



WELCOME TO THE
MOBILE ARTS FOR PEACE WEBINAR:

Visualising Peace

Thursday, 18 April 2024



Song: Imicyo Myiza by Umuduri Band

H O U S E K E E P I N G



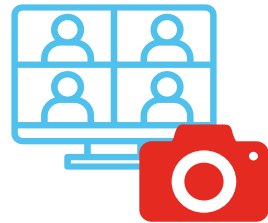
Please mute your microphone.

Сураныч, микрофонуңздун үнүн өчүрүңүз.

Harap matikan mikrofon Anda.

Funga mikoro yawe.

कृपया तपाइँको माइक्रोफोन म्यूट गर्नुहोस्।



We will take screenshots. Please turn your camera off if you do not want to appear in the photo.

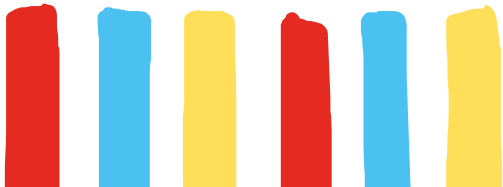
Биз скриншотторду алабыз. Суротто пайда болушун каалабасаныз камераңызды өчүрүңүз.

Kami akan mengambil tangkapan layar (screenshot/ss).

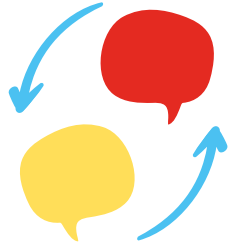
Silahkan matikan kamera Anda jika tidak ingin muncul di foto.

Tuzafata amashusho. Turagusaba kuzimya Kamera yawe niba udashaka kugaragara mu mafoto.

हामी स्क्रीनशट लिनेछौं। यदि तपाइँ फोटो मा देखा पर्न चाहनुहुन्न भने कृपया तपाइँको क्यामेरा बन्द गर्नुहोस्।



H O U S E K E E P I N G



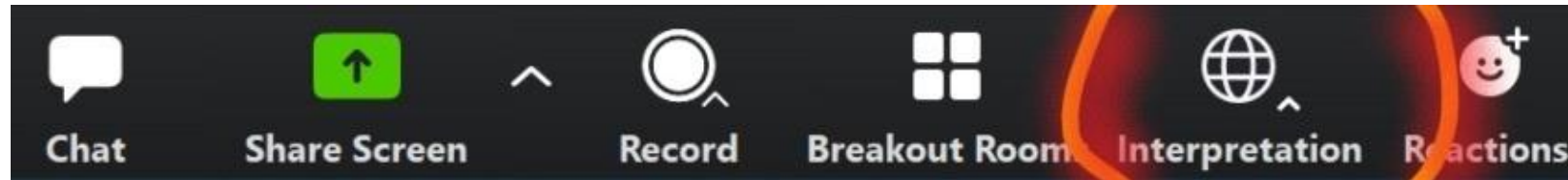
Please choose your interpretation channel.

Сураныч, чечмелөө каналыңызды тандаңыз.

Silakan pilih saluran interpretasi Anda.

Turagusa guhitamo umuyoboro w'ururimi ushaka.

भाषाको लागि कृपया तपाईंको व्याख्या च्यानल छान्नुहोस्।





Ways to connect



Email: MAP@lincoln.ac.uk

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

Newsletter: Subscribe at bottom right of Website Homepage

Twitter: @Mobile __ Arts

Event hashtag: #EverydayPeacebuilding





Thank you to our funders...





Agenda: Visualising Peace



1. Overview of Mobile Arts for Peace (MAP)
2. Overview of Visualising Peace
3. Policy Impact
4. Q&A
5. Closing remarks



Overview of Mobile Arts for Peace (MAP)



Prof. Ananda Breed
MAP Principal Investigator

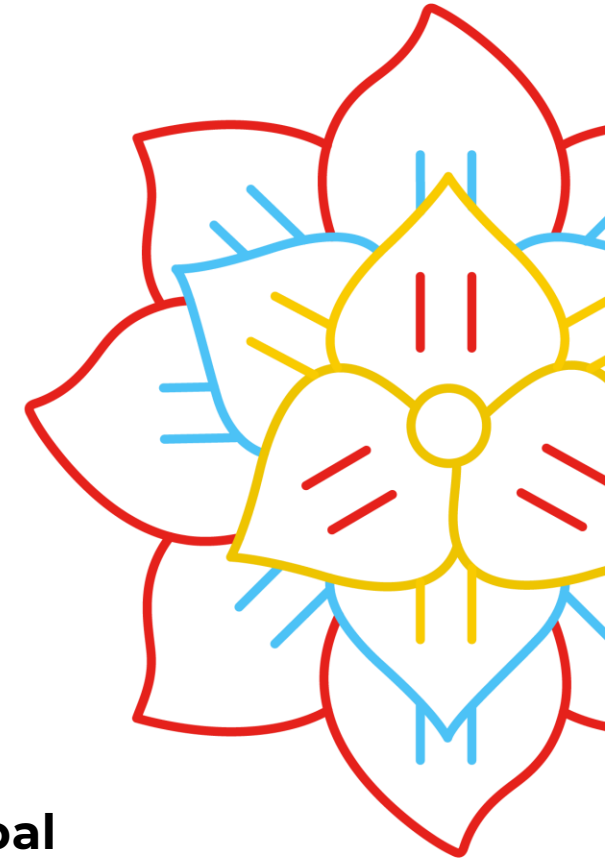
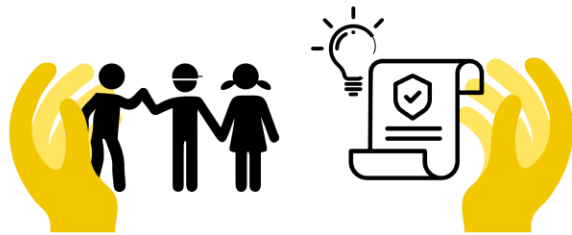
Professor in Theatre
College of Arts, Social Sciences,
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University of Lincoln, UK



Aims and Objectives



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

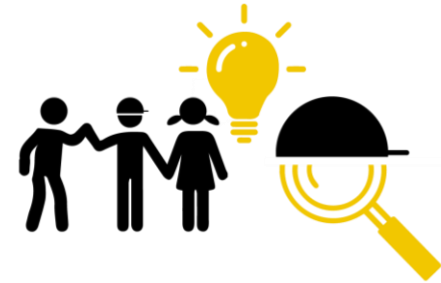


Overview



MAP engaged with over 7,250 research participants

(totalling over 28,124 since the initial implementation of MAP and sister UKRI GCRF Newton project MAP at Home)



created links with
194 partner organisations



Delivered over
828 engagement activities

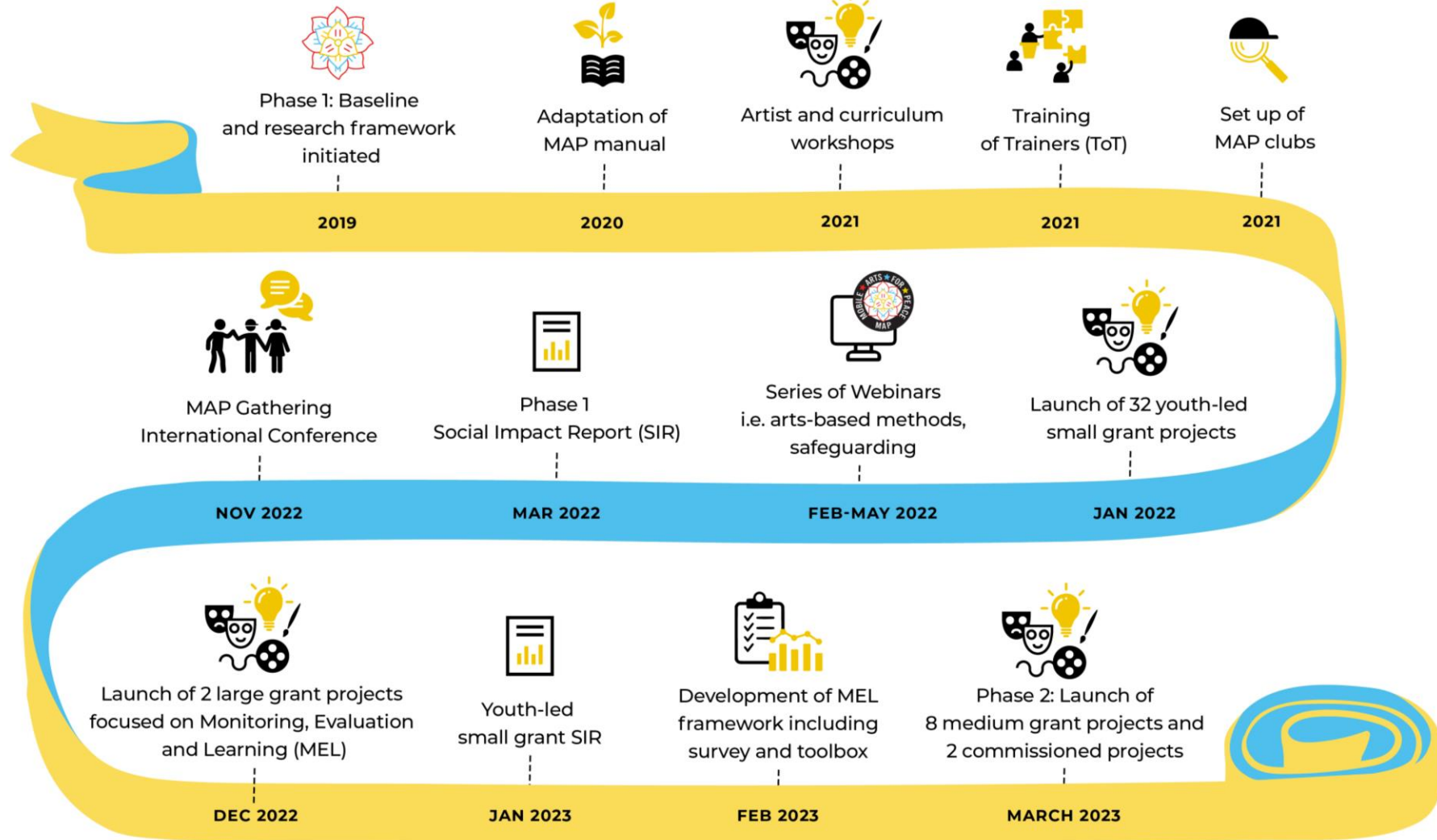


Produced over
279 artistic products
to date

across Kyrgyzstan, Rwanda, Indonesia and Nepal.



MAP Milestones



* Key events also occurred across the four countries



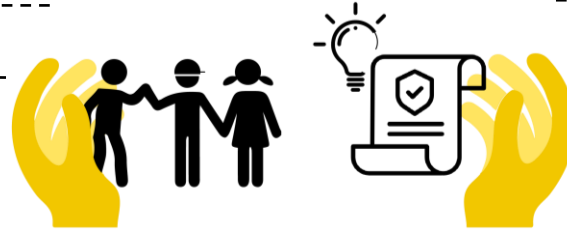
Informing Curriculum



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 data using arts-based approaches

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

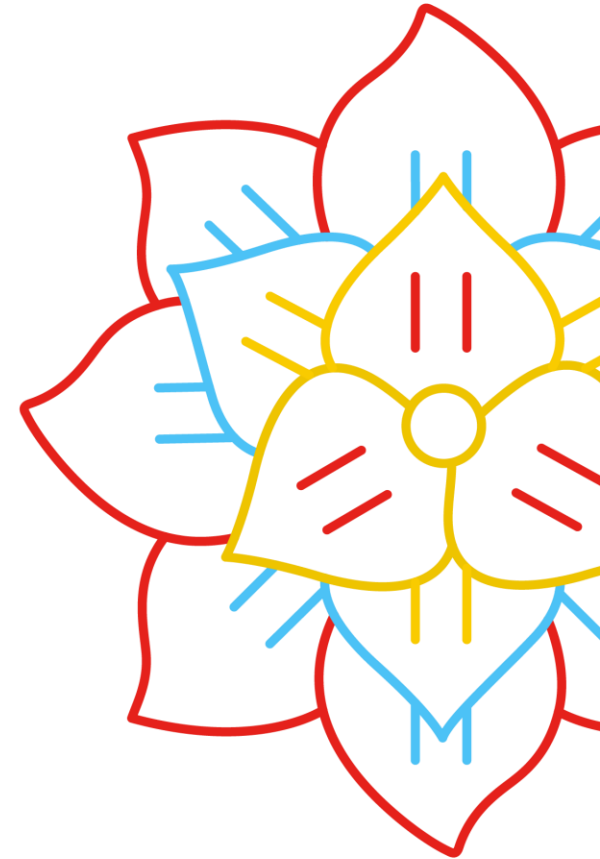
Conducting policy roundtables and embedding decision-makers and policy-makers into the MAP journey



Challenges and Opportunities



- Gendered dimension to issues and problems.
- 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.
- Role of Youth Advisory Board (YAB) and youth researchers to implement MEL strategy.





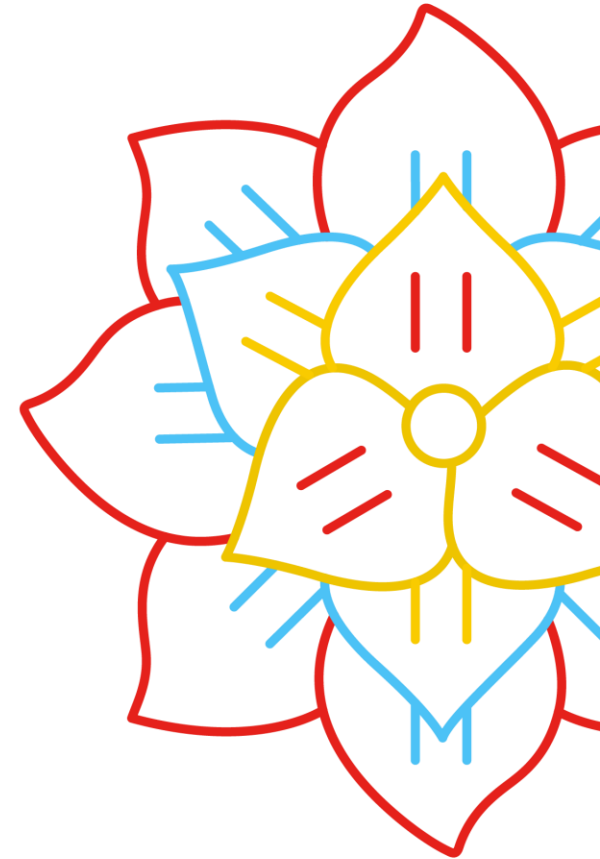
Thank you!

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LINCOLN



Visualising Peace



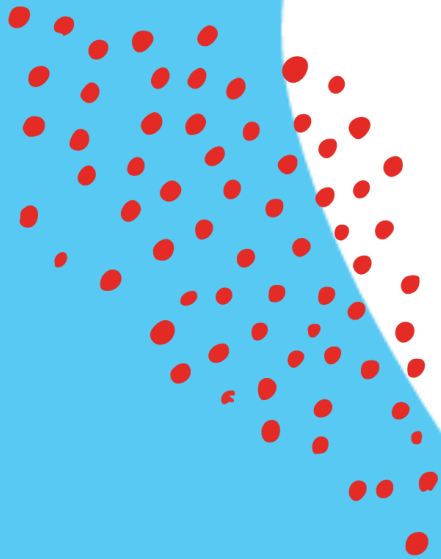
Tom Martin

Principal Investigator

Michelle Walsh

Co-Investigator

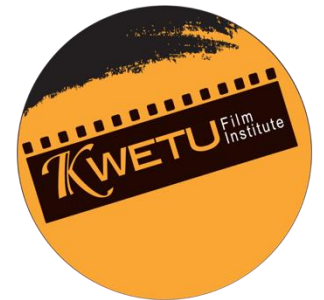
Senior Lecturers in Photography
College of Arts, Social Sciences,
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University of Lincoln, UK



Visualising Peace Webinar

Participatory Video Project Project information

Visualising Peace is a research project in Rwanda run in partnership with the Kwetu film institute, the University of Lincoln, Uyisenga Ni Imanzi as part of the wider Mobile Arts for Peace (MAP) project funded by the UK Research Council's 'Global Challenges Research Fund'. Mobile Arts for Peace is a four-year international, multi-disciplinary project which provides a comparative approach on the use of interdisciplinary arts-based practices for peacebuilding in Kyrgyzstan, Rwanda, Indonesia and Nepal. It is a collaborative project between universities, cultural artists, civil society organisations and young people across the world.

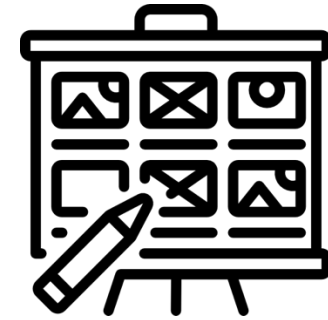




Project team and Kwetu students discuss ideas with MAP club young people.



Kwetu Students and MAP club young people represent their ideas and experiences using photos/drawings etc



Discussion of images and Storyboard creation



MAP club young people and Kwetu film-makers work together to create brief.



Kwetu film-makers begin practical workshops and pre-production process.



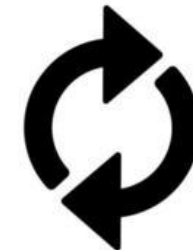
Kwetu film-makers present vision for film to MAP club young people for sign-off. Make changes as needed.



Filming/editing/post-production



Screen film to school students, teachers and wider audience.



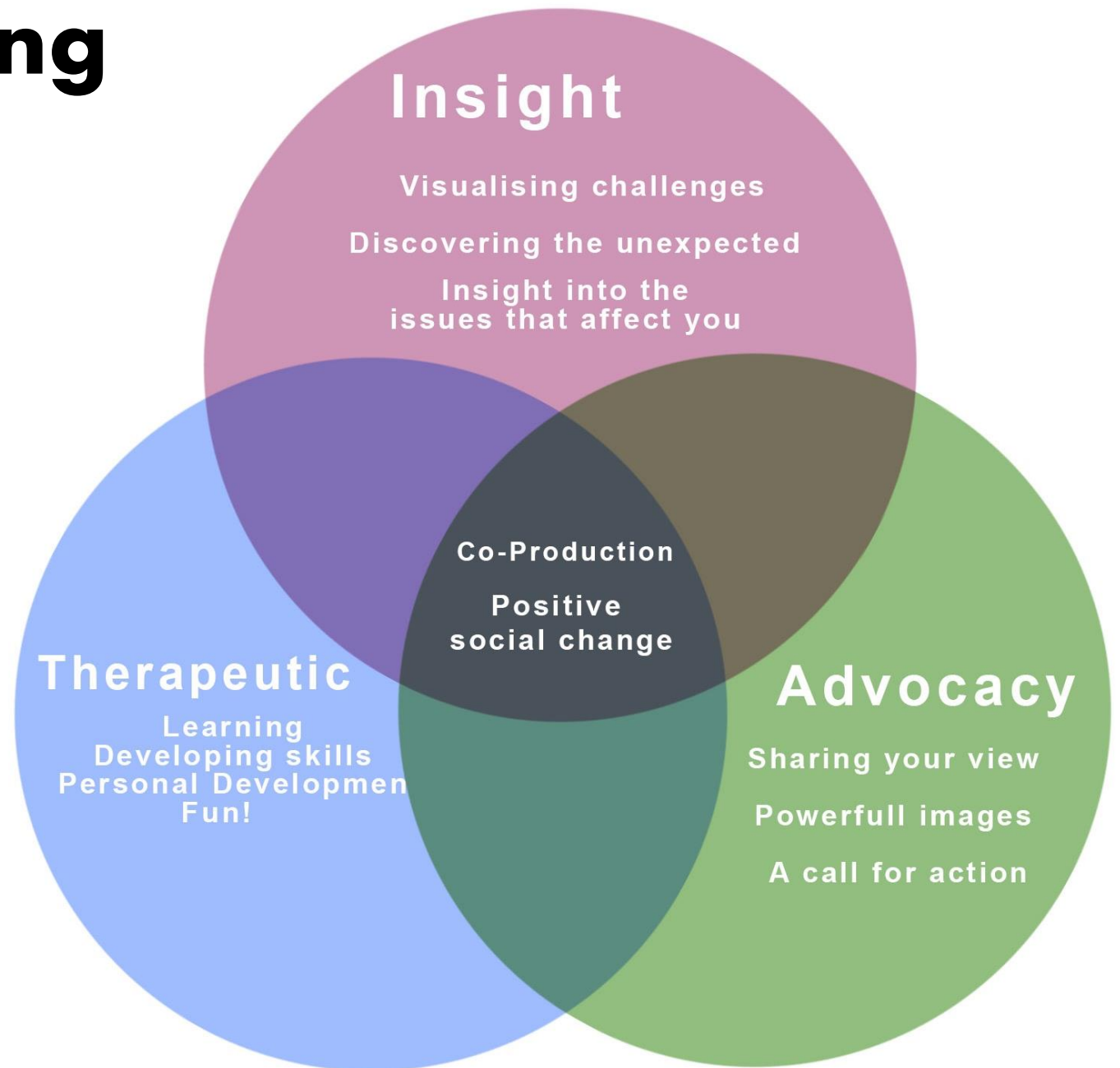
Film is shown to policy makers as advocacy tool on behalf of school students.

Visualising Peace Project Outcomes:

- A set of short films made in collaboration with students from the Kwetu Film Academy that speak about the experience of young people's mental health. These visual processes are able to be multidisciplinary, connecting human experience directly with knowledge production and using creativity to produce alternatives to traditional written forms
- Round Table: The future round table in Rwanda will provide an opportunity for the outcomes to be shared with policymakers, the CSOs, and community members. In discussions, these stakeholders will have the opportunity to provide feedback on the project and its outcomes.
- Written reports/articles by the academic team



Why are we doing this?



Methodology Questions?



Mental health areas identified by partners in phase 1:

There were three key areas identified in the earlier phase. All around the problems young people face that impact their mental health:

- Mental Health in the Home
- Mental Health in Education
- Street connected mental health





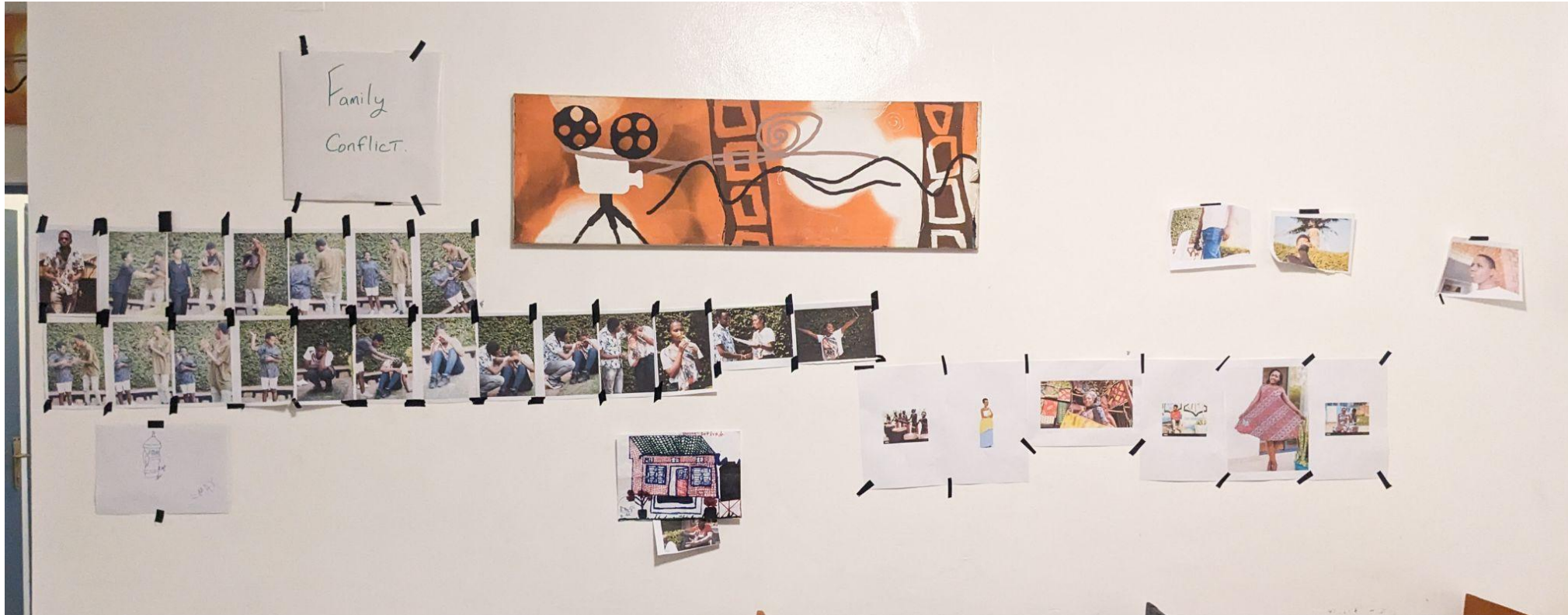


Area 1: Mental health in education



The filmmakers want to show how teachers can judge young people as being disobedient or disengaged when in fact they have mental health challenges. They ask that teachers try to understand they might have difficult lives, and that their behaviour is a consequence of this. They ask that teachers try to understand this, and be supportive.

Area 2: Mental health in the home



The filmmakers want to show that family conflict causes young people distress, which can lead to anxiety and depression. They say that the people around them have the power to help and support. Their message is 'get involved, be active, reach in and help us, don't wait for us to reach out.'

Area 3: Street Connected Mental health



In their experience on the streets the filmmakers feel that they were often dismissed, judged and stigmatised. They want to emphasise that no young person chooses to be on the streets. Each street connected child has an individual story. They ask to be treated with empathy, understanding and compassion.





Mental Health in Education, The Poem:

<https://vimeo.com/872169373>

Street Connected Mental Health, This is My Story:

<https://vimeo.com/876636499>

Mental Health in the Home, Sound on the Hill:

<https://vimeo.com/876562052>



Key Policy Impact:

Three events formed a framework to bring the co-produced films to policy makers, CSO's and the wider public, each of these events covered a slightly different area and built to the next event.:

1. An initial press briefing led to significant national print, web and TV coverage for the project, raising awareness of the project, but also stimulating dialogue around the themes of mental health at a national level.
2. A film screening and panel discussion created a space for the films to be screened to 45 specially invited guests, including members of the press, mental health professionals from hospitals from across the capital, the Rwanda Women's Network and policymakers (National Child Development Agency, National Biomedical Centre, Never Again Rwanda). The audience had the opportunity to hear from some of the young people who participated in creating the films, who spoke about the material and the positive impact of the project on their experience.
3. A youth-led symposium with policymakers and mental health professionals the young people presented their artworks, which included images text and video, they used these as a tool for discussing and advocating for mental health support. There were several panels, led by the young people to discuss the material and its impact.



Kwetu Press Launch: 11th Dec 2023



Milles Colline's Policy Event: 14th Dec 2023



UNM Policy Event: 04th Jan 2024

Key Policy Impact:

There has been significant positive feedback following these events:

- The head of mental health for RBC said that the project demonstrated participatory arts-based approaches are the most effective way of engaging with young people around mental health.
- Claire Nancy Misago from RBC stated that the arts-based approaches would impact on their strategy and ‘contribute in improving awareness in mental health’
- The NCDA stated the co-production of films with young people in relation to mental health issues “is a good approach that needs to be supported”.
- Never Again Rwanda stated this methodology would impact on their strategy ‘most especially in terms of using it as a strategy to trigger conversations between young people and parents’.
- The Rwanda Women’s Network stated they use the films in their ongoing activities “we will use them as icebreakers to open up discussion in safe spaces”.

What did we learn?

Embodiment and energisers:

One area of insight which we wish to explore further is the connection between embodied psychological practices (energisers) and the participatory arts methodology. Although the movement and vocalisation practices involved in the energisers certainly had a cultural specificity and resonance, more broadly speaking this aspect of the project fit within wider ideas emergent in the higher education sector relating to contemplative practices, presence and the mind-body connection.

The quality of presence and the sense of group cohesion created by these practices are ideal qualities to bring into a participatory arts space and is something we believed significantly impacted the quality of outcomes.

What did we learn?

The good Samaritan:

Though collaborative arts production the young people in the VP project identified various ways in which they could be supported, many of these related to existing cultural practices. A re-occurring theme was the role, of the 'good Samaritan'. Each film, based on real life experiences of the young people involved, highlighted how their circumstances surrounding mental health had been improved through the intervention of 'a good Samaritan'.

The film's central messages are a plea from the young people to their wider families and communities to reach out and help where possible. It is therefore feasible that arts-based approaches can be used to highlight the importance of local healing practices and cultural norms and advocate for their role in peace-building and mental health support. This is perhaps particularly significant at a time where concerns exist over the loss of traditional and local cultural and healing practices in the face of the rapid westernisation of Rwandan culture, many of which have historically been supportive of psychosocial health.

Benefits of working with the wider MAP project:

We have also engaged with our MAP partners in Rwanda throughout the reporting process, working collaboratively with them on the policy events and plans to disseminate the films. One of the benefits of this has been the different frameworks for disseminating outcomes that come from working with diverse partners. For example, the media event organised by Kwetu is not something we would have thought to do but was hugely successful in creating wider public awareness of the project and crucially, supporting public dialogue and awareness on the issue of mental health among young people. Likewise, the inclusion of media organisations at policy events, further contributed to this outcome.

Eric Kabera: Director of the Kwetu Film institute;

"We wanted to use the film as a tool for campaigning. We are not doctors but we have used the tools we have to contribute to the Rwandan community, in the form of a mental health campaign. He says that the films were not intended to entertain people but wanted to campaign to get people in charge. "We want different people, including those working in the government, religion, educators and our families, because people, especially those who don't understand someone with a mental problem, that they are waking up to this,"

What next?





Closing remarks...



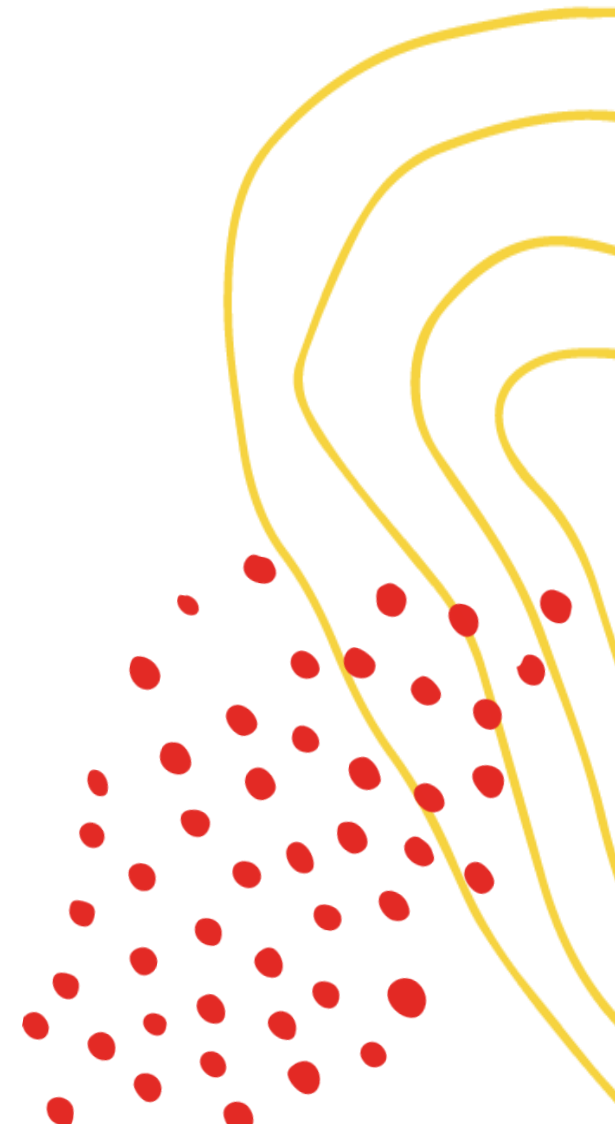
- Synthesis of the event
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