



UNESCO World Conference on Culture & Arts Education
MOBILE ARTS FOR PEACE Side Event

**Artful research:
informing curricula and
youth peacebuilding policy in Nepal,
Rwanda, Kyrgyzstan, and Indonesia**

Friday 9 February 2024

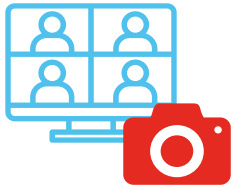




Housekeeping



Please mute your microphone whilst speakers are on.



We will take screenshots and record.

Please turn your camera off if you do not want to appear in a recorded image.





Ways to connect



MAP@lincoln.ac.uk



<https://map.lincoln.ac.uk/>



@Mobile __ Arts

Event hashtag: #EverydayPeacebuilding

Newsletter:

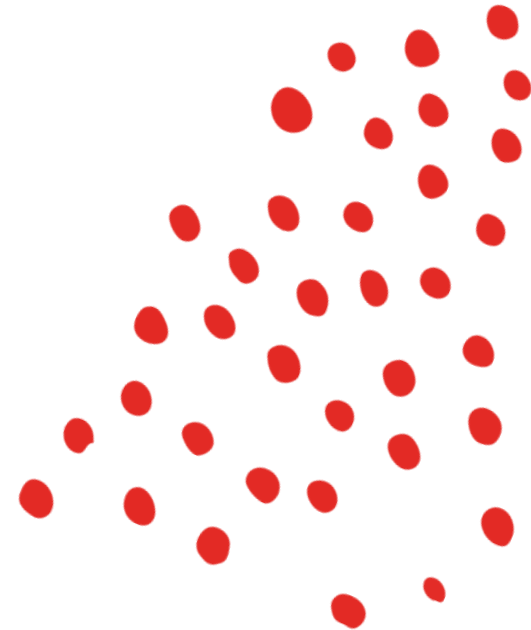
Subscribe at bottom right of Website Homepage

See you
in person at
the conference
13-15 Feb!





Thank you to our funders...





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**CULTURE & ARTS
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MAP aligns with
**five of the
themes** of the
World Conference:



- Access and inclusion
- Contextual education & cultural institutions
- Resilience & well-being
- Lifelong & life-wide learning
- Culture and education policies



Agenda: Artful Research



- 1 Introduction
- 2 **Co-creation with youth:** adapting cultural art forms for everyday peacebuilding
- 3 **Arts Education Curriculums** (within existing curricula)
- 4 **Learning experiences:** ways of engaging artists, youth researchers, policymakers and practitioners
- 5 **Future Directions:** Informing policy to strengthen post-conflict reconciliation and healing



Credit: AJCUI



Credit: HRFC



Overview of Mobile Arts for Peace (MAP)



Professor Ananda Breed
Principal Investigator (PI), MAP

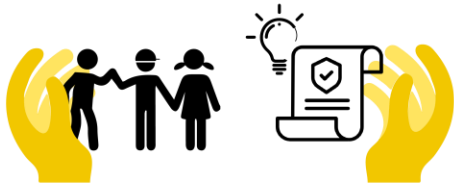
Professor in Theatre
College of Arts, Humanities & Social Sciences
University of Lincoln, UK



Aims and Objectives



To provide a comparative approach on the use of interdisciplinary arts-based practices for peacebuilding in Nepal, Rwanda, Kyrgyzstan, and Indonesia by:



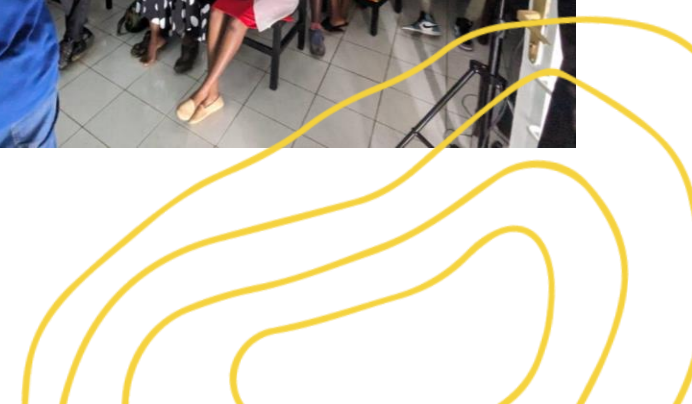
- **Influencing curricula and approaches to working with in- and out-of-school youth to address global challenges**



- **Creating structures and modes of communication between youth and policy-makers from the local to global**



Credit: Tom Martin





Overview

MAP runs from
July 2020 - July 2024
in **Nepal, Rwanda,**
Kyrgyzstan, and Indonesia

13 projects
in Phase 2 (2023-2024)



Across the four countries, to date, MAP has...



Created links with
185 partner organisations



Delivered over
661 engagement activities



Produced over
184 artistic products

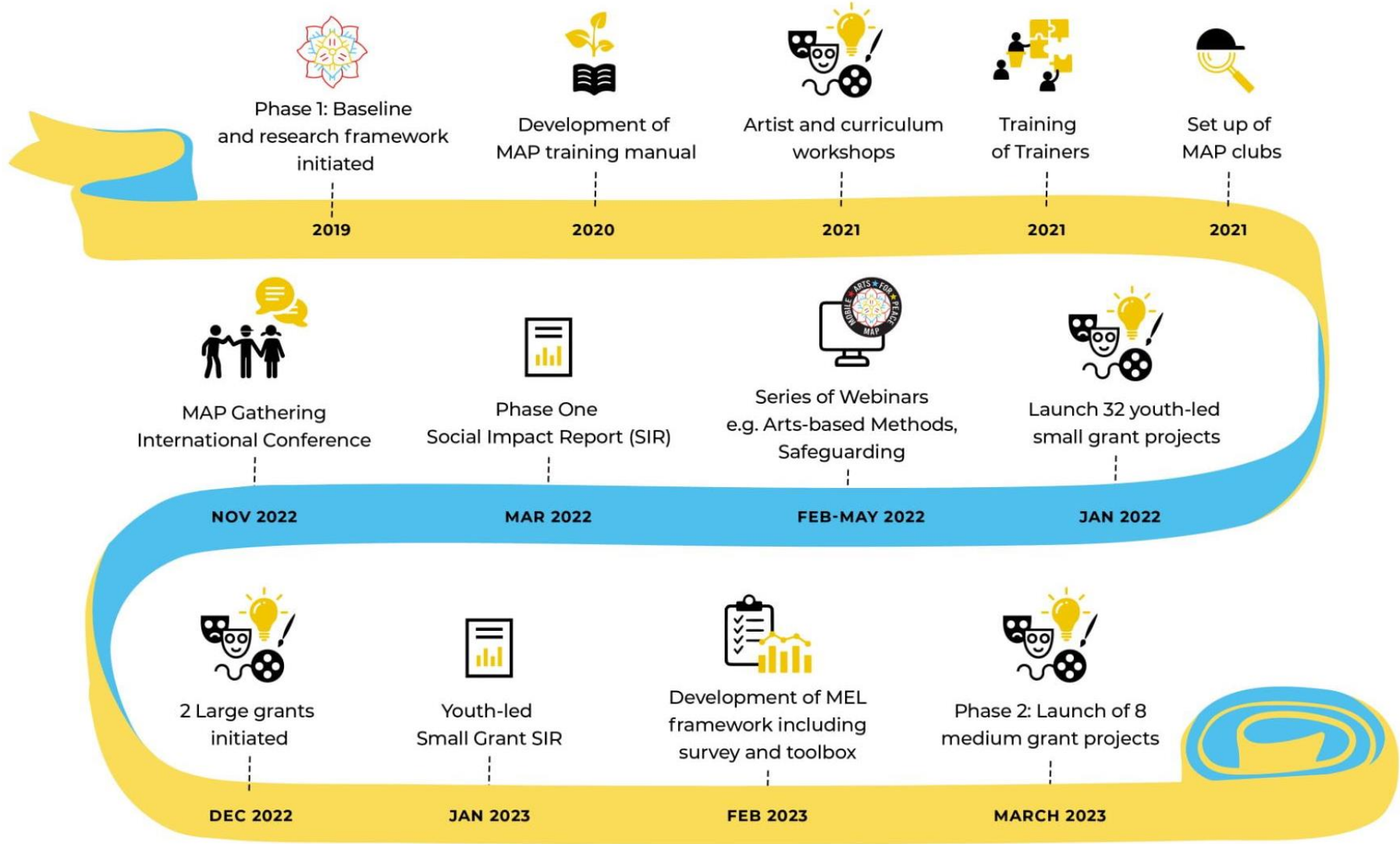


Involved more than
21,000 youth participants and
researchers, and
800 policy and **decision-makers**
(at local and national levels)





MAP Milestones



* Key events also occurred across the four countries



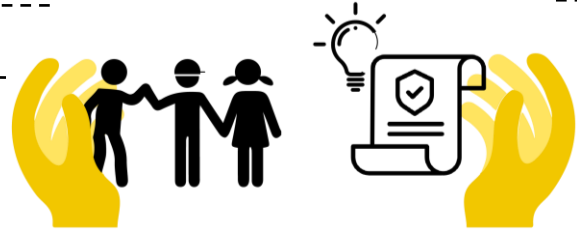
Informing Curriculum



Mapping local approaches to informing curriculum

Developing youth leadership through MAP child clubs and researcher clubs

Networking with cultural organisations and artists to develop resources



Embedding into HEI structures through Continuing Professional Development (CPD) programmes

Resourcing existing campaigns and providing training (MAP at Home)

Guiding national structures including National Child Forums and Ministries of Education



Informing Policy



Exploring role of cultural forms for dialogue

Understanding local and cultural approaches to healing alongside health care providers and institutions

Networking with local and regional decision-makers and CSOs to create pathways for impact



Gathering evidence-based data using arts-based approaches

Establishing youth as experts with lived experience to co-produce policy briefs

Conducting policy roundtables and embedding decision-makers and policy-makers into the MAP journey



Challenges and Opportunities



- Need to **engage high level officials with arts-based methodologies** and to explore the resistance/biases towards artists/art making and youth as experts/issues of importance;
- Sweet spot between **formal and non-formal modes** of communication and policy-informing structures;
- Mechanisms to **continually adapt and progress the methods** at local levels while embedding within national and formal structures.



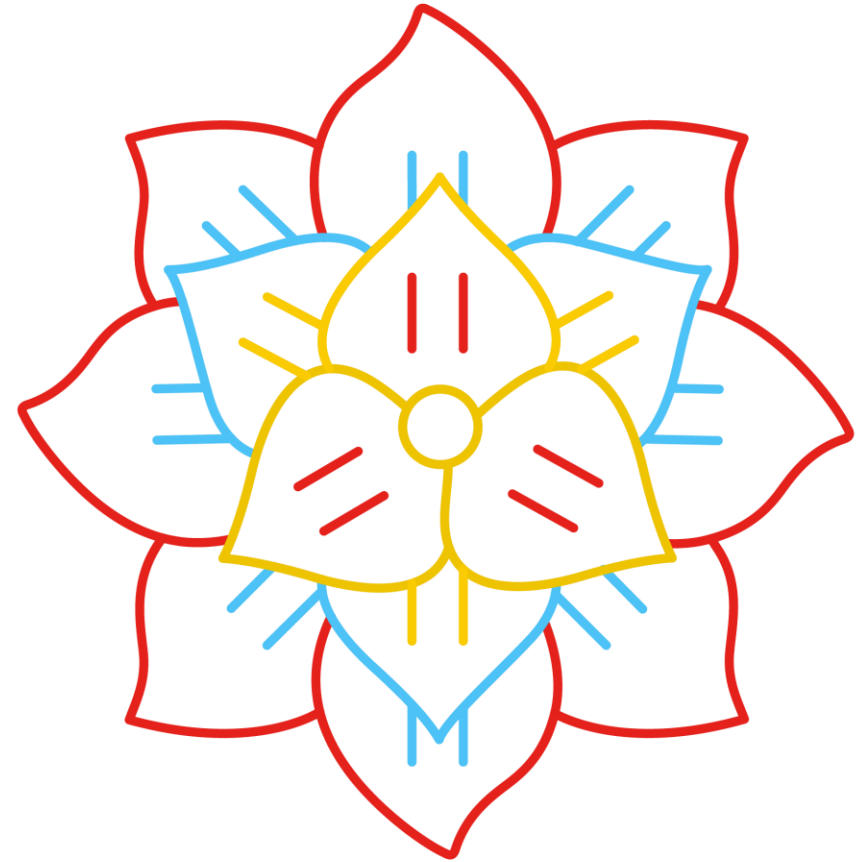
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Thank you!

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MAP@lincoln.ac.uk

Twitter : @AnandaBreed



Co-creation with youth:
adapting cultural art forms
for everyday peacebuilding



Aligns with
the Frameworks
'Co-creation' Guiding
principle

Presenters:

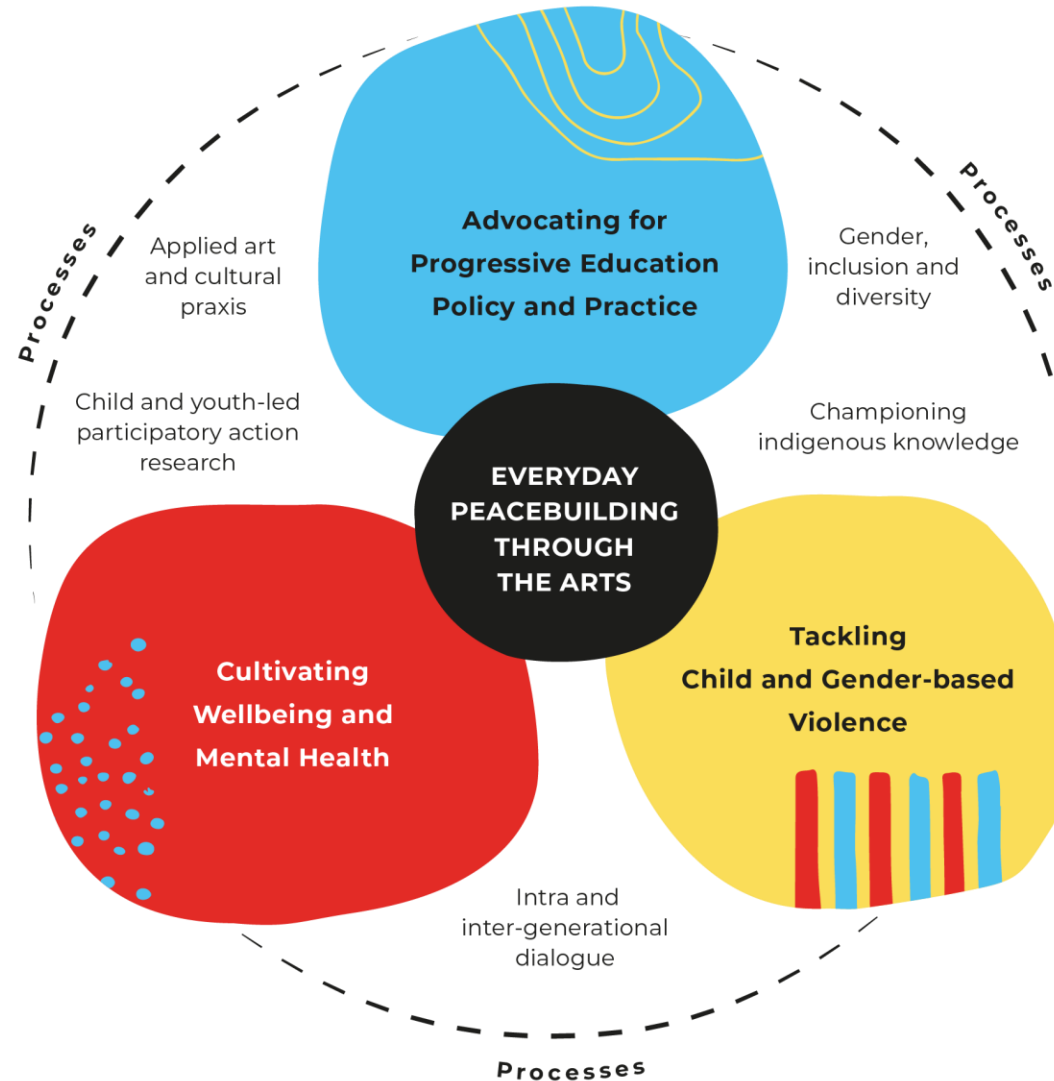
Prof Ananda Breed

Dr Sarah Huxley



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MAP Key Themes and Approaches



Education: Indonesian example

'Beyond Tradition' Project



Approaches:

- Championing indigenous knowledge
- Child/youth led participatory action research
- Designing inter and intra generational processes of dialogue

Overview:

Beyond Tradition project aims to create **a model for the Independent Education Curriculum** for vocational schools in the Jakarta Province in collaboration with the Education & Cultural provincial offices. The model involves young people in the artistic & cultural process. It focuses on Betawi arts, which includes Lenong, dance, music, martial arts (Pencak Silat) and rhymes (Pantun).



*Young people practicing Gambang Kromong (a Betawi musical instrument that usually accompanies Lenong performances).
Credit: AICUI*

Education: Informing curriculum



- Lenong performances will be used to strengthen mutual understandings/challenge assumptions dialogues between young people and audiences.
- Co-creating a training module that provides a detailed description of all stages and activities of Lenong revitalisation.
- In implementing the learning model, we are working with the Education Office and the Cultural Office of Jakarta.



Audience with Cultural Office of East Jakarta. Credit: AJCUI



The role of Youth Advisory Board (YAB)

River journey workshop led by YAB. Credit: AJCUI

Gender Based Violence: Kyrgyzstan example

'Dialogue through Art' Project



Approaches:

- Building in gender (and diversity) inclusive considerations
- Child/youth led participatory action research
- Designing inter and intra generational processes of dialogue

Overview:

- Created MAP Youth Clubs in four regions to identify issues of concern to young people: one of the issues identified was school-based bullying/GBV.
- Explored different arts-based data gathering & advocacy tools e.g. forum theatre, participatory video and traditional music/dance.
- Through performances of forum theatre, the project engaged in inter-generational dialogue with the officials/parents, first at local levels and then in May 2022 at a national level event.



Forum theatre. Credit: FTI

Gender Based Violence: Kyrgyzstan example



“MAP project brings together community members and MTA. MAP shows community what MTA is, what issues MTA deals with, helps to establish community trust/confidence in MTA, helps to bring the community and MTA closer and establish links.”

(Head of the Municipal Territorial Administration (MTA) "Amir Timur")

“Before, I used to consider schoolchildren as small and incapable of cooperation, but, it turns out, we need to keep in touch with them, as they can help me do my work more effectively.”

(A Police representative from Jalal-Abad)

“In our village, the relationship between parents and school was not very good. Parents did not come to school meetings and it was very difficult for us to solve some issues where the participation of parents was needed. With MAP, by using the forum theatre method as a tool for reflecting on existing problems and finding solutions, parents began to communicate more with the school.”

(Head teacher of school No. Zhide)





Mental Health & Wellbeing: Rwanda example

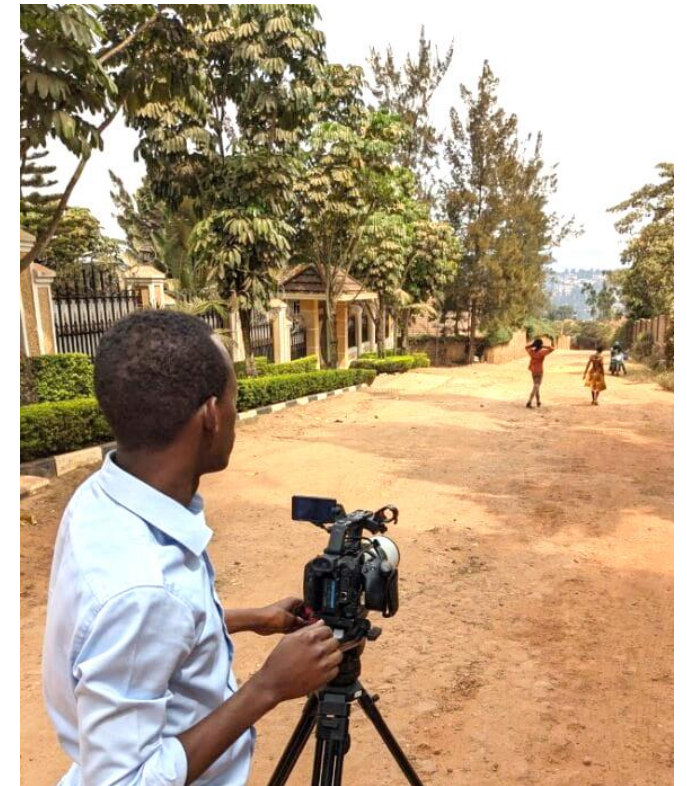
'Visualising Peace' Project

Approaches:

- Child/youth led participatory action research
- Designing inter and intra generational processes of dialogue
- Using applied arts and cultural praxis

Overview:

- Using film-making to address the barriers young people face in engaging and influencing community members and policymakers on youth mental health
- In Visualising Peace project, University of Lincoln plus partners including the Kwetu Film Institute, and Never Again Rwanda developed a participatory action research model to support young participants to explore their political agency, and communicate their ambitions to community members and targeted policymakers.



*Kwetu production crew filming on a residential street.
Credit: Tom Martin*

Mental Health & Wellbeing: Rwanda example



- Films shared at a symposium in December 2023
- Mobile screenings throughout Rwanda are planned via mental health awareness orgs, alongside the co-creation of a training manual
- Bio medical Research center in Rwanda has committed to use these resources and incorporate some of the recommendations into the forthcoming Youth mental health policy



Youth mental health film screenings. Credit: Kwetu Film Institute

[Rwanda drumming video](#)

'Ingoma Nshya' Girls Drumming Festival, Kigali (6 May 2023)



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**Any questions
or comments?**



**Any synergies
with your own
work?**



Developing Arts Education Curricula



Objective 3: “Integrate effectively culture and arts education... in curricula”

**[living cultural heritage,
indigenous ways of knowing]**

Presenters:

Prof Ananda Breed

Dr Sarah Huxley

Mr Binod Prasad Pant

Piloting an Arts Education Framework with Kathmandu University & UNESCO Kathmandu



- Emerging from Roundtable Dialogue Sept 2023; gap to strengthen Arts Education in Nepal
- Work with KTM University Education department & 5 PGR students who are focusing on developing arts-based exercises from the MAP manual to be integrated into existing secondary school curriculum.
- Across subjects e.g arts in biology, social sciences etc.
- Key elements: local cultural forms, engaged/reflective child centered learning

Overview of the pilot Arts Education Framework




- Review of the National Curriculum
- Development of sample lessons
- Art-based approach to lessons – at the centre
- Piloting the lessons (25 lessons in five schools)
- Finalising the documents based on the field-based experiences during piloting



UNESCO-MAP roundtable. Credit: UNESCO Kathmandu

Sample lesson plan



OUR FOLK SONGS	
<p>Lead in activities: Singing tag</p> <p>Date: 1 Nov 2023</p> <p>Grade: 10</p> <p>Subject: Social study</p> <p>Unit: Three</p> <p>Lesson: 2</p> <p>Time: 45 m</p> <p>Number of students: 40</p> <p>Age of students: 15-17</p>	
<p>Objectives: To share songs from the participants and their regions, preserve culture, and energize the group. Promote social awareness through an exploration of heritage and identity to foster community bonding and unity.</p>	
<p>Teaching Materials:</p> <ul style="list-style-type: none">• Introduction to Cultural Music: Collate a collection of songs representing different regions or cultures. Collect or create maps or visuals displaying the origins of these songs. Suggestion to provide overview of <i>Deuda</i> as an example: https://www.youtube.com/watch?v=SBBtNVq5ScQ Deuda song: Muile pede Gita, karma raichha Mahabharat, muile pade Gita Lank pugin Sita, rudai chha Kiskinda Puri, Lanka pugin Sita.• Audiovisual Equipment: A device to play the songs. Projector or speakers for better audio output.• Lyrics Sheets or Song Information: Lyrics or background information about the songs to distribute to participants.	
<p>Classroom Activities:</p> <ul style="list-style-type: none">• Icebreaker & Introduction: Start with a brief introduction to the activity and its purpose. Have participants introduce themselves, sharing their favorite songs or music genres.• Song Sharing: Ask participants to present songs from their regions or cultures. Encourage them to share the meaning, history, or significance of the songs.• Listening Session: Play the songs for the group to hear, possibly using a round-robin format where each participant's song is played.	



Piloting/field experiences & preliminary findings

- Student engagement is evident
- Integrating art forms has enabled an authenticity (lived experiences) of the student's life-worlds/situations
- Responses: refreshingly a range of different perspectives/ideas on how to further the draft sessions
- Root-cause analysis of social issues have been conducted through drama-based approach.



Credit: Binod Prasad Pant





Developing a local Arts Education curriculum

- Dec 2023 – May 2024
- Janaki Women Awareness Society (JWAS) in Nepal to explore the development of a local arts education curriculum centered on the use of Mithila paintings.
- JWAS has reviewed local government guidance on creating curriculums (part of decentralisation of federal states)
- Created an inclusive process:
 - Setting up partnerships with relevant local municipalities and education bodies
- Next steps:
 - Workshops with (young female) artists and curricula experts
 - Interviews
 - Design/review of curriculum

Mithila arts are a traditional art form from the ancient Mithila kingdom of Nepal and still popular in the central southern region of Nepal, especially in Janakpur.

Historically used to convey religious rituals, nature and farming scenes, but increasingly also used to convey contemporary issues e.g. creating awareness on gender injustice.

Mithila Arts – traditional images



- Traditionally passed from women to girls
- This image shows the most traditional form (almost disappeared now).
- Unknown artist, recorded by JWAS.



- Historically used in marriage ceremonies.
- Unknown artist, recorded by JWAS.



- This type of painting is the most popular.
- It illustrates the marriage of the god Ram and the goddess Sita.

Mithila Arts – contemporary adaptations



- In this painting a young girl is saying that she wants to be a lawyer to fight against child marriage, which is curtailing the dreams of girls.
- Painter: Ruby Pathak and team

- This is the first painting (in progress) from this project; girls *and* boys (inclusive)
- JWAS is planning to use it as a cover page image.
- Painter: Ruby Pathak and team



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**Any questions
or comments?**



**Any synergies
with your own
work?**



Learning experiences:
ways of engaging artists,
youth researchers, policy
makers and practitioners



Implementation modality: Learning experiences

[research processes & review]

Presenters:

Prof Ananda Breed

Dr Sarah Huxley

Ms Juhi Adhikari

UNESCO-MAP Roundtable



*Opening of UNESCO-MAP
Roundtable event in Kathmandu.
Credit: Human Rights Film Center*



Overview of the UNESCO-MAP Roundtable



- Members of Youth Advisory Advocacy Research (YAAR) are demonstrating an image theatre to present problems and solutions that exist in their communities.
- Panel discussion on Culture & Arts Education and art-based pedagogies with panelists: Balkuntha Thapa Aryal (CDC, MoEST), Sailendra Jha (KMC), Prof. Balchandra Luitel (Dean School of Education, KU), Deepa C. Joshi (Incessant Rain) & moderator Saroj Kushwaha (Mahato).
- YAARs speaking on an intergenerational panel, reflecting on their exploration of arts-based methods in educational settings.
- Deuda & live mural painting by artist Arin Shrestha and his team.
- We are looking for partnership/funding collaborations to take this work forward, reach out if you are interested!



Credit: UNESCO Kathmandu



Experimenting with communications



Policy (Art) Briefs

Policy Briefs communicate short, timely solutions, capturing positive visions through presenting rigorous & concise information.

- Art uses images, symbols, ideas, metaphors and other bodily/more than verbal expressions to enable constructions of new social imaginaries that can inspire change toward a more desirable future.
- Can a Policy (Art) Brief communicate challenging issues in ways that are more impactful?

Policy Art Brief (1): Exploring Arts-based Methods in the Social Science Curriculum (Grades 6-8)
Prepared by Youth Researchers in Nepal

INTRODUCTION
Nepal's national curriculum, as per the National Curricular Framework designed to encourage students to learn and develop critical thinking practical skills. The curriculum proposes that "learning to know, learn learning to be and learning to live together" are primary goals. Thus, the Development Center (CDC) incorporates various practical methods of curriculum and designs it in such a way that students are the forefront implementing educational materials (CDC, 2023). However, effectiveness of the curriculum provided by the CDC requires further development.

The Mobile Arts for Peace (MAP) project worked with children and youth to inform the local curriculum using local arts-based methods (e.g. Dev Image Theatre). Nepal's social sciences curriculum notes the importance of arts-based learning approaches for students to explore social problems and potential solutions (Basic Curriculum - Social Sciences Grades 6-8). This brief proposes ways to use arts-based approaches to close the gap between teaching methods and CDC requirements for the new curriculum.

METHODOLOGY
The Youth Advisory Advocacy Research (YAARs), a group of 30 youth conducted arts-based lessons, focusing on Image Theatre, to identify their own issues. The steps are shown in the diagram below:

1. YAAR members (girls from diverse backgrounds) were selected to learn about the concepts of the national curriculum, research advocacy, and arts-based learning methods.
2. Students identified their local issues and presented them through art to decision-makers and their communities. This process included identifying, illustrating, and discussing their issues, and then presenting them through art.
3. YAAR members in Hetauda, where they conducted their arts-based lessons, used e.g. Image Theatre.
4. Students identified their local issues and presented them through art to decision-makers and their communities. This process included identifying, illustrating, and discussing their issues, and then presenting them through art.

Policy Art Brief (2): Youth Researchers as Generational “Translators” in Educational Policy
Prepared by Youth Researchers in Nepal

INTRODUCTION
National education policies and curricula play a profound role in shaping the experiences and future of the youth and the communities they belong to. A large part of youth's lives is spent in formal education, but they have little influence over it. The process of formal curricula development often overlooks the voice and perspective of the young people they are designed to serve. This creates a gap between the educational systems and the needs and communication styles of young learners.

Arts-based methods recognize that youth are not passive recipients of education but active agents capable of contributing to policy development and positive change. Arts-based approaches can enable positive youth engagement to create a "two-way" form of communication" between young people and decision-makers to inform policy.

METHODOLOGY
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RESEARCH FINDINGS
DID YOU KNOW?

The arts-based learning method, according to our findings, is low-cost and time-effective. This method integrates local cultural forms and knowledge production.

Experimental and student-centred learning approaches
Arts-based methods cover topics in a deep and meaningful way. Topics can be taught through peer-based and experiential learning approaches using arts-based methods. This reduces the burden on teachers and encourages a student-centred approach.

Peer-based learning
Students shared positive reviews on peer-based learning. They are more willing to learn and retain information through this method.

Peer-based learning can also help students be more independent and curious, increasing their critical thinking and leadership skills.

Students-teachers collaboration
The participatory arts-based approach enables teachers and students to work together. Students are more proactive in discussing and finding solutions themselves through arts-based learning.



Experimenting with communications



'Talking Back'

- Asynchronous online co-creation approaches [comments function/Padlet on a webpage] alongside synchronous learning via webinar.
- First theme experimenting with challenges/solution for inter-generational dialogue. Join the **webinar on 29 Feb!**

ABOUT MAP CONTACT US SEARCH...

WHERE WE WORK THEMES & APPROACHES POLICY BRIEFS ARTISTIC OUTPUTS RESOURCES UPDATES & EVENTS

TALKING BACK: Barriers to inter-generational dialogue

We have substantial evidence there are barriers to inter-generational dialogue in informing curricula and educational policy.

In this first TALKING BACK, we would love to hear from both adults and young people how 'dialogue' occurs between adults and young people, and learn how to overcome barriers to inter-generational dialogue.

"Normally, our communication and dialogue with the adult artist trainers has been great, although occasionally misunderstandings arise..."

1. SHARE YOUR STORY
Until the end of January 2024 you can send us your stories on this page.

2. REACT AND RESPOND
Add your thoughts on our storyboard below and let us know if these stories resonate with your experience... and share with friends and colleagues

3. JOIN OUR WEBINAR ON DIALOGUE
On 29 February 2024, we will hold a webinar to explore these stories alongside policy briefs and art-based outputs used to communicate issues important to young people with decision-makers. To find out how to join...



Reflections from Juhi Adhikari (lead YAAR)



Credit: UNESCO Kathmandu



Credit: UNESCO Kathmandu



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**Any questions
or comments?**



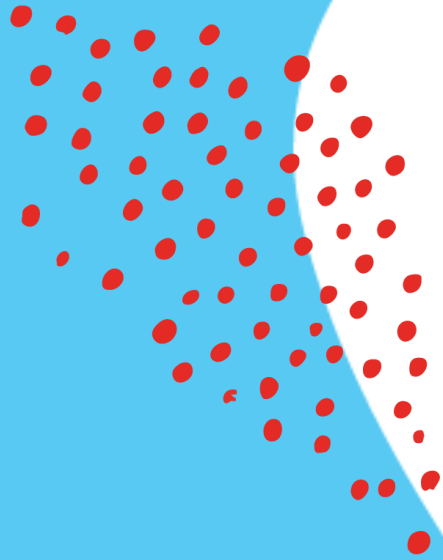
**Any synergies
with your own
work?**



**Future Directions:
Informing Policy to strengthen
post-conflict reconciliation
and healing**



**Strategic Goal:
Inclusion and equity
in and through culture
and arts education**





Final reflections & future directions...



MAP provides approaches/evidence in support of:

- **Co-creation** towards #EverydayPeacebuilding (progressive education; mental health & wellbeing & Child and GBV)
- **Applied research** that engages artists, civil society, officials, young people and their communities is crucial to address gaps in knowledge BUT also generating arts-based pedagogies (using indigenous knowledges) for learning, growing AND healing.
- **Lifelong and life wide learning** through the adaption of cultural art forms to inform inter-generational dialogue for social change

Future?

- MAP Rwanda's contributions towards the Youth Mental Health Policy
- Seeking collaboration to take the Arts Education Framework further in Nepal & beyond
- Considerations of becoming a community venture post current funding



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Can you see
any synergies/
cross-overs
with your own
work/interests?





Keep connected



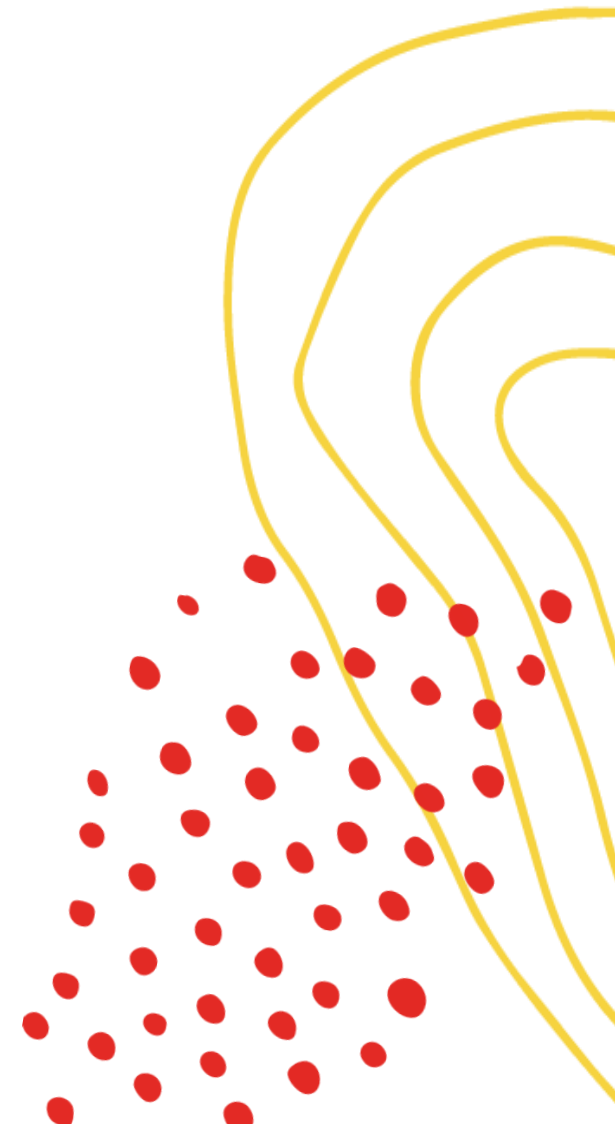
- Sarah will be at the WCCAE, email her directly to set up a meeting!
- Ways to connect
 - Website: sign up for our **Newsletter**
 - Check out our **Blogs**
- Future **Webinar: 29 February** on Informing Dialogue



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