCHA 11:45am-12:15pm
The Pragmatic Value of Keeping the Sabbath on Lewis and Harris (p32)

By Eilidh Harris (University of Glasgow)



PECHA KUCHA 11:45am-12:15pm
Somali refugee girls visualizing integration in urban primary schools in Kampala: Representations, contradictions, oppositions (p33)

By Manya Oriel Kagan (Ben Gurion University in the Negev)

PECHA KUCHA 11:45am-12:15pm
White Water Writers: A novel way to learn more about young people's views of difference and diversity (p30)

By Dr Yvonne Skipper and Daniel Boatwright (White Water Writers), presented by Dr Emily-Marie Pacheco (University of Glasgow)



12:15-1:15pm

Lunch by Refuweege



DROP-IN 1:15-3:30pm
Crafts for Dark Times - A bookbinding workshop (p26)
 By Dr Sarah Stewart (*Friends of Scottish Settlers*) and Erdem Avşar (*University of Glasgow*)



DROP-IN 1:15-3:30pm
Migrant Voice's Multicultural Ceilidh (p27)
 By Marzanna Antoniak (*Migrant Voice*) and members of the Migrant Voice community



3:30-3:45pm
Coffees, teas and biscuits



KEYNOTE 3:45-4:45pm
A Permaculture Ceilidh: Designing Restorative Sanctuaries (p19)
 By Prof Alison Phipps (*UNESCO RILA team*)



4:45-5:00pm
Keynote poet: Anita Govan (p24)
 + closing remarks

DROP-IN 1:15-3:30pm
Coffee Ceilidh (p28)
 By Dr Hyab Yohannes and Prof Alison Phipps (*both UNESCO RILA team*)



DROP-IN 1:15-3:30pm
Paper quilt ceilidh (p73)
 By Dr Lisa Bradley (*University of Glasgow*) and Mindy Ptolemey (*Glasgow Caledonian University*)



ONLINE PROGRAMME

Tuesday 16 May - 9:00-10:00 am



How we name what we name (p72)

By Brittnee Leysen (UNESCO RILA team) and Shanara Wallace (teacher and cultural advisor)



Learning to 'Belong': Reinterpreting culture through a migrant integration programme (p70)

By Kirstin Sonne (University of Malta)

Tuesday 16 May - 5:00-6:00 pm



Exploring language, migration and identity using podcasts: A listening and discussion session (p69)

By Dr Sadie Durkacs Ryan (Accentricity podcast)

Wednesday 17 May - 9:00-10:00 am



Who Are We Now? A Cultural Reimagining of People, Place & Purpose (p68)

By Nadine Malcolm (Due North Studio) and Lee McNeish (University of Edinburgh)

Wednesday 17 May - 5:00-6:00 pm



Exploring creative, cross-cultural research collaborations: A case study of an humanitarian healthcare clinic in Lebanon (p66)

By Nader Tabri (independent Lebanese artist), Molly Gilmour (University of Glasgow) and Fátima Fouad (independent Lebanese interpreter)



Music Fighting labor exploitation! The case of Orchestra dei Braccianti (p65)

By Isabella Corvino (Perugia University)

Wednesday 17 May - 6:30 pm



LIVE watch party + post screening Q&A of 'Little Palestine' (p76)
By GRAMNet

Thursday 18 May - 9:00-11:00 am



Third Culture Dialoguing (p64)
By Dr Laura Cariola (University of Edinburgh) and Dr Deirdre MacKenna (Cultural Documents)

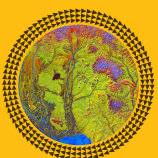


Arts-based, healing-focused approaches to language in resettlement: Co-creating places of hope (p63)
By Dr Rachel Burke (University of Newcastle, Australia)



The Merry Dancers - Creative responses to the night (p62)
By Gabrielle Barnby (independent artist)

Thursday 18 May - 5:00-6:15 pm



Education for Sustainable Futures in Adult, Community, and Youth Contexts: A distance programme offering (p60)
By Prof Mia Perry, Dr Lisa Bradley, Dr Sadie Durkacz Ryan, Dr Giovanna Fassetta and Dr Elizabeth L. Nelson (all University of Glasgow)



Short closing ceremony
By Prof Alison Phipps (UNESCO RILA team)

KEYNOTE SPEAKERS

Drawing time: A journey by Arafa & The Dirars

Janet Archer (Edinburgh Printmakers) and Arafa and the Dirars (In From The Margins)

Tuesday 9 May 9:30-10:30am - Atrium

This keynote is a telling of the story of Arafa and The Dirars, the story of their journey of seeking safety and breaking barriers. The story will follow the journey of the time they fled from Sudan, then Libya, through a refugee camp and eventually arriving in the UK.



Work by Arafa and The Dirars

Arafa and the Dirars are an artists' collective based in Hull. Born in West Sudan, the Dirars family was resettled as refugees in the UK in 2015 through the UN Gateway Protection Programme. Having fled the war in Libya, they spent four years in a refugee camp in Egypt. They used the time waiting for a decision on their future to develop their skills in drawing, painting, and poetry. Today, they use their art to reflect on their journey, share their story with others, and draw attention to the ongoing plight of millions of people fleeing war and persecution. Their art focuses generally on the devastating effects of war and specifically on the stories of refugees, asylum seekers, and people who seek sanctuary.

Janet Archer is the CEO of Edinburgh Printmakers. Edinburgh Printmakers is a creative hub for printmaking and the visual arts in the Fountainbridge area of Edinburgh. Prior to joining Edinburgh Printmakers, Janet held the role of Executive Producer for The New Real at Edinburgh Innovations, and Director of Festival, Cultural and City Events at the University of Edinburgh. In 2013, Janet was appointed as the CEO of Creative Scotland.



Arafa and The Dirars, photo by Lee Karen Stow



Work by Arafa and The Dirars at the opening of In From The Margins at Edinburgh Printmakers, April 2023

The Shifting Goalposts of Becoming, Belonging and “Integrating” in a Newly Found Home: Personal Reflections of an Integree

By Dr Daniel Mekonnen

Tuesday 9 May 3:15-4:15pm

Integration of forced migrants has become one of the “highly toxic issues of public discourse” in Europe (Schinkel 2018). Much of the discussion in this regard is shaped and articulated by experts (researchers, policy makers, etc.) of host countries, with little to no contribution by forced migrants themselves, those who straddle within consecutive and/or overlapping stages of becoming, belonging and “integrating”: first, as asylum seekers, then as refugees, and eventually (if ever possible) as “full-rights bearing” citizens. Somewhere in between these processes or stages of becoming, there is what is described here as “the integree,” a term denoting “the being” of an individual person, who is in a perennial, never to be completed, process of becoming, belonging and “integrating” in which context she/he finds herself/himself trapped between unfulfilled dreams and recurrently deferred aspirations, so to speak shifting goalposts. What lessons are to be learned from the personal experience and struggle of integrees and how should this shape our common understanding of migrant integration? How should “the precarious status of the exceptionalised ‘Other’ [the integree] and its representation in modern political life” inform policy and practice in the field of migrant integration (Yohannes 2020). What should be the specific role of newly emerging concepts or assertions, such as “a standpoint epistemology of forced displacement” and “restorative integration,” critical ways of thinking promoted by scholars coming with a lived experience of forced displacement (Yohannes 2021; Bahram 2021; Mekonnen 2021), in our continued engagement in integration related debates? To what extent are European processes of integration informed by the viewpoints of integrees themselves? The author reflects on these questions based on his own personal background as an integree.



Dr Daniel Mekonnen

Dr Daniel Mekonnen is a Geneva-based Independent Consultant for international human rights law and international refugee law. You can reach him on daniel@danielmekonnen.com.

Growing Together: Reclaiming our lost commons

By Avril Bellinger and Deirdre Ford (START)

Wednesday 10 May 9:30-10:30am

This experiential session draws on our experience of working with refugees and students in Plymouth through the Students and Refugees Together (START) initiative. Both these groups of people are in transition and are potentially high contributors to the communities in which they eventually settle. We will explore ways of developing relationships that contribute to a future-focused culture of possibility, connection, reciprocity and hope.

Avril Bellinger, Honorary Associate Professor in Social Work, University of Plymouth UK, is an academic activist, international volunteer, founder of Students and Refugees Together (START), co-author of *The Strengths Approach in Practice: How It Changes Lives*, grandmother and allotmenteer.

Deirdre Ford is a registered social worker, associate of Research in Practice, trustee of Students and Refugees Together (START) and co-author of *The Strengths Approach in Practice: How It Changes Lives*.



Avril Bellinger



Deirdre Ford

artasfoundation – Artistic Collaboration in Conflict Mediation

By Olivia Jaques and Shoghakat Mlké-Galstyan (artasfoundation)

Thursday 11 May 9:30-10:30am

Olivia Jaques and Shoghakat Mlké-Galstyan will invite participants to get to know the Armenian dance “Ejmiatsin” before introducing artasfoundation and sharing some insights into their way of thinking and working.

In the pagan period of Armenia, each dance was symbolising a specific process: greeting, sorrowing, happiness, empowering, and paying tribute. Later, after the introduction of Christianity, Christian values were added to the dances. Thus, the dance which originally was paying tribute to the sun now symbolises unity and the concept of One. The dance “Ejmiatsin” is a circle dance about unity and new beginnings. No matter how dark the night, in the morning you greet the sun in gratitude for the new beginning that brings new opportunities.

“Ejmiatsin” was also in the center of a recent project artasfoundation conducted together with local artists in the border regions of Armenia. This project tried to bring together elements of traditional Armenian dance and Western contemporary dance and invited 26 young people to a series of workshops. Olivia and Shoghakat will present the challenges of this project, which can exemplify the perspective of artasfoundation on the potential and limitations of art in conflict transformation.



Cultural Education, Zurich, 2022; Photo: U.Bachman

Art offers a specific way of relating to the world. Creating a space beyond everyday concerns, art invites us to let go of utilitarian calculations, perceive the seemingly familiar with greater subtlety, and abandon familiar categorisations. Accordingly, it creates new perspectives for conflict transformation. Sharing artistic creations stimulates discussions and exchanges of opinions between people with different (world)views.



Chambarak, 2018, Photo: Olivia Jaques; Art Work: Seylan Elbas

artasfoundation, the Zurich-based foundation for art in conflict regions, initiates its own art projects for and with people in crisis regions and elsewhere, accompanies their realisation and studies how providing room for art can promote conflict mediation and peace-building. All ventures of artasfoundation are based on the idea of mutual learning.



Olivia (left) and Shoghakat (right)



Wishing Wishes (Part III), Armenia, 2022, Photo: Kilian Haselbeck

Olivia Jaques, b. 1986 in Linz (Austria), is a Vienna-based artist and cultural worker, active in the fields of art, art studies and artistic research. As her work spins around the relational and the performative, most of her work is created in artistic collaborations and art collectives. Since 2017 she is running and is part of the artist-duo Performatorium – a laboratory for practice-oriented research of and through performative means. In 2014 - 2020 she taught at the Zürich University of the Arts. Since 2016 she has been associated with artasfoundation. In 2020 she moved back to Vienna, where she has been involved in artistic research projects ever since.

Shoghakat Mké-Galstyan, b. in 1988 in Yerevan (Armenia), is active as an actress, dancer, arts manager and arts organiser. Her main passion is contemporary performing arts. In 2003, she co-founded Mihr Theatre and continues to perform as a soloist. She has been the manager of the Tiezerk Band since 2015 and a lecturer at the Yerevan State Institute of Theatre and Cinematography since 2012. She was the executive director of the HIGH FEST International Performing Arts Festival 2012–2021. She was awarded the Golden Medal of the RA Ministry of Culture (2016). She completed the CAS Arts and International Cooperation at the Zürich University of the Arts (2018) and has been working for artasfoundation as a programme manager in Armenia since 2018.

A Permaculture Ceilidh: Designing Restorative Sanctuaries

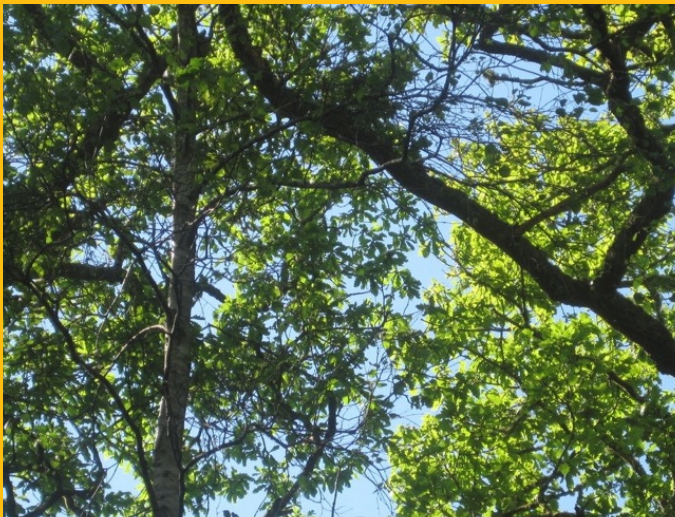
By Prof Alison Phipps (UNESCO RILA team)

Thursday 11 May 3:45-4:45pm

*"O body swayed to music, O brightening glance
How can we know the dancer from the dance?"
(W.B. Yeats)*

There is a longing in the work of this day and the Spring School, for a world where the danger and fragility, the hostility and impending doom of environmental collapse gives way to the power of hope.

Hope, as the poet says, 'is a thing with feathers'



And over the pond
in its first season
a family of coal tits
Fledged

as I rocked back and forth
under the apple blossom
and the rambling rose
edged into bloom.

It is from these roses, edging in bloom, that the work of sanctuary making and managing might be understood anew.

In this annual UNESCO RILA lecture, Alison will take you into the philosophies, principles and practices of permaculture design which have come to inform her work. She will introduce permaculture and the place-based sites of re-indigenising which are at the heart of the vision of integration she proposes. Through this presentation of the possibilities of permaculture as a ceilidh of all creatures – human and more than human – of the tangible and intangible, of the sociable and intercultural she will break the fourth wall between scholarship and life; and 'dehyphenate' work-life balance' (worklife; ikigai; mahi) in a bid to show how educating and designing for more permanent and sustaining forms of being and practice can centre the ordinary, over the extraordinary, the possible over the impossible, the creative over the necropolitical and work from histories of war and colonality towards something tangible which responds to the poet's question: 'how can we know the dancer from the dance?'

Expect intimacy, poetry, war and peace and things with feathers that sing.



Alison Phipps holds the UNESCO Chair in Refugee Integration through Languages and the Arts and is Professor of Languages and Intercultural Studies at the University of Glasgow. She was PI of AHRC Large Grant 'Researching Multilingually at the Borders of Language, the body, law and the state' (2014-2017). She Co-Directs the GCRF £20M South-South Migration Hub, MIDEQ and is PI of AHRC £2M Cultures for Sustainable and Inclusive Peace Network Plus (2020-2023). She regularly advises public, governmental and third sector bodies on migration, arts and languages policy, and Chairs the Scottish Governments New Scots Committee. She is an academic, activist and published poet.

Bearing Witness is the Beginning

By Mariem Omari (Bijli Productions)



Wednesday 10 May 3:45-4:45pm

When we are fully present, and witness to another's story, there is a connection that is created; an awareness and understanding that reveals the emotional truth of what they are trying to convey. What is the emotional truth? It is not always necessarily 'the facts'. The act of listening or watching others share their experiences can be the first steps towards empathy - a deep profound empathy that resonates with our soul. When we are truly seen by another, we can open, and when we can open, we often realise our cultures and experiences are more similar than they are different.

In this session we will explore our experience of being witnessed and bearing witness, and discuss what impact it has on us as an individual, and collectively. Some questions we will also ponder are, in this world we now live in, have many of us stopped bearing witness? And if we have, what has replaced it? And how has this impacted on our understanding of each other and our respective cultures?



Mariem Omari

Acclaimed writer, **Mariem Omari's** scripts are political, sensitive and compelling. From suicide to honour killings, she fearlessly addresses taboos, attracting a wide cross section of audiences to her productions. Her first play, '*If I Had A Girl...*', sold-out in Scotland in 2016, and toured nationally in 2017. She was one of the National Theatre of Scotland's Starter for 10, selected for, '*One Mississippi*', which showcased at the Scottish Mental Health Arts Festival, and toured nationally in 2022. She was commissioned by BBC Scotland to create '*Breaking Point*' - a series of monologues for BBC digital platforms. In 2022/23 she was part of the Independent Film Trust/Sony Pictures Creative Corridor.



KEYNOTE POETS

Just like last year, we have three phenomenal keynote poets for you, whose task is to listen to everything that happens at the Spring School and then write a poem about that. These poems will be presented at the end of each day on 9-11 May. Let us present them to you:

S'phongo

Hailing from the majestic Matopo Mountains in Zimbabwe, **S'phongo** is a talented wellness storyteller who expresses his thoughts on mental health, politics, social life, existence, and personal growth through the power of poetry. With a passion for spoken word, S'phongo has won six international slam championships and has performed in various countries such as Italy, France, Belgium, Zambia, Ivory Coast, and beyond. In 2022, S'phongo released his first chapbook titled TRIALS, which was published by Ubuntu Afro Publishers and launched in Cesena, Italy, to critical acclaim. In addition to his literary pursuits, S'phongo also serves as the Operations Director of VAfrica, a youth media organization based in Freetown. When he's not crafting metaphors or weaving lyrical lines, S'phongo can be found sharing his love for South African House music as one of the most sought-after DJs in Freetown. Whether he's on stage or behind the turntables, S'phongo's artistic endeavors are a reflection of his deep passion for creative expression and social impact.



S'phongo

Chantelle Warner



Chantelle Warner

Chantelle Warner is a scholar of applied linguistics and second language teaching and learning, whose research focuses on the affective and aesthetic dimensions of language and intercultural learning. Her work as a public poet has thus far been limited to efforts as part of the AHRC-funded project Researching Multilingually at the Borders of Language, the Body, Law and the State, led by Alison Phipps; however, she is an avid reader and analyser of the lyrical endeavors of others—mostly notably the students in the German language program she directs, whose ways with words continually astound her.

Anita Govan

Anita Govan is former Stirling Makar, teaching artist, published poet, and producer, passionate about the 'science of poetry'. She has pioneered spoken word and poetry, innovating, and implementing participatory practice, in challenged communities and schools throughout Scotland. Co-founding the Scottish Youth Poetry Slam and working with organizations such as the Wellcome Trust (London), Stirling University Educational Dept and recently Amnesty International. She was commissioned for Commonwealth Games (2012) Poet-in-Residence for ITAC 3 (International Teaching Artist Conference) and currently held on the Scottish Book Trust Live Literature scheme. She is also co-founder of Camena, a boutique business company, using poetry in business.



Anita Govan

CONTRIBUTORS

This year we have a phenomenal group of contributors from all over the world. Over the next 40+ pages, you will find their abstracts and biographies, to give you an idea of what to expect from each session. They are arranged as follows: first all the in-person contributors, from last on the programme to first, then all the online contributors, again from last to first.

As well as this great group of people, we also have the UNESCO RILA team present. Here is a quick who is who:



Prof Alison Phipps
Holder of the UNESCO Chair in
Refugee Integration through
Languages and the Arts



Brittnee Leysen
Administrator



Dr Hyab Yohannes
Academic Coordinator for CUSP N+



Dr Gameli Tordzro
Artist in Residence and Researcher



Dr Esa Aldegheri
Research Associate



Dr Dan Fisher
Research Associate



Tawona Ganyamatopé Sitholé
Artist in Residence and Researcher



Jen McArthur
Project Manager



Dr Sadie Durkacz Ryan
Lecturer in Languages and
Intercultural Studies



Bella Hoogeveen
Arts Coordinator



Naa Densua Tordzro
Research Associate



Nuts
Project Mascot

Crafts for Dark Times - A bookbinding workshop

By Dr Sarah Stewart (*Friends of Scottish Settlers*) and Erdem Avşar (*University of Glasgow*)

Thursday 11 May 1:15-3:30pm

'What do you do when your world starts to fall apart?'

In *The Mushroom at the End of the World*, Anna Tsing asks this question to explain how the mentality of the mushroom forager encourages 'collaborative survival in precarious times': 'the uncontrolled lives of mushrooms are a gift - and a guide - when the controlled world we thought we had fails' (2). Bookbinding with scraps is a kind of foraging, too, and something that both Erdem and Sarah have found sustaining and joyful in dark times. Central to this sustenance is being alive to and gathering up what is around us, what we have found and saved, and what we have been given. We bring these beautiful and meaningful fragments together into bound books that become wee cultural and interpersonal collaborations. Our books are places for new work to emerge, inspired and infused with the memories we carry that come out in unexpected blazes of brightness and colour, story and song that light our way through the pages.



In this workshop, you will learn how to put together a mini sketch/notebook with found, scrap, and recycled materials. We'll use old tablecloths, offcuts, bits of colourful thread, and sketching paper made from recycled coffee cups to conjure up a pocket journal that you can take with you wherever you wander. We will add decorative pages throughout our books, so feel free to bring your own scrap materials from home, though we will have plenty on the day for you to use. This

bookbinding session, which involves cutting paper and very basic sewing, is adaptable to many ages and abilities. No previous knowledge of bookbinding or sewing required. You'll take away a beautiful wee 8x11cm book for writing, sketching or watercolour.

Erdem Avşar writes and translates plays and poems. His plays have been shown in Scotland and Italy. His poetry has recently appeared in *The Book of Bad Betties* and *Lune Journal*. He is the 2019 recipient of the Kevin Elyot Award. He is an affiliate artist at UNESCO RILA. He is also a PhD researcher at the University of Glasgow working on an interdisciplinary project that explores the queer politics of contemporary theatre-making in Turkey. He is from Istanbul, currently based in Glasgow.

Dr Sarah Stewart is a knitter, forager, gardener, researcher, writer, jam-maker, and bookbinder. Originally from Aotearoa New Zealand, she now makes her home in Scotland and helps run FOSS (*Friends of Scottish Settlers*), a befriending charity for newcomers to Falkirk. Bookbinding with found materials is one way she bridges distance between herself and people and places she is fond of, collecting reminders of them and making something new.

Migrant Voice's Multicultural Ceilidh

By Marzanna Antoniak (*Migrant Voice*) and members of the *Migrant Voice* community

Thursday 11 May 1:15-3:30pm

Migrant Voice invite you to their multicultural ceilidh, where you will learn dances from different cultures, converged in Glasgow. Expect to hear music from around the world, including Scottish, Kurdish, Persian, Ukrainian, Indian, Nigerian & Polish tunes. Most of the dances will be called and showcased, so this workshop is perfect for those new to dancing or for those looking to expand their repertoire of moves. There will also be a chance to improvise to some of the tunes alongside other participants.

Do you have a song and dance you would like to share? Feel free to email it to us in advance and we will add it to the playlist: unesco-rila@glasgow.ac.uk



Dancers at a multicultural ceilidh in Glasgow

Marzanna Antoniak is a culture animator, community development worker, language teacher and trainer in effective communication when there is a language barrier. She made Scotland her home in 2008. She can communicate in several languages and has coordinated language festivals in Glasgow. As the cofounder of the Cosmopolis Creative Group, she has programmed cross-cultural festivals and events across Glasgow and beyond, including the multilingual Verse Universe performances of world poetry and song, and workshops and celebrations based on Slavic folk traditions. She is currently the Glasgow Network Coordinator at Migrant Voice.

Coffee Ceilidh

By Dr Hyab Yohannes and Prof Alison Phipps (both UNESCO RILA team)

Thursday 11 May 1:15-3:30pm

In many cultures a coffee ceremony is an integral part of day-to-day life. It is a thread that binds together people, culture, and nature. During coffee ceremonies in Eritrea and Ethiopia, people talk about socio-political events, tell stories, dance, perform and celebrate the gifts of nature, such as rivers, arable lands, mountains, etc. As a space, the coffee ceremony creates the conditions of possibility for the “unsaid” to be “said” and unknowable (e.g., taboos) to be revealed. Most importantly, the joy of celebrating coffee together has a healing effect. The coffee ceremony is a sensory experience of taste, smells, textures, sounds and sights, affecting the whole person, body and soul and taking a long time.

In this long drop-in session, we will facilitate traditional Eritrean/Ethiopian coffee ceremony with some music and storytelling. We will wear the traditional dress and transport you with sounds and music into a coffee ceremony.



Alison making Eritrean coffee

We would like you to bring one item or to think of a song that has a cultural significance to you or your community. We will then gather all the items and play the songs during the coffee celebration to discuss the “archives” and “memories” the items and songs carry and understand the intercultural and inter-epistemic points of connection between them. Reflecting with Achille Mbembe on the world as archive, and Verne Harris’s deconstruction of the archive we will open up the archives of coffee beans, incense, cloth, song, pots and stories and invite you to touch, taste and see.

We invite you to come and go, sit for a while, and move into other workshops, or rest and stay for the full session.

Hyab Yohannes is an early career academic with a PhD in *The Realities of Eritrean Refugees in a Carceral Age* from the University of Glasgow where he currently works as an academic coordinator for CUSP N+. He is experienced in undertaking fieldwork, interviews, critical evaluation and interpretation, and computer-based data analysis and evaluation; capability to continually update skills and translate knowledge across various areas into research activity; and a strong drive to conduct research with specialism in inclusive cultures of peace, decolonial knowledge production, and forced migration. Hyab is also a member of the RSE Young Academy of Scotland. At the international level, Hyab has been appointed as a member of the International Survivors of Trafficking Advisory Council, assisting the work of the Office for Democratic Institutions and Human Rights in combatting human trafficking. In addition, Hyab is involved in several management and leadership roles involving monitoring organizational activities.

Alison Phipps holds the UNESCO Chair in Refugee Integration through Languages and the Arts and is Professor of Languages and Intercultural Studies at the University of Glasgow. She was PI of AHRC Large Grant 'Researching Multilingually at the Borders of Language, the body, law and the state' (2014-2017). She Co-Directs the GCRF £20M South-South Migration Hub, MIDEQ and is PI of AHRC £2M Cultures for Sustainable and Inclusive Peace Network Plus (2020-2023). She regularly advises public, governmental and third sector bodies on migration, arts and languages policy, and Chairs the Scottish Governments New Scots Committee. She is an academic, activist and published poet.

White Water Writers: A novel way to learn more about young people's views of difference and diversity

By Dr Yvonne Skipper and Daniel Boatwright (*White Water Writers*),
presented by Dr Emily-Marie Pacheco (*University of Glasgow*)

Thursday 11 May 11:45am-12:15pm

We have developed the White Water Writers (WWW) initiative, which gives groups of people the opportunity to collaboratively, plan, write and publish their own full-length novel in just one week. Groups of up to 10 people work together to plot the story of their novel, design characters, collaboratively write all the text of the novel, proofread it and publish it. The authors receive professionally printed copies of their novel and the books are put for sale online. The project is based on research evidence about how people learn best. Our research shows that it enhances literacy, aspiration, soft skills and creates a more positive self-concept.



Proud WWW participants

The project is also an innovative research method, allowing us to explore people's views of important issues. We know that producing characters is a key element of this project as each author creates a character and oversees their journey through the novel. This allows people to design characters which share some similarities to them, but which are also different in key ways. This allows them to explore their own identities and values through the safe space of fiction.

We have recently received funding from the Scottish Libraries Improvement Fund to create 10 novels in schools across Glasgow. As part of this, we will be inviting our writers to create characters who are different from them in some way and novels which explore diversity, difference, prejudice and integration. These novels will be produced from March so by the time of the conference we will have quantitative and qualitative data from the writers, exploring development of their empathy and understanding of others. We will also have produced novels and will thematically analyse the novels to explore how young people understand these topics.

Dr Yvonne Skipper is a Senior Lecturer in Psychology based in the School of Education at the University of Glasgow. Her research uses co-creation, working with partner organisations to find 'solutions' to real world educational problems. She is particularly interested in how we can inspire learners to believe they can achieve. Dr Skipper was a Finalist in the UK Psychology Teacher of the Year and is a Senior Fellow of the Higher Education Academy. She is a founder of the White Water Writers programme which gives groups of people the opportunity to collaboratively write and publish a novel in just one week.

Daniel Boatwright is a PhD student at the University of Birmingham. He is currently conducting a process evaluation of the Active, Connected, Engaged (ACE) programme, a peer led active aging programme to prevent physical decline in older adults. Daniel is an experienced White Water Writers Facilitator and has run camps in Schools, Prisons and Internationally. He also helped adapt the process for online delivery during the Covid-19 pandemic.

Emily-Marie Pacheco is a Social Psychologist interested in utilising research as a catalyst for positive social change. Her areas of interest include eudemonic wellbeing (feeling as though one is living a fully enriched life), resilience, identity and social integration. Pacheco achieved her Ph.D. in Psychology from the University of Glasgow based on research exploring the lived experiences of UK-based international students from conflict zones. Pacheco then completed her Postdoctoral Research Fellowship at UCL, involved in research that engaged with school communities to co-create arts-based interventions for fostering psychosocial resilience and positive recovery from natural hazard experiences for children and their communities in Palu, Indonesia. Pacheco is now a Teaching Fellow in Clinical Psychology at the University of Edinburgh, and remains closely connected with UCL and University of Glasgow regarding teaching and research in psychology.

The Pragmatic Value of Keeping the Sabbath on Lewis and Harris

By Eilidh Harris (University of Glasgow)

Thursday 11 May 11:45am-12:15pm

The insular communities of Lewis and Harris still observe Sundays as a day of rest with many businesses either closed or operating on reduced opening hours. The observance of Sunday as a day of rest is an example of a cultural performance that has pragmatic value to a community. In recent years, public transport such as flights and ferries began offering limited Sunday services. Introduction of these public transport services were met with protest from religious groups but it can be argued that observing Sunday as a day of rest is not a purely religious observance and has pragmatic value for all.



Callanish Stones

This cultural practice makes Lewis and Harris distinct from the mainland of the UK where Sundays mostly operate like any other day. Lewis and Harris therefore stand in opposition to fast-paced urban society and “hustle culture” made popular by social media’s glorifying of unsustainable levels of constant productivity even at the expense of one’s health. Restful Sundays give the community regular time to spend with family and loved ones which could also be said to stand in opposition with the more individualised culture of urban areas. Lewis and Harris, known for its peaceful and unspoilt white sand beaches, provides an invaluable space for enhancing one’s appreciation of the environment and attune to our connection with it. In preserving this tradition, those of all beliefs have the opportunity to pause and reflect on the spiritual, reorientating one’s life towards God or some other good.

This presentation will explore how the pragmatic value of the observance of Sunday as a day of rest opens up the space for community conversations and maintaining Gaelic culture.

Eilidh Harris writes her MRes thesis on the religious and secular culture of the Gàidhealtachd focusing on the impact cultural attitudes and expressions (such as songs and prayers) can have on community concerns such as climate change and disaster risk reduction and land reclamation. She also organises monthly community discussion workshops on a diverse philosophy reading list with the Survivor Arts Community. She has published an article ‘Faith, creative practice and facing injustice in counter-cultural music’ in *Theology in Scotland Journal*, 2022. She is also a singer and poet.



View of the islands from the ferry

Somali refugee girls visualizing integration in urban primary schools in Kampala: Representations, contradictions, oppositions

By *Manya Oriël Kagan* (Ben Gurion University in the Negev)

Thursday 11 May 11:45am-12:15pm

This presentation is based on my dissertation, which looked at the integration experiences of refugee children in three primary schools in Kampala, Uganda. Although I focused on refugee children of all genders, ethnicities, and religions, the intersectional experiences of Somali refugee girls stood out as a group that experiences inclusion differently and whose visibility is critical both for the preservation of their unique identity and culture but also causes them to be hyper-visible in public spaces. As part of the data collection process, they were asked to make images about their own experiences, and they addressed these issues directly through verbal and visual language. In this presentation, I present their representations of themselves and interpretation of their experiences alongside artifacts that depict the governmental and institutional view of these issues. These visual images speak about identity, culture and identity in ways that are hard to translate into words, and I would be honored to share them with like-minded scholars and hear your thoughts and interpretations of these issues. Almost all the images were made by participants of the study- pupils at the schools, and Chris Dennis Rosenberg Kibugwe, a Ugandan-based photographer but I will also be sharing some institutional views on girlhood and refugee-ness as well as essays and images that relate to this issue. Looking forward!

Manya Oriël Kagan is a sociologist of education, who focusses on refugee and migrant children's rights to and in education in urban settings, primarily in East Africa and the Middle East. She is especially interested in participatory visual methods, qualitative research, and bridging between Global North and South research as well as the disciplines of sociological research in education, refugee and urban studies. She is currently finishing her Ph.D. at the School of Education at Ben Gurion University in Beer Sheva Israel and will be starting a postdoctoral fellowship at Perry World House at the University of Pennsylvania this coming autumn.



Nasiya and Sifa - 6th grade pupils at Kibuga Primary School, Kampala Uganda

Multilingual Making through Poetry

By Assoc Prof Chantelle Warner (University of Arizona)

Thursday 11 May 11:45am-12:15pm

How can language education empower students to creatively and critically engage with new languages in contexts where multilingualism itself has been politicized? How can language educators bring languages to life in those contexts where they are positioned as foreign or estranged? This talk makes a case for poetic play as a partial answer to these questions. Examples and conceptual inspiration are drawn from three diverse curricular contexts, all situated in the U.S. American southwest borderlands: a community-based English language-literacy class, a collegiate German language-culture class, and a poetry maker space developed as an extracurricular opportunity for university students of Italian. In all three of these learning-teaching contexts, learners were engaged in languaging activities which deliberately centered multimodal language play. Learner compositions and vignettes from these three teaching/learning contexts are shared as invitations to reflect on the language learnings as an inherently aesthetic experience. This is envisioned as part of an approach to second language-culture education that sees learners as not only potential social actors who can “do things with words,” but as complex multilingual subjects who are attentive to how different making meaning choices afford them alternative ways of being in and building the world.



A student's poem in the form of a sculpture

Chantelle Warner is Associate Professor of German Studies and a faculty affiliate of Second Language Acquisition and Teaching at the University of Arizona. She co-directs the Center for Educational Resources in Culture, Language and Literacy (CERLL), a National Language Resource Center supported by the U.S. Department of Education. Chantelle's research focuses on affective, experiential, and aesthetic dimensions of language use and intercultural learning and second language literacy development.

Growing integration: an informative discussion session on the The New Scots Refugee Integration Strategy report from the UNESCO RILA team

By Dr Esa Aldegheri (UNESCO RILA team)

Thursday 11 May 10:45-11:30am

Join Dr Esa Aldegheri for an online interactive information session about The New Scots Refugee Integration Strategy: A report on the local and international dimensions of integrating refugees in Scotland. This report reviews refugee integration in Scotland to date and proposes important ways of re-framing our understanding of integration. It also contains 70 recommendations for the Scottish Government to take forward towards the third iteration of its New Scots Refugee Integration Strategy which is currently being developed. After a brief introduction to the report, there will be an interactive discussion session on creative ways of growing integration in our communities.



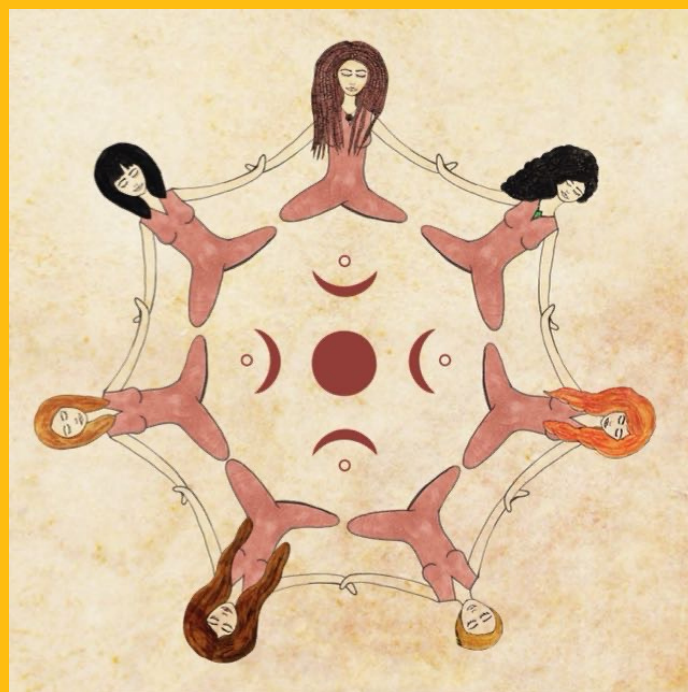
Dr Esa Aldegheri is a multilingual scholar working as Research Associate with the UNESCO RILA team at the University of Glasgow. Her PhD investigated how different types of narrative exchange influence intercultural encounters towards dialogue or conflict in European urban contexts of forced migration. She is the author of *Free to Go* (John Murray 2022), a travel book exploring the limits of freedom and non-freedom, motorbike journeys, motherhood and more. She also likes climbing trees and swimming in the sea.

Practices of wellness, self-confidence, and magic

By *Brittnee Leysen (UNESCO RILA team)*

Thursday 11 May 10:45-11:30am

This workshop explores the many unconventional ways in which communities can form in unfamiliar spaces, particularly when that uniting factor comes from a desire to prioritise the practice of wellness. In the spirit of culture ceilidh, this workshop will focus on the way in which 'spiritual/magical' wellness practices are a form of cultural expression across many religions, backgrounds, and languages. This is demonstrated within the Glasgow Women's Circle community in Glasgow. There will be a live demonstration and interactive session of the practices shared amongst the Glasgow spiritual community that are used to unite individuals across linguistic, cultural, and physical boundaries to celebrate that which connects us: the human experience. Tea leaf reading, tarot, palmistry, yoga, meridian massage and breathing meditation are a few of the practices that will be workshopped.



Brittnee Leysen joined the UNESCO RILA Secretariat in October 2021 as a Project Administrator. She holds a Bachelor of Science in Anthropology and Communications from the College of Charleston, and an MLitt in Celtic Studies from the University of Glasgow. At present, she is completing her PhD at the University of Glasgow on Pākehā Place-names in Aotearoa New Zealand's Clutha and Central Otago Districts: An anthropological onomastic study.

Creating Welcome through Community and Culture

By Ashley Beckett and Gün Orgun (City of Sanctuary UK)



Wednesday 10 May 2:00-3:30pm

City of Sanctuary UK is working to make the UK a welcoming place for people fleeing from conflict and persecution. We do this by working with individuals, businesses, and institutions across the UK to encourage understanding and compassion. Our aim is that wherever people seeking sanctuary go, from schools to libraries, theatres to museums, they will find people who welcome them and understand why they are here.



Participants of the Arts Stream

One of our key areas of focus is on the role of arts in building this movement of welcome. We call this our Arts Stream of Sanctuary; this is all about celebrating the arts organisations that work with refugees, tell stories of migration, and bring communities together – all whilst encouraging more organisations to do the same. We have an amazing network of art galleries, theatres, cinemas, museums, and studios all working together to create a culture of solidarity, understanding and compassion.

Join City of Sanctuary UK for a discussion around the role of community in building a sense of welcome and inclusion for all. We will be sharing examples of how local groups, institutions, and local governments can use the sharing of cultural experiences to foster community. We will be discussing best practices for local groups and institutions and tips for co-production with people with lived experience in seeking sanctuary. Included in the session will be an interactive workshop on the wonderful uniqueness of different cultures and how weaving them together can create something beautiful.




Participants of the Arts Stream



Participant of the Arts Stream

Ashley Beckett is the Coordinator for London for City of Sanctuary UK as well as the Arts Stream and Libraries Stream Lead. She has worked in the refugee sector in the UK, US, Kenya and Uganda for over ten years. She has experience in arts education and arts mentorship and brings these two expertise together in her work with City of Sanctuary.



Gün Orgun is the Coordinator for Scotland and Northern Ireland for City of Sanctuary UK, a refugee sector charity which supports a UK-wide network of grass-roots groups with the aim of promoting a culture of active welcome for refugees and people seeking asylum in communities and in organisations. Since her appointment in January 2019, she has been focusing particularly on the Universities of Sanctuary initiative and enjoying working with colleagues in the higher education sector in Scotland, with the objective of making Scottish Universities more actively welcoming of refugees and people seeking asylum.

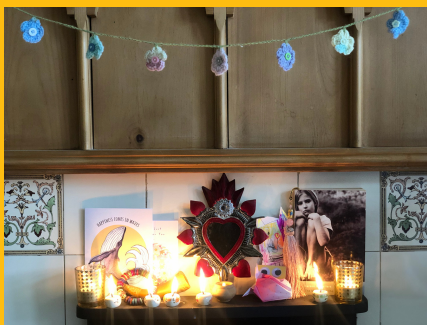
When words are not enough: Learning literacies of the pluriverse

By Prof Mia Perry, Dr Lisa Bradley, Marcela Ramos (all University of Glasgow) and Mindy (Amanda) Ptolemey (Glasgow Caledonian University)

Wednesday 10 May 2:00-3:30pm

“Everything in the world is speaking to us, it is a literacy in itself” (Musqua, in George, 2010).

From gestures to root patterns, from senses to temperatures, from sound to pattern formations – people and ecosystems function amongst, and depend upon, many complex sign systems. The literacies that we have enable us to interpret the sign-systems (including language) that we all use to understand, make meaning, and engage.



Imagine all island communities still “reading” the signs of their coastline, and agrarian communities still understanding the signs of their soils and leaves. Imagine if we could make meaning from the trees in our landscape. All relationships and therefore actions would be affected.

But the only literacy that counts in education today is print: reading and writing words. So, all other literacies are disappearing. Print literacy has been woven into the global economy and overshadows all other ways of meaning making and being with the world. Non-print forms of literacy have become marginalized, if not subjugated, ways of knowing, maintaining artificial hierarchies of knowledge and action that benefit those already in power.



BA “university literacy” of print text assumes a singular ontology across the globe. The pluriversal is a decolonial alternative to Western notions of “universal”, calling for the acknowledgment of different ways of being and knowing, and prompting the repair and recovery of the systems and relations to honour and support that.

This workshop will conjure some of the many ways of meaning making and relating to different aspects of the world. These include literacies of land, water, faith, and body. We will engage participants particularly in literacies of matter (materials), especially stone, wood, and plastic. We will facilitate participants to begin to de-code or “read” the materials, and then explore what sort of relations and actions it prompts.

Mia Perry is a Professor of Arts and Literacies in Education at the University of Glasgow and the co-Director of the Sustainable Futures Global Network. Her work in education spans inside and outside schools, community and public contexts, and local and global partnerships. She is particularly interested in the interplay of humans and environments, the role of cultural practice and play in learning, and perspectives in research and pedagogy that account for plural views and ways of making meaning. She is the author of *Pluriversal Literacies for Sustainable Futures: When Words are not Enough* (2023) and *Playful Methods: Engaging the Unexpected in Literacy Research* (2022) with C. L. Medina and K. Wohlwend.

Lisa Bradley is a Lecturer in Creative and Interdisciplinary Studies in Education at the University of Glasgow and leads the MSc in Education for Sustainable Futures. Her work focuses on practices of knowledge, reality and meaning-making across disciplines and topics. Guided by post-qualitative, new materialist, and STS theories, as well as auto-theoretical encounters that often exceed the academy, she draws on an ever-evolving constellation of performative and transformative methodologies, to prise apart dominant knowledge practices, towards realities unseen, and towards more just and undisciplinary modes of thinking and doing. She is just as at home (re)imagining, (un)learning and restor(y)ing sustainable worlds through quilting, pottery and crochet, connecting the head, the heart, the hand and the other.

Mindy (Amanda) Ptolomey is Lecturer in Sociology at Glasgow Caledonian University. Mindy devises interdisciplinary, creative approaches to explore inequalities in everyday life, and in our imagined futures. Mindy has contributed to Plan UK's State of Girls Rights in the UK report and Scotland in Lockdown, as well as leading the project *Researchers Don't Cry?! Mindy is a member of the Gender and Education Association Executive, and her background is in community development and peacebuilding.*

Marcela Ramos is an Interdisciplinary Research Fellow at the School of Education, University of Glasgow. Her research interests are at the intersection of Education, Sustainable Futures and Political Economy. Her current research projects involve interdisciplinary collaborations to explore the potentialities and limitations of sustainable practices within food systems in the rural areas of Colombia, where she has worked collaboratively with communities affected by climate change, conflict, structural inequalities and issues of recognition and representation. Marcela is senior editor of *TerceraDosis*, a media outlet that build bridges between media and academia and hoster of *AboutSUS*, a podcast about sustainability. Marcela is member of the Sustainable Futures Network and The British Academy Early Career Researcher Network. Marcela is editor of *Education, the Broken Promise: the Efforts, Fears and Hopes of Chilean Families in a School Market* (2022).

Breaking out of the echo chamber: engaging with Edinburgh's World Heritage Site management plan

By Gaby Laing (Edinburgh World Heritage)

Wednesday 10 May 1:30-1:45pm

The Old and New Towns of Edinburgh World Heritage Site is a living and breathing city centre and not a museum exhibit. When we research and update the management plan for the site, we aim to take into account the myriad of cultures, tangible and intangible, that make up this outstanding site. However, our engagement paradoxically finds itself in something of an echo chamber – we often speak with the ‘usual suspects’ who are already engaged in their local heritage as members of community councils or local heritage groups. We want to continue to improve how we reach those from less traditional backgrounds.



Gaby waiving the flag for Edinburgh World Heritage

We will host a short, sharp and refreshing hackathon session which will present the engagement strategy undertaken for the upcoming management plan for the Old and New Towns of Edinburgh World Heritage Site, before exploring its strengths and weaknesses through direct, gut-feeling feedback in order to continue improving the relationship the World Heritage Site has with the many communities it serves.

Aims:

- Explain current community engagement methodology and its challenges
- Discuss opportunities for improvement
- Share examples of best practice through collective problem solving

Gabriella Laing is World Heritage Site Engagement Officer at Edinburgh World Heritage, the charity working to ensure Edinburgh's World Heritage status benefits everyone. Working closely with colleagues at City of Edinburgh Council and Historic Environment Scotland, she is working on the new management plan for the Old and New Towns of Edinburgh World Heritage Site. Gaby previously worked on the international programme delivering capacity building projects throughout Europe and Turkey, as well as community heritage projects closer to home. When not talking to people about heritage, Gaby is probably watching an old episode of *The Simpsons*, trainspotting, or sorting out her stamp collection.

Invisible aesthetics: non-object, post-studio art practices and the post-contemporary

By Dr Daniel Connell (independent artist)

Wednesday 10 May 1:15-1:30pm

The market for the sale of art objects has dominated the public imagination and defined art for generations. This paradigm has utilised an understanding that the radically unfamiliar object, performance or installation is an exclusive act accessible only to an elite. Exclusivity and the exotic unfamiliar is deployed to increase market value. A recent movement of artists acting under the theoretical umbrella of social practice or socially engaged art, challenge the notion that encountering the unfamiliar via art is limited to recreational activity for an exclusive few. These artists and art collectives see encounter as a necessary core action of art but equally so the ongoing encounter of sustained relationships as a necessary 'work' of art that contributes vitally to a healthy human society.

In this presentation, Daniel Connell will explore this concept further. You will also be able to find him in the Atrium during the lunch break, where he will demonstrate the idea of encounter during a live portrait drawing session.



Daniel Connell after one of his encounters

Daniel Connell was born in South Australia. He has a Bachelor of Spanish and Latin American studies and a Diploma of Education from Flinders University, a Master of Visual Art and a PhD from the University of South Australia. He lived in India for two years and travels and exhibits there. He is known for his large-scale, drawn portraits of migrants, particularly of the Indian community in South Australia. He is interested in the emergence of a new culture in the arts: Not art therapy; Not community art and not commodification but an alternative understanding as the arts as a place for hospitality for the new.

New Syria

By Seif Eddine Jlassi (Fanni Raghman Anni)

Wednesday 10 May 1:15-1:30pm

This session will be presented in Arabic - an interpreter will interpret the presentation and Q&A into English



Drawing from the New Syria project

New Syria is a series of paintings created by the children living in the Marj refugee camp (Beqaa) to show their vision of the new Syria after the war and the way they imagine it through simple drawings and profound content. In 2016, Fanni Raghman Anni organized an exhibition with all the paintings created by the refugee camp children. This production was in partnership with "Action For hope" which is an independent institution that helps and supports societies suffering from war, displacement, violence, political instability or difficult living conditions.

Seif Eddine Jlassi is a cultural activist who graduated from the Higher Institute of Fine Arts and the Higher Institute of Dramatic Arts in Tunisia. Since 2015, he is a member of the United Nations Youth Advisory Council. He is a certified trainer in cultural management, Human rights tactics, and advocacy. In 2011, he founded in Tunisia "Fanni Raghman Anni", a cultural organization that is working to advocate access to culture mainly in marginalised and disadvantaged areas and promote the role of culture in social change. He has received different awards such as UNV award of best volunteering work in the Arab region 2014, Takreem Award for cultural excellence in the Arab region 2016.



Seif Eddine Jlassi

Txalaparta - Dialogue, invitation, celebration

By Nerea Bello Sagarzazu (independent artist & University of Glasgow)

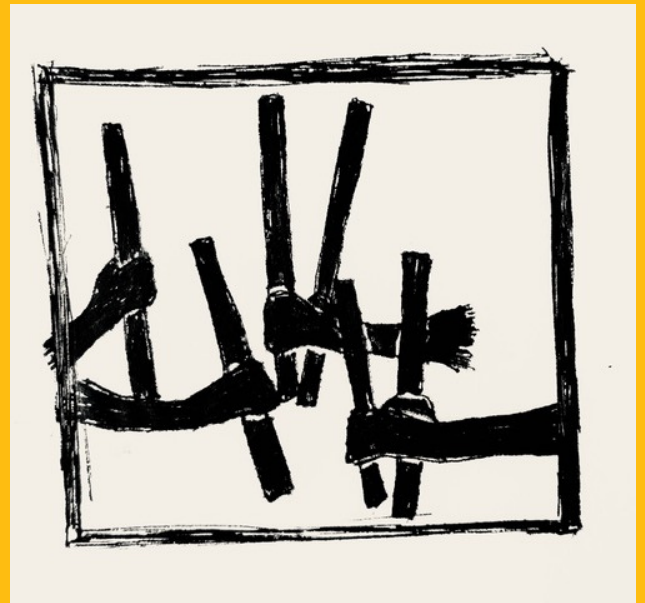
Wednesday 10 May 1:30-1:45pm

Can we blur the lines between dichotomies like givers and takers, knowers and learners, host communities and migrants, humans and environment?

Txalaparta, an ancient Basque percussive device can only be played in a circular or dialogical manner, and thus can perhaps offer some answers to the above question.

For this session I will briefly introduce the Txalaparta and I will give a small demonstration.

The group then, will be invited to "engage in dialogue" and give Txalaparta a try



This is how you play the txalaparta

Nerea Bello Sagarzazu is a Basque mother, artist and activist based in Scotland. She works as jewellery maker and as singer and txalaparta player. Nerea is passionate about unearthing materials, voices and sounds that are connected to landscape, that are raw and fearless of vulnerability, that disrupt and take space without permission. She is happiest when she works in collaboration and is currently a PHD researcher at the University of Glasgow.



Txalaparta with only one wooden plank

Ngano led by Tawona Ganyamatopé Sitholé

By Tawona Ganyamatopé Sitholé (UNESCO RILA team)

Wednesday 10 May 10:45am-12:15pm

Ngano is the ancient theatre, with specialised setting of the fireside aura/atmosphere. In this embodied workshop, poet Tawona Ganyamatopé Sitholé invites you into an exploration through writing, movement and discussion as we reveal the many sarungano (story-beings) we embody/become as we participate in our different rounds of life – home, community, work, creativity, dreaming and others.

The ritual of ngano is performed by all who are gathered. Active listeners listen, respond in call and response, answer puzzles or guess decisions made by characters (human and greater than human) in the story. Often they have to show knowledge of the land and beings within it, and of aspects of local culture. the workshop is an exploration of our bodies and imaginations collaborating to reveal the stories we bear. In so doing we gather to celebrate each other in an expression of shared joy, in the Gaelic meaning of the word to ceilidh, to gather, to socialise and share our creative energy.



Tawona Ganyamatopé Sitholé

Better known as **Ganyamatopé Dzapasi**, his ancestral family name inspires his to connect with other people through creativity and the anticipation to learn. His work is inherited from ancestors and modified through experience of meeting many inspiring people. A poet, mbira player, storyteller and playwright, he is co-founder of Seeds of Thought, a non-profit arts group; Research Associate for MIDEQ Global Migration Hub and UNESCO RILA Artist-in-residence at the University of Glasgow.

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Re-assembling - an alternative to integration by understanding communities

By Dr Azadeh Fatehrad (Kingston University), Dr Davide Natalini (Anglia Ruskin University) and Dr Cristina Douglas (University of Aberdeen)

Wednesday 10 May 10:45am-12:15pm


The upcoming workshop evolves around the significance of referring to cultures in different geographical locations. It uses the keyword 're-assembling' to invite practitioners to link their work/ life to our on-going glossary; a series of verbs that - together - form an evolving lexicon for the diverse modes contribute to expanded understanding communities. The focus is primarily on the multiplicity of histories, natural environments, places, visual cultures and their socio-political associations that are embodied (and could be traced, captured or illustrated) in individuals coming from different parts of the world.



Our session inspired by the assemblage theory draws on the idea that social complexity is achieved through fluidity and connectivity and that agency is not an individual, but rather the result of a socio-material network of people, things, and narratives (Bruno Latour). The rhizomes theory asserts, similarly, that agency cannot be located, but rather emerges in any point in the network (Gilles Deleuze).

During the workshop, through various interactions we will explore the core keyword for the session as 're-assembling'. A few segments that will be emphasized include belongings, archive, diversity and minority, decolonizing, gender and methods of articulation. In this session we want to approach the questions in small steps, and with a series of concepts accompanied with discussion and experimentations either written or mapped.

The workshop aims at increasing our understanding of communities and feed into the integration process by adding agency and individualities of those entering the system in the UK.



Dr Azadeh Fatehrad is senior lecturer and international research lead at Kingston University. Fatehrad's research, artistic and curatorial practice are focuses on migrant homemaking and politics of integration. Her extensive participatory research projects have developed in collaboration with diverse communities across three host societies of UK, Sweden and Denmark. Fatehrad is one of the executive board members at the European Artistic Research Network.

Dr Davide Natalini is Senior Research Fellow at Anglia Ruskin University and Co-Principal Investigator in the Nature-Based Integration project. Davide is an environmental social scientist doing research on complex social-ecological systems, looking at how people and nature influence one another. Davide's work is also community-based and uses participatory methods to support resilience and development in communities.

Dr Cristina Douglas is a medical anthropologist, with an interest in human and more-than-human relations, biopolitics and biopolitical ecologies, practices of homemaking, place attachments and belonging. She is the recipient of 1st place in the Doctoral Researchers Award UK, in the section Management and Social Sciences (2021).

CEILIDH!

By Glasgow University Ceilidh Band (Glasgow University Trad Society)

Tuesday 9 May 5:15-7:15pm

We can't have an event about culture ceilidh without treating you to an actual Scottish ceilidh. For two hours, we will be joined by a group of live musicians from the Glasgow University Trad Society, to learn some of Scotland's most famous ceilidh dances. No experience required!

The Glasgow University Ceilidh band is made up of a group of players who are all members of the Glasgow University Trad Society. The band is made up of two melody-players, two chord players and a caller - they are lucky enough to have a bank of different experienced musicians so the particular combination of instruments in the band varies from gig to gig.

The Glasgow University Ceilidh band plays for all kinds of events, ranging from birthday parties to balls, most often for Glasgow University clubs and societies. They are open to anyone with any instrument who is interested in playing traditional music from all over the world.



Tuning as Communication: Listening Interaction and Adjusting Tones and Other Codes

By Dr Gameli Tordzro (UNESCO RILA team)

Tuesday 9 May 2:15-3:00pm

This is an Interactive Conversational Music Making Workshop Session engaging both musicians and 'non-musicians'. Participants will interact through the concept of 'creative playfulness' to tune in to and engage with one another and each other's instrument.

The aim is to journey through cacophony to harmony and discuss how that mirrors our communities and social gatherings and the idea of sharing listening and becoming.

If you would like to join in, please bring a musical instrument, a sonic object or just your voice/body and participate in the immersive sound of tuning and reflect on the experience.



Elorm Viglo and Lucas Doe, members of Ha Orchestra tuning for rehearsal in NOYAM Theatre Dodowa Ghana
Photograph (C) Gameli Tordzro

Dr Gameli Tordzro is a Ghanaian film and theatre director, storyteller, composer, and educator. Gameli is Artist in Residence of the UNESCO Chair in Refugee Integration Through Languages and The Arts and a Research Associate of The MiDEQ Hub, University of Glasgow. Gameli is the founder and Creative Director of Ha Orchestra and AdinkraLinks Poetry Network. He publishes the AdinkraLinks Poetry Anthology series. He is a Critics Award for Theatre in Scotland winner (2015) for Music and Sound with *Last Dream (On Earth)*. In 2022 he created, supervised and performed music for *King James IV*, produced by Raw Material and Capital Productions.

Tea: A Cup of Heritage

By Hsiao-Chiang "Hope" Wang, Pinar Aksu, Qian-Yao "Claire" Shen (all University of Glasgow)
and Yen-Ting "Lupin" Lin (Glasgow Science Centre)

Tuesday 9 May 2:15-3:00pm



We cater to every tea lover, offering a unique world adventure for the senses, where you can discover tea's rich heritage and diversity. In our tea world, we believe there is no 'you' and 'me,' just 'we' and tea.

Firstly, we welcome everyone with tea. It will be a world adventure on the tongue, a discovery into your mind, or a ceilidh dancing among your five senses experiences.

Following that, we invite you to join us in co-creating the meaning of tea heritage. While traditional tea in China and the tea culture of Çay (tea) in Turkey were inscribed on the Representative List of the Intangible Cultural Heritage of Humanity in 2022, we can also explore what tea means to you and its role in your culture. We can also discover how 'tea' is pronounced in different languages, becoming cultural ambassadors in history and the present-day world.

We will share traditional Chinese tea art with you and invite you to share your way of enjoying tea in your culture. Our tea journey is immersive, innovative, and inclusive. We hope you will find that heritage is your cup of tea and that tea is a cup of heritage.

Hsiao-Chiang (Hope) is the holder of the UNESCO RILA PhD Scholarship. Her primary goal is to ensure that refugees have the right to participate in cultural life and to transform world heritage sites into places that belong to all of us. As an avid heritage enthusiast, she is currently researching the topic of "Co-creating the Values of World Heritage Sites with Refugees: A World View Perspective." In her pursuit of promoting cultural heritage, Hope has also taken a keen interest in tea culture. She has visited numerous tea farms and museums to discover tea heritage and to bring it to broader audiences. In 2019, she co-curated an online exhibition titled "Meeting you in Tea Wonderland" with Lupin.



Hsiao-Chiang (Hope)



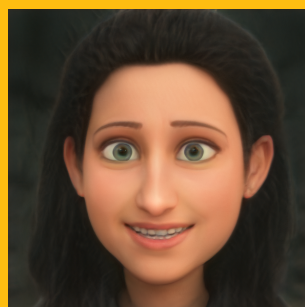
Yen-Ting (Lupin)

Yen-Ting (Lupin), a new member of the customer service team at Glasgow Science Center and UofG museum education graduate, places the 5P (People, Planet, Prosperity, Peace, Partnership) at the heart of every practice, including taking part in the COP26 climate empowerment team, volunteering in museums within and beyond Glasgow Life, such as Hunterian, Burrell Collection, also, by day-in and day-out brewing authentic loose-leaf tea. He believes tea is a medium that strengthens the relationship between great nature and the body. While sensing the excursion of tea, it also provides a savour of inclusion and the universal value behind the multi-culture scene.

Qian-Yao (Claire) has inherited skills in traditional floral arrangements and tea preparation. She is thrilled to be a part of this year's spring school and is excited to share her passion for Chinese tea with all of you. Originally from Wuxi, China, Claire understands the significant connection between tea and her hometown, particularly with Yixing, which is renowned for producing exceptional tea-making utensils due to its fertile soil and expert craftsmanship. For Claire, enjoying a cup of tea evokes a sense of warmth and comfort that makes her feel at home. She encourages everyone to bring their unique emotions and experiences tied to their hometowns and join together in celebrating the community and the shared love of tea.



Qian-Yao (Claire)



Pinar

Pinar is the holder of the UNESCO RILA PhD Scholarship. Currently in second year, she is researching 'Art and Law in migration: using art practises for social change and access to Justice'. She is interested in finding connections between solidarity, art, justice, and the law. In her free time, Pinar enjoys 'çay' with friends and family with çerez and cakes.

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Fostering a multicultural community of library users in Athens, Greece

By Emma Raibaut (*We Need Books*)

Tuesday 9 May 1:30-1:45pm

We Need Books is a grassroots NGO, a multilingual library and a multicultural community center, located in Athens, Greece. It fosters a collection of books in 40 languages, as well as a multicultural community of library users.

The library was founded in 2017, during a period of crises that persist to this day: Greece has been dealing with economic and humanitarian crises, as well as COVID, energy related difficulties, and the ever-growing environmental emergency.

The idea behind We Need Books's creation was to give everyone access to books in their own language, in a warm and welcoming place that feels safe while encouraging social interactions. Such a service was meant to cater not only to refugees and migrants, but also to locals, given the scholarly aspect of other Greek libraries. The goal was for people of all ages and social backgrounds to spend time together, so that they would grow more open minded, curious and kind.

Three and a half years after the current space opened its doors in the multicultural neighborhood of Kypseli, it has become a meeting place for many people of the area. People sit at the same table to work and end up chatting for a little while, friendships are blooming, ... The belief that We Need Books would foster social cohesion and a sense of community is proven right a little bit more every day.

A combination of strategies and factors allowed for this to happen, and we want to share what we have learned so far, our successes and our failures, with a wider public, in the belief that others can benefit. We would also like to start a conversation about the significance of community libraries and how they can better cater to an increasingly diverse public.



The multilingual library in Athens

Emma Raibaut is a 26 years old librarian. She grew up in the Paris' region then moved to Athens in 2015. She has been living there since. She studied History of Arts, literature and children's librarianship, and has been working at We Need Books, a multilingual library and multicultural community center, for 3 years. She likes the quiet and orderly aspect of taking care of books exactly as much as she likes the chaotic and lively aspect of taking care of a community that includes many kids and teens. Her hobbies include reading, doing yoga, going to the beach and hiking.

Lessons from the Cèilidh House: Concepts for Contemporary Community Arts Work

By Rhona Dougall (NicDhùghaill) (independent community arts worker and producer)

Tuesday 9 May 1:15-1:30pm

Until the arrival of television in the 50s and 60s, the main site of cultural production across the Gàidhealtachd was the taigh cèilidh - the cèilidh house - where people would gather to work, hear news, and share poetry, stories and song.

Drawing on historical sources, archive recordings and contemporary examples (as well as on my own upbringing), this presentation will describe and analyse the key practices and functions of the taigh cèilidh, exploring its role in Gàidhealach society, and its importance in cultural and community maintenance.



A contemporary twist on the taigh cèilidh

It will present and discuss several key concepts which underpin the practices of the taigh cèilidh, and which, while not exclusive to the Gàidhealach worldview, continue to have resonance and importance in Gàidhealach society today. I will explore how these concepts intersect with contemporary thinking on participatory and community arts practice, and have particular relevance for both the integration work I've done in the past, and for my current community arts work focussed in post-vernacular Gaelic communities, where the indigenous culture and language are extremely fragile.

At the end of the session, I would like to invite participants to reflect on and discuss cultural practices from their own communities, the concepts, values and worldview encoded within them, and the resonances these may or may not have with community and participatory arts work, particularly in relation to integration.

Rhona Dougall (NicDhùghaill) is a community arts worker and cultural producer from Oban. She trained as a community worker in integration projects in Glasgow in the 2000s. She currently works for An Tobar and Mull Theatre, as well as for Gaelic theatre company Theatre Gu Leòr. She is vice-chair of The Touring Network and secretary of Ignite, a youth integration arts charity in Glasgow. She recently completed an MA in Art and Social Practice with UHI, focussing on expressions of Gàidhealach identity in post-vernacular Gaelic communities.

Death of the nine-night

By Dr Predencia Dixon (independent artist)

Tuesday 9 May 1:30-1:45pm

Life's milestones are often marked by rituals in most cultures, especially the rites of passage such as birth, marriage, puberty and death. Such rituals 'help us find meaning... and provide a sense of predictability and control over the uncertainties of everyday life.



In a world full of ever-changing variables, ritual provides a much-needed constant' (Xygalatas 2022 p242). This paper looks at the consequences for Jamaicans when the rituals of death that are meant to be an anchor in a rapidly transforming world, are themselves changing.

Predencia, a recent PhD graduate of the University of Birmingham, is Jamaican by birth and British by naturalisation. She has a keen interest in the transmigration of culture and the impact of colonisation on Caribbean, and in particular, Jamaican culture and heritage. She is a poet, performer, novelist, and playwright, and is proud to be a member of the UNESCO RILA Affiliate Artist Network.



Predencia Dixon

The Power of Song for Resilience Building after Disaster

By Emily-Marie Pacheco, Martha Lomeli-Rodriguez, Elinor Parrott, Andrea Bernardino, H  l  ne Joffe (all University College London)

Tuesday 9 May 1:15-1:30pm

This study explores the potential of songs as a tool for building resilience in young people affected by disasters in Indonesia. Resilience building interventions are crucial in helping individuals, especially young people, cope with the trauma and stress experienced after a natural hazard event. The study proposes that songs, specifically created to address the experiences and emotions of young people, can serve as an effective and culturally relevant means of building resilience when interventions are co-created and culturally informed. We draw upon existing literature on the use of music and songs in therapy and trauma recovery, as well as the unique cultural context of Indonesia, to support the argument for the potential of songs as a resilience building tool. Song has been used successfully by communities to increase wellbeing, and prepare for earthquakes, tsunami and other natural hazards.



We present findings based on in-person workshops with female teen survivors of the 2018 earthquake in Indonesia (n=48) conducted in 2022, where songs were co-created by local artists, researchers, and teenage survivors to promote resilience and recovery. The design of these workshops are a significant contribution to the field and the results of this study have important implications for the design and implementation of resilience building interventions for young people in disaster-affected communities in Indonesia and beyond.

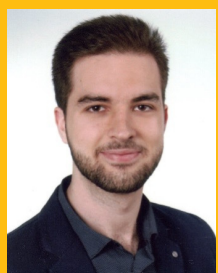
- We will play the 3 songs created by the teens in the workshops.
- We will provide insight into the trauma-informed co-creation process behind the workshops.
- We will demonstrate how we integrated existing evidence to inform our process, while also taking heed of local cultural elements.
- We will also discuss implications for sustainability and engagement over time.

Emily-Marie Pacheco is a Social Psychologist interested in utilising research as a catalyst for positive social change. Her areas of interest include eudemonic wellbeing (feeling as though one is living a fully enriched life), resilience, identity and social integration. Pacheco achieved her Ph.D. in Psychology from the University of Glasgow based on research exploring the lived experiences of UK-based international students from conflict zones. Pacheco then completed her Postdoctoral Research Fellowship at UCL, involved in research that engaged with school communities to co-create arts-based interventions for fostering psychosocial resilience and positive recovery from natural hazard experiences for children and their communities in Palu, Indonesia. Pacheco is now a Teaching Fellow in Clinical Psychology at the University of Edinburgh, and remains closely connected with UCL and University of Glasgow regarding teaching and research in psychology.



Martha Lomeli-Rodriguez is a Postdoctoral research fellow at UCL in the Department of Clinical, Educational and Health Psychology. Her research areas are social and cultural psychology, with a focus on subjective wellbeing and gender. She is involved in music initiatives aiming to foster creative expression of marginalised groups: she led Play it Loud!, funded by the European Youth Foundation and the International Music Council and has participated in several international projects within the Girls Rock Camp Alliance. Her current work seeks to bring grassroots and DIY-culture music practices into evidence-based interventions that promote individual and community resilience and wellbeing.

Elinor Parrott is a PhD candidate at UCL in the Department of Clinical, Educational and Health Psychology. She holds an undergraduate and master's degree from the University of Cambridge and is a qualified secondary school teacher. Her current work focuses on the role of schools and teachers in fostering the resilient psychosocial recovery of a marginalised community displaced by an earthquake and tsunami. Elinor's previous research experiences range from conducting ethnographic research in rural India on perceptions of inclusion and exclusion to undertaking laboratory-based research on the association between affective empathy and school readiness in pre-school children.



Andrea Bernardino is a post-graduate student from the University of Milano-Bicocca, currently working as a research assistant at UCL. His research interests are social psychology and intergroup dynamics. His recent research project focused on Chatbots and their potential to persuade individuals to save energy in households.

Hélène Joffe is a Professor of Psychology at UCL (University College London) with research interests in how people conceptualise, respond to and recover from various risks, as well as the liveability of cities. She has devised a method to elicit people's conceptualisations of risks and has written extensively on methodological issues. In addition to having produced mixed methods, cross-cultural, prize winning work on risk, she has led a wide range of multi-disciplinary research projects. One current, large project she leads is on how to foster resilient recovery from disasters internationally, funded by the UK's Economic and Social Research Council.



Creating culture: zine-making as a means of retelling individual, social and cultural stories


By Dr Emmaleena Käkelä (University of Strathclyde) and Marzanna Antoniak (Migrant Voice)

Tuesday 9 May 10:45am-12:15pm

Zines are non-profit self-publications that have been a vehicle for grassroots social and political activism since the 1960s. Although zines defy any rules of production, they commonly incorporate text, drawings and re-claimed visuals to address a range of topics that occupy the intersection between personal and political. This workshop will address zine-making as a space for examining ambiguities, telling stories and creating culture. The workshop will introduce zine-making as a novel method for researching “culture”, but also illustrate zine-making as an activity beyond research that facilitates cultural production, community building and cross-cultural dialogue. Participants will write short stories, contribute anecdotes, drawings and collages related to the theme of ‘cultural ceilidh’ and the wider theme of migrants’ heritage, experiences, and contributions.



The ‘Cultural Ceilidh’ zine will be then put together and printed in time for the last day of the Spring School so that the attendees can have a copy as a keepsake. The remaining contributions will be used in other zines within Migrant Voice’s ‘Putting Ourselves in the Picture’ series. The first part of the workshop will give a short talk that will introduce zine-making and provide examples of how zine-making has previously been used in research and community work with migrant groups. In the second part of the workshop, participants will work in groups of 4-6 to discuss and create their own zine-pages, which at the end will be shared with the whole group. No previous experience of zine-making is required to take part in this workshop.



Dr Emmaleena Käkelä is a researcher at the University of Strathclyde. Her research interests are in the areas of asylum harms and forced migration, cultural negotiation, cultural competence and the relationship between gender-based and structural forms of violence. She has worked on a number of research projects on refugee integration, belonging and citizenship, and on experiences of vulnerability and harm during the asylum process. She is passionate about using participatory approaches and creative methods to promote dialogue, peer support and deeper understandings about individual and collective experiences of culture.

Marzanna Antoniak is a culture animator, community development worker, language teacher and trainer in effective communication when there is a language barrier. At Migrant Voice, she is the network coordinator for Glasgow. She has delivered several community development projects and programmed cross-cultural festivals and events across Scotland.

Data is Art

By Dr Hyab Yohannes, Tawona Sitholé and Prof Alison Phipps (UNESCO RILA team)

Tuesday 9 May 10:45am-12:15pm

Using cultural data, Prof. Alison Phipps and Dr Hyab Yohannes will discuss how data can be analysed to heal enduring wounds and fill the cracks, silences and absences in our knowledge. They will discuss how creative methods (e.g., shorts stories, oral storytelling, new proverbs, poems, spoken word, and playtexts) can be used to generate new insights and interactions with a wider audience. Join us for a workshop on transforming data into art.



Hyab is an academic with a PhD in The Realities of Eritrean Refugees in a Carceral Age from the University of Glasgow where he currently works as an academic coordinator for CUSP N+. He has an extensive experience in undertaking fieldwork, interviews, critical evaluation and interpretation, computer-based data analysis and evaluation; capability to continually update skills and translate knowledge across various areas into research activity; and a strong drive to conduct research with a specialism in the third sector and working with governmental and charity stakeholders to meet core strategic aims and objectives.

Alison is the holder of the UNESCO Chair in Refugee Integration through Languages and the Arts (RILA) at the University of Glasgow and Professor of Languages and Intercultural Studies. She was De Carle Distinguished Visiting Professor at Otago University, Aotearoa New Zealand 2019-2020, Thinker in Residence at the EU Hawke Centre, University of South Australia in 2016, Visiting Professor at Auckland University of Technology, and Principal Investigator for AHRC Large Grant 'Researching Multilingually at the Borders of Language, the body, law and the state'; for Cultures of Sustainable Peace, and is now co-Director of the Global Challenge Research Fund South-South Migration Hub.

Better known as **Ganyamatopé Dzapasi**, **Tawona Sitholé's** ancestral family name inspires him to connect with other people through creativity and the anticipation to learn. His work is inherited from ancestors and modified through experience of meeting many inspiring people. A poet, mbira player, storyteller and playwright, he is co-founder of Seeds of Thought, a non-profit arts group; Research Associate for MIDEQ Global Migration Hub and UNESCO RILA Artist-in-residence at the University of Glasgow.

Education for Sustainable Futures in Adult, Community, and Youth Contexts: A distance programme offering

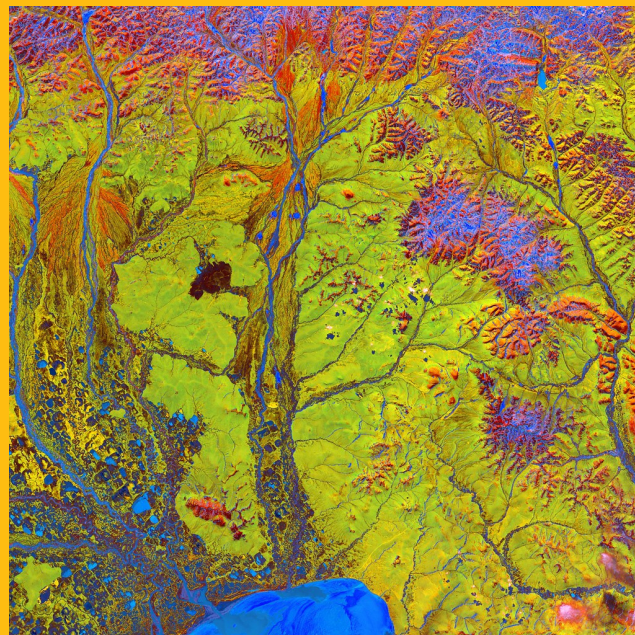


By Prof Mia Perry, Dr Lisa Bradley, Dr Sadie Ryan, Dr Giovanna Fassetta and Dr Elizabeth L. Nelson (all University of Glasgow)

Thursday 18 May 5:00-6:00pm - Online

This session presents and explores a new vision and design for the Masters programme in Education for Sustainable Futures in Adult, Community, and Youth contexts (led by the University of Glasgow).

The potential, the practice, and the design of education for a world that is sustainable and just, diverse and equitable is the common ground that underpins the current and planned provision of the MSc Education for Sustainable Futures in Adult, Community, and Youth contexts. But these principles are easy to state and hard to practice in the current climate of Higher Education in the UK.



Siberian Ribbons by NASA Goddard

Language, assessment policies, economics, and academic culture are some of the many challenges that we face in the leadership and teaching of this Masters Programme. Beyond that, despite the global interest in this endeavour, economic and political barriers prevent many students from even enrolling in this graduate level education and qualification.



Coconut seedlings

In this session, three of the core designers within this programme will present a new hybrid model of the programme that is positioned to mitigate many of the long-standing barriers to Higher Education experienced in many parts of the world. We will give a brief description of the new hybrid programme and then invite our audience, a broader community of stakeholders, into this initiative. We will offer pathways to partner, to influence, to teach and to learn with us.

This session is focused on an exchange of ideas, questions, challenges that respond to “what educational offerings are needed today for a global and equitable approach to sustainable futures?” and “what are the possibilities of the initiative presented today and what are the limitations”?

Mia Perry is a Professor of Arts and Literacies in Education at the University of Glasgow and the co-Director of the Sustainable Futures Global Network. Her work in education spans inside and outside schools, community and public contexts, and local and global partnerships. She is particularly interested in the interplay of humans and environments, the role of cultural practice and play in learning, and perspectives in research and pedagogy that account for plural views and ways of making meaning. She is the author of *Pluriversal Literacies for Sustainable Futures: When Words are not Enough* (2023) and *Playful Methods: Engaging the Unexpected in Literacy Research* (2022) with C. L. Medina and K. Wohlwend.

Lisa Bradley is a Lecturer in Creative and Interdisciplinary Studies in Education at the University of Glasgow and leads the MSc in Education for Sustainable Futures. Her work focuses on practices of knowledge, reality and meaning-making across disciplines and topics. Guided by post-qualitative, new materialist, and STS theories, and auto-theoretical encounters that often exceed the academy, she draws on an ever-evolving constellation of performative and transformative methodologies, to prise apart dominant knowledge practices, towards realities unseen, and towards more just and undisciplinary modes of thinking and doing. She is just as at home (re)imagining, (un)learning and restor(y)ing sustainable worlds through quilting, pottery and crochet, connecting the head, the heart, the hand and the other.

Sadie Ryan is Lecturer in Languages and Intercultural Studies in the School of Education at the University of Glasgow. Her research focuses on the role of language in identity construction. She works within the team of the UNESCO Chair for Refugee Integration Through Languages in the Arts, and is a member of the Young Academy of Scotland. She makes the award-winning podcast *Accentricity* (www.accentricity-podcast.com), which aims to narrow the gap between academic and non-academic knowledge about language. She is founder and co-ordinator of the University of Glasgow Podcasting Collective.

Giovanna Fassetta is a Senior Lecturer in Social Inclusion at the University of Glasgow and a member of the steering committee of the Glasgow Refugee Asylum and Migration Network (GRAMNet). Giovanna's work centres on inclusion in education, with a particular focus on linguistic and cultural diversity, decolonial perspectives and the connections between social hierarchies and (un)sustainable practices. She recently led the *Welcoming Languages* research project, which sought to subvert the usual expectation that refugee and asylum seekers need to do all the linguistic work required for integration by teaching Arabic as a 'refugee language' to staff in Scottish primary education.

Elizabeth L. Nelson is Lecturer of Multimodal Literacies at the University of Glasgow. Her research examines play and new technologies in the hands of children, drawing on historical and literary representations of children's play and culture to understand experiences of childhood today. She has published on young people's relationship to digital technologies, historical accounts of play, and creative methodologies in research encounters with children and young people. Her current project examines two unique archives of folklore and children's play, through creative and critical approaches to examine, respond to and contribute to future archives with the current children of the same school.

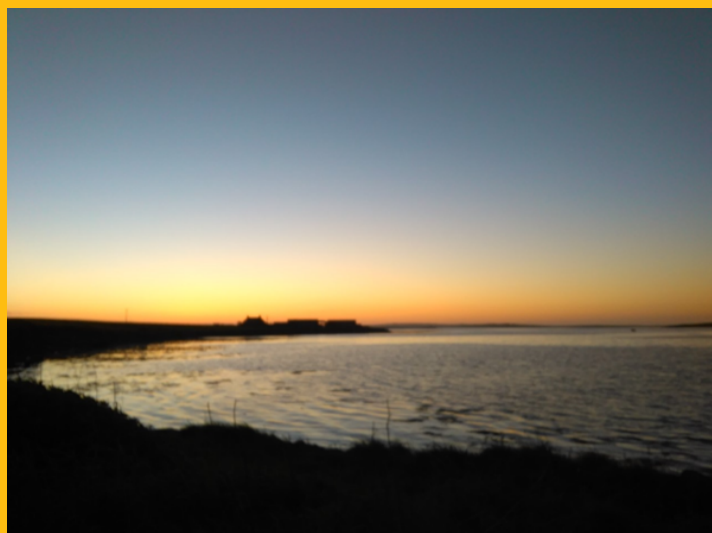
The Merry Dancers - Creative responses to the night

By Gabrielle Barnby (independent artist)

ONLINE

Thursday 18 May 10:15-11:0am

This is a creative, responsive session that explores personal and community connections with the night sky through creative writing. Inspired by the phenomenon of the aurora borealis and australis this is a chance to share folk explanations and personal experiences of being outside as darkness falls.



From intimate moments of stepping out alone into the night to larger community celebrations there are a multitude of elements to explore. In this enjoyable, relaxed and sociable session we will swap stories and play with images that connect us with the night to produce short creative or memoir pieces.

Gabrielle Barnby lives in Orkney and writes short stories, poetry and fiction. Her award winning work is widely published in print and online. Gabrielle runs workshops that encourage writers young and old, and supports creative conversations and discovery. She leads projects focused on participant involvement and wellbeing and has a particular interest in collaborating with community groups and artists.



Gabrielle Barnby

Arts-based, Healing-focused Approaches to Language in Resettlement: Co-creating Places of Hope



By Dr Rachel Burke (University of Newcastle, Australia)

Thursday 18 May 9:30-10:00am

In this session, Rachel will share insights from a community-led initiative that brings together women from diverse cultural, social, religious, and linguistic backgrounds to explore arts-based, healing-focused approaches to language learning in resettlement. The project is informed by the rich body of research documenting the value of multimodal, trauma-informed, arts-based methods for language learning and the promotion of linguistic rights (see Arizpe et al., 2014; Dunn et al., 2014; Emert, 2019; Burke & Field, 2023). Working together through arts-based, healing-focused forms of expression, and with acknowledgement and gratitude for the rich and enduring linguistic diversity of First Nations peoples across Australia, the women in this initiative are building community, sharing knowledge, and considering possibilities for a more linguistically recognitive world through the lens of displacement and resettlement. This session will provide an overview of the challenges, struggles, and losses that are being explored through this project, as well as the value and promise of co-creating spaces of hope where all language is valued.

References

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- Emert, T. (2019). Refugee youth, digital storytelling and academic confidence. *European Journal of Applied Linguistics and TEFL*, 8(1), 61-81.

Dr Rachel Burke is a Senior Lecturer in the School of Education at the University of Newcastle, Australia. Rachel's research, teaching, and advocacy focus on linguistically and culturally diverse contexts, with emphasis on strengths-based approaches to education for learners from traditionally underrepresented backgrounds, including people with refugee and asylum seeker experiences. Rachel is privileged to partner with a range of communities in exploring possibilities for educational practices that honour diverse linguistic repertoires. She is co-chair of Australia's RESIG: the Refugee Education Special Interest Group.



Rachel Burke

Third Culture Dialoguing

By *Dr Laura Cariola (University of Edinburgh)* and
Dr Deirdre MacKenna (Cultural Documents)



Thursday 18 May 9:00-9:30am - Online

Scotland-based curator Dr Deirdre MacKenna and psychologist Dr Laura Cariola will host an online panel discussion, introducing their approaches to working with culturally plural mindsets.

Through relational and interdisciplinary frameworks, these researchers have initiated a new collaboration to explore what it means to be 'Third Culture', and are working to activate consideration of and give voice to people who don't define their sense of identity through a single nation-state.

For growing numbers of people, describing "where I belong" or "where I'm from" is a challenge which cannot be described simply by indicating a single location/community; their sense of constituency is formed from instances, durational periods, journeys and multiple places (both territorial and online) as well as a process of continuous resistance of the assumptions inherent within concepts of monocultural society.

The panel discussion provides a space to engage in an open, reflective interdisciplinary dialogue with a focus on the world from the perspective of Third Culture experiences, such as liminal places, belonging, and identity in-transition.

Through this interactional and reflective dialogue, we will discuss ideas around 'culturally plural mindset', 'monoculture', 'identity in transition' and 'Third Culture', aiming to contribute to a growing a community of interdisciplinary practitioners and to collaboratively explore how to develop a 'community of practice' of Third Culture practitioners.



Dr Deirdre MacKenna is a programmer of contemporary visual art practising in Scotland and Italy, developing and leading initiatives and processes which activate knowledge and create connections for people through transdisciplinary dialogues. Her research investigates social and environmental change and new methods and models of culture production.

Deirdre is Founding Director of Cultural Documents, a non-profit which investigates and reifies place, language and identity.

Dr Laura Cariola is an applied psychologist at the University of Edinburgh. Her research focusses on the lived experiences of third culture kids and their mobile families. In partnership with the Forces Children Scotland and the Council of International Schools, her recent UKRI project focussed on how third culture kids use digital technology to keep in touch with her peers during global mobility. She is also the organiser of the 'Child Migration and Mental Health' course as part of the MSc Mental Health in Children and Young People: Psychological Approaches (Online Learning) at the University of Edinburgh.

Music Fighting labor exploitation! The case of Orchestra dei Braccianti

By Isabella Corvino (Perugia University)



Wednesday 17 May 5:30-6:00pm - Online

This presentation aims at showing how culture and integration are interrelated. The case study is about Orchestra dei Braccianti that brings together musicians, farmers and workers of various nationalities united by the same working life in agriculture. This best practices will be analysed evaluating strength and weaknesses of the integration process. Music can be a powerful instrument for integration and dialogue. Through its performances, the Orchestra wants to raise public awareness on the issues of illegal hiring and labor exploitation, as well as offering Italian and foreign women and men a way out of conditions of poverty and precariousness. Social integration is possible when an identity is deemed worthy and therefore recognised in its value by virtue of its social, relational or economic capital. Identities have been commodified.

The immigrant is linked to stories about labour-market conditions, marginality, harassment: this particular storytelling create a social perception of the migration phenomenon that makes difficult to build a positive relation between autochthonous and migrants.

Today the orchestra counts 10 members from 5 different countries: Italy, Burkina Faso, Gambia, India and Nigeria. Among them are young people who have experienced the drama of migration and that of the ghettos in Italy. The study on the orchestra was conducted through interviews and focus groups to better understand how culture and art can reach people and support social change and raising awareness about labor exploitation, job segregation, ethnicization of hard works, social emargination and protection of human rights.



Isabella Corvino è assegnista presso l'Università degli studi Roma Sapienza, Professore a contratto in Sociologia generale e dei fenomeni politici presso l'Università degli studi di Perugia, Unitelma, Luiss Guido Carli. Ha un PhD in Sociologia presso il dipartimento di Sociologia e Scienze dell'economia dell'Università di Bologna. Ricercatrice senior specializzata in migrazioni internazionali, cooperazione e sviluppo, policy analysis e studi di genere. Ha collaborato con diversi centri studi incluso CeSPI (Centro Studi di Politica Internazionale) e SID (Society for International Development) Tra le ultime pubblicazioni il libro del 2021: *Appartenersi. Verso un modello complesso di interpretazione del riconoscimento.*

Exploring creative, cross-cultural research collaborations: A case study of an MSF run thalassemia clinic in Lebanon



*By Nader Tabri (independent artist), Fátima El-Samman (interpreter)
and Molly Gilmour (University of Glasgow)*

Wednesday 17 May 5:00-5:30pm - Online

This panel will begin by sharing research findings that explore cultural practice in an MSF run healthcare service in Lebanon. Specially we will unpack decision making process, cultural collisions and consequences in the everyday lives of staff and patients in this clinic. This discussion will share the ways in which the research team worked to retain localised interpretation of the research context, its data, and created outputs in ways relevant to the participants this study worked.




Then, the research team will take the audience through a reflection of our own cultures at play within the team. We will unpack how our cultures have shifted in response to one another, shaped our working practices, assumptions and the knowledges we worked with in this project. As interdisciplinary researchers and artists we acknowledge that cultures are fluid.

Each contributor will reflect on the positionalities we hold and discuss how these shape our understanding of challenges in spaces of humanitarian aid, and equally drives our dedication to decentring power through creative participatory practice.



Animated Video Première

This socio-cultural sociological research asked Syrian families how humanitarian healthcare in Lebanon could be improved. One solution they offered was for people to learn more about thalassemia, a chronic illness which primarily effects people in the Middle East. We're very excited that we are using the UNESCO RILA Spring School to première the animated video which captures everyday health journeys for research participants and platforms the solutions they identified.



Nader Tabri's multi-disciplinary approach to storytelling started with a career in film and media. Having explored different facets of television, film, and theatre they moved on to illustration, writing and performance in 2015.

The narratives, often experimental and free-associative, reflect themes of memory, the unconscious, depression, alienation, existential angst, escapism and their relationship with structures of power.

Fatima El-Samman is the interpreter on this research project and worked through the languages of English and Arabic and provided significant cultural and contextual information throughout this research project.

Molly Gilmour is a researcher in Sociology, Public Health and Community Development at the University of Glasgow. Her work focuses on the power structures governing the humanitarian healthcare sector. She conducts participatory research to understand what socially and culturally responsive participatory approaches to service design could look like in these spaces. She is particularly interested in chronic illness management in spaces of displacement. Molly has most recently worked across Lebanon and Afghanistan to contribute to the development research planning, ethics, and methods in humanitarian response.

Who Are We Now? A Cultural Reimagining of People, Place & Purpose



By Nadine Malcolm (Due North Studio) and Lee McNeish (University of Edinburgh)

Wednesday 17 May 9:00-10:00am - Online

"Who Are We Now?" explores the destruction, and subsequent emergence, of culture in the northern Highlands, centred around the concepts of agency and ownership, and how destruction creates space for the new. How does learning about loss help give agency over the destruction of the Highland Clearances, and through that, create space for communities to forge their own present and futures. Asking the question; how has our culture loss and destruction led us to be who we are now, and what does that look like?

In the true spirit of the ceilidh, this work by its very nature should be collaborative. Whilst providing a framework, we invite community groups and individuals to reflect creatively on these topics to present a lively and open exploration of modern Highland identity.



Photo by Due North Studio

A collaboration between Lee McNeish, social anthropologist from Edinburgh University, and Due North Studio, *Who Are We Now?* blurs the lines between anthropology and art. Emotive engagement leads in this multi-disciplinary approach, employing creativity to make research relevant and participatory to the communities concerned. This helps create space for alternative voices, and for the emergence of new perspectives.

Exploring language, migration and identity using podcasts: A listening and discussion session

By Dr Sadie Ryan (UNESCO RILA team)

Tuesday 16 May 5:00-6:00pm - Online

Accentricity is a podcast which explores language and identity, with a particular focus on multilingualism and migration [www.accentricity-podcast.com]. Although the podcast wasn't designed specifically as a teaching tool, educators around the world have begun using it to inspire interest in language and linguistics, to support language learning, and to help learners explore their own experiences and identities, as well as those of others. To support this, selected episodes of *Accentricity* are now accompanied by teaching resources: teachers and educators are provided with audio clips from the podcast alongside discussion questions and activities related to these clips, all free of charge [www.accentricity-podcast.com/teaching-resources].



Season 2 episode 1, 'Don't Forget To Tell Them That You're Polish', explores the experiences of two young Polish people who moved to Scotland as children. The discussion prompts and activities encourage learners who have experienced migration to consider their own experiences, and those who haven't to imagine and empathise with the experiences of others.

This session will be a demonstration of how these prompts and activities might be used in a classroom or other learning environment. It will be an opportunity for discussion and exploration of the content, and an opportunity for those who teach or lead workshops to think about how they might use or adapt these resources in their own work.

Sadie Ryan is Lecturer in Languages and Intercultural Studies in the School of Education at the University of Glasgow. Her research focuses on the role of language in identity construction. She works within the team of the UNESCO Chair for Refugee Integration Through Languages in the Arts, and is a member of the Young Academy of Scotland. She makes the award-winning podcast *Accentricity* (www.accentricity-podcast.com), which aims to narrow the gap between academic and non-academic knowledge about language. She is founder and co-ordinator of the University of Glasgow Podcasting Collective.



“Learning to ‘Belong’: Reinterpreting culture through a migrant integration programme”

By Kirstin Sonne (University of Malta)


Tuesday 16 May 9:30-10:00am - Online



Expectations for newcomers to learn about - if not to some extent adapt to - the host community's dominant culture remain highly prevalent across Europe. In many countries, these expectations have been formalised through so-called migrant “integration” programmes, many of which also serve as prerequisites for residence or citizenship rights. Following this trend, Malta recently introduced the “I Belong” programme, made up of a Maltese and English language, and a “cultural orientation” component, which, according to the programme curriculum is intended to “induce a cognitive appreciation and/or consideration of cultural categories” without necessitating “adherence to or participation in mentioned cultural categories”. In my presentation, I will share some of the key findings of my research on the programme, which consisted of a literature review of migrant integration programmes in Europe, an analysis of the “I Belong” programme curriculum, and interviews with students and educators on the programme.



My presentation will focus on how culture (both Maltese culture, and the culture(s) of migrant students) is understood and interpreted through the programme, how these understandings are co-constructed by students and educators, and how culture is simultaneously operationalised as a pathway and a barrier to migrant integration. The case of Malta is particularly interesting, as the island state does not fit neatly in the traditional model of the secular, modern Western European nation that have traditionally been associated with migrant integration programmes. Rather, it is a country with a relatively recent history of immigration, an ambiguous relationship with the EU, and its own colonial legacies. How such factors shape the construction of culture, how this construction in turn affects migrant and citizen subjectivities, and what this teaches us about the role of culture and integration both in Malta and beyond, are some of the topics I look forward to discussing with the Spring School participants.



In 2021, **Kirstin Sonne** graduated from the Erasmus Mundus International Master in Adult Education for Social Change, delivered jointly by the University of Glasgow, the University of Malta, Tallinn University and the Open University of Cyprus. As part of her degree, she undertook research on Malta's migrant integration programme, "I Belong". She has a background in teaching languages, and is currently working for a European network which aims to integrate lifelong learning in higher education. As a researcher at the University of Malta, she is also part of a research project investigating hate speech based on racism and xenophobia in Malta.

How we name what we name

By *Brittnee Leysen (UNESCO RILA team)* and *Shanara Wallace (teacher and cultural consultant)*

ONLINE

Tuesday 16 May 9:00-9:30am - Online

In this interactive Zoom session, participants will explore the practice of naming in different cultural settings. We begin with an introduction on Indigenous Māori versus colonial place-naming practices, before you are assigned your own landscape to name. In breakout groups, you will create names for the features in your assigned landscape, before swapping your landscape with another group, which will bestow their own names. We will conclude with a group discussion around what names were given and why: patterns and trends? stories? descriptive naming?



Brittnee Leysen joined the UNESCO RILA Secretariat in October 2021 as a Project Administrator. She holds a Bachelor of Science in Anthropology and Communications from the College of Charleston, and an MLitt in Celtic Studies from the University of Glasgow. At present, she is completing her PhD at the University of Glasgow on Pākehā Place-names in Aotearoa New Zealand's Clutha and Central Otago Districts: An anthropological onomastic study.

Shanara Wallace is a descendant of the iwi or tribes of Ngāti Ruanui, Ngā Rauru, Ngāti Tūwharetoa and Ngāti Kahungunu ki Wairarapa and Heretaunga. She has been a Kaiako Reo Māori (teacher of Māori) and a Māori cultural consultant for many organisations and businesses. She is a student at the Victoria University of Wellington in Aotearoa New Zealand.

Paper quilt ceilidh (drop-in)

By Lisa Bradley (University of Glasgow) and Mindy Ptolemy (Glasgow Caledonian University)


Thursday 11 May 1:15-3:30pm

“Quilts hold people and stories. [...] Throughout history, communities have turned to the collective intimacies of quilting in moments of need [...] When we grant quilts authority, we expand our conception of who can tell meaningful stories and how these stories are preserved.”
(Bailey, 2021)

What are the radical potentials of craft and making for mobilising different ways of knowing and being in the world?

This drop-in session stems from our continued exploration of this question across multiple research projects, focusing on a particular intersection of quilt-making and anticolonial futures. Inspired by Katherine McKittrick’s prompt to pursue anticolonial methods that gather textures, tales and whispers that “live [...] across a range of temporalities, places, texts, and ideas” (2021: 4), we invite you to drop by, explore, and share your response across three time-threads. First, in dialogue with your pasts, we’ll support you to explore tools, materials, objects and stories of quilt-making, and reflect on any thoughts, feelings, emotions or memories that are activated through the encounter. Second, we’ll provide you with materials to make and contribute a square for a UNESCO RILA Spring School 2023 paper quilt. This paper quilt will collectively speak to the ways in which practices of quilt-making across cultures unfold through and towards relational spaces of knowing and being. Finally, looking to the future, we’ll introduce you to a quilt-making/anticolonial futures research project that invites staff, students, and affiliates of the University of Glasgow’s School of Education to co-create a patchwork quilt. Full details of the project will be shared during the drop-in event, including information on how to sign up and take part.





Lisa Bradley is a Lecturer in Creative and Interdisciplinary Studies in Education at the University of Glasgow and leads the MSc in Education for Sustainable Futures. Her work focuses on practices of knowledge, reality and meaning-making across disciplines and topics. Guided by post-qualitative, new materialist, and STS theories, as well as auto-theoretical encounters that often exceed the academy, she draws on an ever-evolving constellation of performative and transformative methodologies, to prise apart dominant knowledge practices, towards realities unseen, and towards more just and undisciplined modes of thinking and doing. She is just as at home (re)imagining, (un)learning and restor(y)ing sustainable worlds through quilting, pottery and crochet, connecting the head, the heart, the hand and the other.

Mindy (Amanda) Ptolomey is a Lecturer in Sociology at Glasgow Caledonian University. Mindy facilitates creative research encounters to explore inequalities in everyday life, and in our imagined futures, for example through zine-making and arts-based workshops. Mindy has contributed to Plan UK's State of Girls Rights in the UK report and Scotland in Lockdown, as well as leading the project Researchers Don't Cry?! Mindy is a member of the Gender and Education Association Executive, her background is in community development and peacebuilding.

Little Palestine - Diary of a siege

Film screening by GRAMnet

Thursday 11 May 1:15-3:30pm

In a special collaboration with the UNESCO RILA Spring School, and in partnership with BEMIS Scotland, GRAMNet are honoured to present a virtual screening of a moving feature LITTLE PALESTINE (2021).

Join us virtually on the 17th of May at 6:30pm for a LIVE watch party + post screening Q&A!

Details:

Documentary: Lebanon, France, Qatar, (2021)

Director: Abdallah Al-Khatib

Running Time: 1h 29m

Languages: Arabic

Subtitles: English.

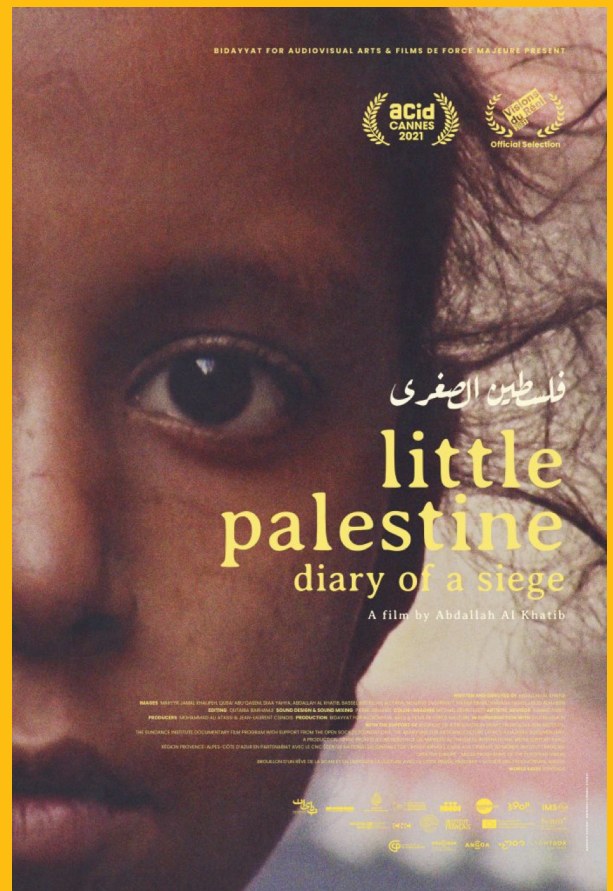
Synopsis

The district of Yarmouk (Damascus, Syria) sheltered the biggest Palestinian refugee camp in the world from 1957 to 2018.

When the Syrian revolution broke out, the regime of Bashar Al-Assad saw Yarmouk as a refuge of rebels and resistance and set up a siege from 2013 on. Gradually deprived of food, medicine and electricity, Yarmouk was cut off from the rest of the world.

Abdallah Al-Khatib was born in Yarmouk and lived there until his expulsion by Daesh in 2015. Between 2011 and 2015, he and his friends documented the daily life of the besieged inhabitants, who decided to face bombing, displacement and hunger with rallying, study, music, love and joy.

Hundreds of lives were irredeemably transformed by war and siege – from Abdallah's mother, who turned into a nurse taking care of the elderly at the camp, to the fiercest activists whose passion for Palestine got gradually undermined by hunger...



EXHIBITIONS

In the main Atrium of the Advanced Research Centre, we have four exhibitions lined up for you:



Paria Goodarzi and Francisco Llinas Casas

Distanced Assemblage

Distanced Assemblage is a collaborative, artist-led initiative based in Glasgow, Scotland. We believe that communities who collectively engage in creative thinking are more resilient and better equipped to tackle political and social adversities. Therefore, we aim to help people and communities connect through collaborative art projects in order to promote a sense of belonging and inspire positive changes in their lives and environment.

Distanced Assemblage is a collaboration between independent artists Paria Goodarzi and Francisco Llinas Casas. The initiative is a response to notions of migration, displacement, cultural representation, and the value of art amid the difficult situation generated by the Covid-19 pandemic. They will be displaying their work '**Alternative Tracks**'.

Refuweegee

Refuweegee is a community-led charity that gives people a way to welcome and embrace those newest to arrive. They strive to ensure that people who have been forced to flee their homes arrive in Scotland to a warm welcome and some of the things that will help them to feel more at home here.

Refuweegee (ref-u-wee-gee)

noun - A person who upon arrival in Glasgow is embraced by the people of the city, a person considered to be local.

see also Glaswegian -

Refuweegee will be displaying a selection of '**Letters fae the Locals**' and also invites you to write a letter of your own. These letters will be put in their welcome packs.



Daniel Connell in front of his work

Daniel Connell

Daniel Connell was born in South Australia. He has a Bachelor of Spanish and Latin American studies and a Diploma of Education from Flinders University, a Master of Visual Art and a PhD from the University of South Australia. He lived in India for two years and travels and exhibits there. He is known for his large-scale, drawn portraits of migrants, particularly of the Indian community in South Australia. He is interested in the emergence of a new culture in the arts: Not art therapy; Not community art and not commodification but an alternative understanding as the arts as a place for hospitality for the new.

Look our for Daniel's live drawing session on the 10th of May!

Naa Densua Tordzro

Naa Densua Tordzro is a Ghanaian fashion designer, dressmaker and African (Ga) music composer and singer with knowledge and research interest in ancient West African Adinkra symbols that were printed on traditional fabrics. Her current research focus is on decolonising textiles and fashion education in the contexts of the global south.

At the Spring School, she will be displaying **"Gbe Fa Lɔi" (The Travellers)** A story of migration, integration, inclusion and belonging.

"Gbe Fa Lɔi" tells a story of how indigenous dressing and fashion is influenced through migration. The design on the top of the skirt represents the twelve countries that are part of the MIDEQ Research Project.



Naa Densua Tordzro

SPONSORS / THANK YOUS

The Spring School is always a collaborative event, that lots of people put a lot of time and effort in, but there are a few people who deserve special thanks, in particular this year's sponsors:



The Culture for Sustainable and Inclusive Peace (CUSP) project at the University of Glasgow, in particular the Administrator Jen McArthur



The Music Department of the School of Culture & Creative Arts at the University of Glasgow, in particular the Music Development Officer Catherine Phillips Brady



Culture, Literacies, Inclusion and Pedagogy

A dark blue banner with a faint background image of architectural arches. The text "Culture, Literacies, Inclusion and Pedagogy" is centered in a white, sans-serif font.

The Culture, Literacies, Inclusion and Pedagogy research and teaching group in the School of Education, University of Glasgow



The New Scots Refugee Integration Delivery project at the University of Glasgow



This project is part funded by the EU Asylum, Migration and Integration Fund. Making management of migration flows more efficient across the European Union.

We would also like to extend a huge thanks to our volunteers: Nikos Psochios, Hatice Karakus, Sarah Stewart, Zhaoyang Wang, Effie Samara, Rachel Burke, Hope Wang, Lupin Lin, Daniel Connell and Bernhard Reinsberg. Thank you all so much!