



University
of Glasgow



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair in Refugee Integration
through Languages and the Arts,
University of Glasgow,
United Kingdom of Great Britain
and Northern Ireland

Spring School 2019

The Arts of Integrating: Labouring and Resting

Wednesday 1st of May – Friday 3rd of May 2019



[Heart of Scotstoun Community Centre](#)
64 Balmoral Street, Scotstoun, Glasgow G14 0BL



[Scottish Youth Theatre](#)
105 Brunswick St, Glasgow G1 1TF
(Thursday Evening Venue Only)

Organised by the [UNESCO Chair in Refugee Integration Through Languages and the Arts](#)

*Stepping up
Falling back
Labouring and Resting.*

CONFERENCE THEMES

In her exquisite one woman performance *Wind Resistance*, the artist **Karine Polwart** uses these words as a refrain for understanding the spaces of refuge and sanctuary created by the work of migrating geese. She sees their flight paths as a 'gale-bitten struggle to sustain cooperation' within the 'Laws of Motion', the title of her most recent album. People move, birds fly and change their song to adapt to new environments, objects circulate and there is constant resourceful traffic in ideas. We aim to capture this resourcefulness in our second Spring School.

The Second UNESCO RILA Spring School focuses on the arts of '*labouring and resting.*' What is the work of integrating, who does it and how? How do new forms emerge and how are the old, precious forms of culture, art and language shared? How do languages shift and adapt, how do people learn new languages and translanguage? What does it mean to make culture, food, art in a new place, or with new people as part of integration?

The Spring School falls on May Day. It is the day when, internationally, workers' rights are celebrated and also a day of observing the changing of the seasons. Many traditions have been created around seasonal motion and also around the observation of workers' rights and their labour. This should include the often unseen labour of provisioning for families, communities. The opposite of work is rest: holiday times, day trips, family celebrations.

What does it mean to integrate through work and to integrate through rest? How do tourism and cultural institutes offer spaces for rest as well as for the work of learning? How do people labour, resist and rest in captivity? What happens to the caged birds' songs, to the languages and emotions of those who are forced to be non-migratory against their will? How can the digital world support cooperation and integration in labour and at rest?

The Spring School showcases the ways in which individuals, communities, societies and institutions have accommodated and hosted each other and reflect on the ways in which the arts and academic research offer insights into the processes of welcome and integration. Interpreted in the broadest sense, these themes range from how we engage with our neighbours to topics such as slavery and imperialism and their connection to the present. In particular, the Spring School will focus on artistic, multilingual and educational dimensions.

1) Labouring and Resting in Integrational Settings

- a. Work, places and patterns of work and provision of care
- b. Holidays, tourism, family setting and cultural institutions
- c. Digital facilitation of integration through work and rest

2) Creating Shared Culture

- a. What is culture?
- b. Festivals, celebrating culture, breaking bread together
- c. Language learning, teaching and translanguageing, language evolution

3) Caged Birds' Songs

- a. Labouring, resisting and resting in captivity
- b. Languages and emotions of the forced non-migratory
- c. After detention

Schedule Key	
	Keynote
	Workshop
	Performance
	Presentation
Index	

Programme

*Click on a session to link to the associated abstract

Wednesday May 1 st 2019 of UNESCO RILA Spring School 2019				
	Main Hall	FLS 1	FLS 2	
09:00	<i>Doors open, registration, coffee and tea</i>			
09:15				
09:30	Introduction by Tawona Sitholé			
09:45	Amal Azzudin			
10:00				
10:15				
10:30				
10:45				
11:00		Jamie Spurway Interpreting Culture: Improving Cross-Cultural Communication	Esa Aldegheri Mapping Welcome	OUTDOORS The Welcome Hut
11:15				
11:30				
11:45				
12:00				
12:15				
12:30				
12:45	<i>Lunch in the Café</i>			
13:00				
13:15				
13:30		Dr. Judith Thomas Integrating Through Language Learning and Teacher Relationships	Dr. Maria Dasli UNESCO Guidelines on Intercultural Education	OUTDOORS SprayPeace Art as A Universal Language
13:45				
14:00				
14:15				
14:30	Emily-Marie Pacheco Letters to Cyprus		Deborah May Tomorrow's Kitchen (Küche)	
14:45				
15:00				
15:15		Ken Gordon & Chris Purnell An Ephemeral Cultural Convergence	Shirley Gillan & Steven Ritchie Caged Birds' Songs	
15:30				
15:45				
16:00				
5mins	Keynote Listener: Catrin Evans			
16:15	Keynote Performance: Musical Number			
16:30				
16:45				
17:00	End of Day			

***Click on a session to link to the associated abstract**

Thursday May 2nd, 2019 of UNESCO RILA Spring School 2019			
	Main Hall	FLS 1	FLS 2
09:00	<i>Doors open, registration, coffee and tea</i>		
09:15			
09:30	Introduction by Gameli Tordzro		
09:45	Ross White Addressing the Mental Health Needs of Asylum Seekers and Refugees		
10:00			
10:15			
10:30			
10:45			
11:00		Helene Grøn We are All Amelias	Sarah Cox Bringing the Outside In
11:15			
11:30			
11:45			OUTSIDE
12:00		Lucy Cathcart Frödén A song for Amelia	Catherine Orbach, Martha Orbach & Mary Raphaely Plants, Printmaking, Migration and Making a New Home
12:15			
12:30			
12:45			
13:00	<i>Lunch in the Café</i>		
13:15			The Welcome Hut
13:30			
13:45		Scottish Refugee Council and UNESCO RILA Affiliate Artists in Conversation	Kahina Le Louvier Experiences of the Asylum System in the North-East of England
14:00			
14:15			
14:30	I.D. Campbell Threshold: A Creative Exploration of Rites of Passage for Gaining Refugee Status		Mia Gubbay, Chris Jamieson & Sarah Leal Working Out Where to Stand
14:45			
15:00			
15:15			
15:30	Hyab Yohannes Understanding Post- liberation Eritrea	Launching Right to Remain's Asylum Navigation Board	
15:45			
16:00			
5mins	Keynote Listener: Ben White		
16:15	Dr. Angelika Mietzner & Prof. Anne Storch Beaches of Despair, Beaches of Hope: Language, Tourism, Integration?		
16:30			
16:45			
17:00			
End of Day			



[Scottish Youth Theatre](#)
 105 Brunswick St, Glasgow G1 1TF
 (Thursday Evening Venue Only)

***Click on a session to link to the associated abstract**

EVENING	Thursday May 2nd, 2019 of UNESCO RILA Spring School 2019
Times	Purple Room - Scottish Youth Theatre
19:00	
19:15	<i>Doors open</i>
19:30	
19:45	Maryhill Integration Network Colours of Life Dances
20:00	
20:15	World Spirit Theatre Where Are You Really From?
20:30	
20:45	<i>Discussion around performance</i>
21:00	End of Evening

***Click on a session to link to the associated abstract**

Friday May 3rd, of UNESCO RILA Spring School 2019				
	Main Hall	FLS 1	FLS 2	
09:00	Doors open, registration, coffee and tea			
09:15				
09:30	Introduction by Giovanna Fassetta			
09:45	Dr. Beverley Costa Around the Well			
10:00				
10:15				
10:30				
10:45				
11:00		Catrin Evans The Spaces In Between: Moving Through The Emotional And Intellectual Labour Of Integration	Giovanna Fassetta & Esa Aldegheri "Where Should the Birds Fly?" An Arabic Language Lesson for Beginners	
11:15				
11:30				
11:45				
12:00				
12:15				
12:30			OUTSIDE	
12:45	Lunch in the Café			The Welcome Hut
13:00				
13:15				
13:30	Rachel Burke Seeking Asylum in Australia and Barriers to Higher Education	Christian Hanser Civic Shelters: Disrupting Accelerations of the Public Sphere Through A Collective Tiny House Retreat	Rabia Nasimi & Dr. Mastoureh Fathi Art, Translanguage and Gendered Learnings in Pedagogical Setting	
13:45				
14:00				
14:15		Oudai Tozan Things You Don't Know About Syria	Valentina Bonizzi & Keith Fleming The Stool	The Welcome Hut
14:30				
14:45				
15:00				
15:15				
15:30				
15:45		Dr. Lavinia Hirsu From "Tool" to "River": A Serious Play with Metaphors of Language	Effie Samara TAXI DRIVER - The Exile After Levinas	
16:00				
5 mins	Keynote Listener: Kasia Uflewski- Watson			
16:15	Alison Phipps The Rest of Labour			
16:30				
16:45				
17:00	End of Day			

Keynotes

Prof Alison Phipps

University of Glasgow

Friday May 3rd 2019 | 16:15 – 17:00 | Main Hall

The Rest of Labour

What is work and rest in language learning and in artful living?

What is balance when living in times like these with lives like these?

What do languages look like at rest, sleeping in bodies made to labour with the strange words of even stranger peoples?

What does art look like when wrapped in brown paper and wrapped in newspaper And given into other hands Or photographed for ease of transport And to avoid borders And resting from it's normal work in pixels.

And how much work is left?

How do we know we are integral?

We are integrating,

We have integrated,

Or disintegrated?

What do songs say, or shapes suggest, or books become arriving and leaving and hanging on walks, or sitting on new shelves or Standing on a stage with an audience of sad eyes, Or sorry eyes, Or angry eyes, Or just restless eyes?

The rest of labour

Alison Phipps is the UNESCO Chair in Refugee Integration through Languages and the Arts at the University of Glasgow, Professor of Languages and Intercultural Studies, and Co-Convener of Glasgow Refugee, Asylum and Migration Network (GRAMNET). She is Co-I on the UKRI GCRF South-South Migration, Inequality and Development Hub, led by Heaven Crawley at Coventry University, which will be launched in September this year.

She is Distinguished Visiting Professor at the Waikato University, Aotearoa New Zealand, was Thinker in Residence at the EU Hawke Centre, University of South Australia in 2016, and Principal Investigator for the £2 million AHRC Large Grant 'Researching Multilingually at the Borders of Language, the body, law and the state.' In 2011 she was voted 'Best College Teacher' by the student body, and received the Universities 'Teaching Excellence Award' for a Career Distinguished by Excellence. In 2012 she received an OBE for Services to Education and Intercultural and Interreligious Relations in the Queen's Birthday Honours. She is a Fellow of the Royal Society of Edinburgh and of the Academy of Social Sciences.

Alison has undertaken work in, amongst others, Palestine, Sudan, Aotearoa New Zealand, Australia, Germany, France, USA, Portugal, Ghana. She has produced and directed theatre and worked as dramaturg and creative liturgist with the World Council of Churches from 2008-2011 during the Decade to Overcome Violence. Most recently she co-directed Broken World, Broken Word, a Noyam African Dance Institute, Dodowa, Ghana with Tawona Sitholé & Gameli Tordzro.

She is regularly advises public, governmental and third sector bodies on migration, arts and languages policy and participated recently in a witness-bearing visit to Calais for Scottish Members of the Home Affairs Select Committee.

Alison is author of numerous books and articles, a published poet and a regular international keynote speaker and broadcaster and Member of the Iona Community.





Amal Azzudin
Wednesday May 1st, 2019 | 9:45 – 10:45 | Main Hall

Amal Azzudin is a former refugee also known as one of the Glasgow Girls. Amal will share her experience of how the arts can tell stories and change minds. She will also speak about her current work with the Mental Health Foundation which involves working with asylum seekers and refugees which involves raising awareness of mental health and wellbeing using the arts..

Amal Azzudin is a campaigner for human rights and social justice in Scotland. She is the Human Rights and Equalities officer (refugees) at the Mental Health Foundation. Amal has a BA in Community Development and an MSc in Human Rights and International Politics from the University of Glasgow.

Amal is well known as one of the Glasgow Girls, a group of seven school girls from Drumchapel High School who campaigned to stand up against dawn raids, detention and deportation of asylum seekers in Glasgow. The Glasgow Girls story has since been turned into two BBC documentaries, a stage musical and a television musical drama. Amal also continues to campaign and has visited refugees in Greece and Calais; and is also an Ambassador for the Scottish Refugee Council.

In August 2016, Amal was named as one of the Saltire Society's Outstanding Women of Scotland and she is Glasgow's World Changing Alumni award winner for 2018.



Dr. Angelika Mietzner & Prof. Anne Storch
University of Cologne
Thursday May 2nd, 2019 | 16:15 – 17:00 | Main Hall



Beaches of Despair, Beaches of Hope: Language, Tourism, Integration?

Gazing at the sea and its wide horizons, feeling the warm sun on the skin, listening to the waves. Tourism has created peculiar shores, where inequality, like any other thing, turns into a commodity. These beaches-of-now are landscaped in particular ways, as sites of self-optimization, transformation and pleasure. They are sites of work with bodies and language, a work that is manifold: changing the Self, accessing the Other, building a life, changing the lives of those around.



How the space of the beach deals with origin, destination, language and dependency will be shown in this talk, which is not a talk, but a play in three acts: beach language and beach work, tourism and inequality, language and ruination, integrating one another at the beach. Though inequality is visible through of the origin of the protagonists, who are tourist, researcher, consultant and beach worker, precarity affects all. The paradise is fluid and fleeting, as are the linguistic, social and economic resources available to the players at the beach.

Dr. Angelika Mietzner is a senior lecturer and research fellow at the Institute for African Studies and Egyptology, University of Cologne. Her research interests cover descriptive and sociolinguistic aspects of Nilotic languages, language styles in fleeting relationships and tourism, and critical heritage studies. Her main research was conducted in Kenya where topics of all research interests can be met. Her book on Language and Tourism in Postcolonial Settings, co-edited with Anne Storch, is in press. She is co-editor of the journal *The Mouth* (<https://themouthjournal.com/>).

Prof. Anne Storch is Professor of African Linguistics at the University of Cologne. Her work combines contributions on cultural and social contexts of languages, the semiotics of linguistic practices, colonial linguistics, heteroglossia and register variation, epistemic language and metalinguistics, as well as linguistic description. Her publications include *Secret Manipulations* (2011), *A Grammar of Luwo* (2014), and several other volumes. A book on linguistics and tourism written by her and Ingo Warnke and a volume on colonial linguistics, co-edited together with Ana Deumert and Nick Shepherd, are forthcoming. She is co-editor of the journal *The Mouth* (<https://themouthjournal.com/>).





Dr. Beverley Costa

Psychotherapist

Friday May 3rd, 2019 | 9:45 – 10:45 | Main Hall

Around the Well

Around the Well is a new performance company, which emerged from a story-telling collaboration. This was staged at the University of Reading during a farewell event for Mothertongue (Dec 2017), a Reading-based multi-ethnic counselling and interpreting service.

Around the Well company members include **Dr Beverley Costa**, a psychotherapist and CEO of Mothertongue for seventeen years, and **Dr Teresa Murjas**, Associate Professor in Theatre & Performance, University of Reading. Beverley now runs The Pasalo Project, which builds on Mothertongue's legacy through creative knowledge sharing. Teresa's practice-led academic research focuses on themes of migration and conflict representation.

Beverley and Teresa are joined by a group of professional interpreters, Kamaljit Dosanjh, San Maya Gurung, Joanna Mungai and Guida Shields. In 2015 and 2017, funded by the Big Lottery, Mothertongue produced two anthologies of interpreters' stories, to which all of them contributed. Around the Well now draws from and develops the themes these stories explore; the cross-cultural practice of storytelling has become a dynamic way of seeking common ground.

Around the Well weaves together stories of migration, multilingualism, agency, empathy, identity, loss and renewal. We aim to share them with people for whom they will resonate, whether in a personal or professional capacity.

Our Performance

'Between' is a storytelling performance. All stories are written and performed by members of Around the Well and dramatise the challenges and ethical dilemmas of interpreting for people in sensitive situations. They include not only scenarios in which professional interpreters are at work, but also everyday scenarios in which acts of interpreting occur. All members of Around the Well hold migration experiences, either personally or as part of their immediate family backgrounds.

We consider the interpreting experience from all three sides of the communication triangle, reflecting on the dynamics of power, those pushes and pulls underlying the interpreter-mediated encounter. We consider the issue of exclusion - when some people do, and some people do not, understand what is being said - and its particular relevance to the current debate about insider and outsider status, both within Europe and beyond. Linguistic agency is crucial if we wish to make ourselves understood and influence others. For people without that agency, if they are to be heard and included when decisions about their lives and welfare are being taken, the 'voice' that interpreters can give is absolutely vital.

Through creatively and safely exploring what can happen when someone begins to interpret - those moments when we find ourselves Between - Around the Well hopes to stimulate collective reflection and further dialogue. Our performance will be followed by a series of workshops, during which we hope to gather participants' stories. Drawing on these we would like to develop a new performance that embraces a wide range of voices.



Dr. Ross White

University of Liverpool

Thursday May 2nd, 2019 | 9:45 – 10:45 | Main Hall

Addressing the Mental Health Needs of Asylum Seekers and Refugees

The United Nations High Commissioner for Refugees (UNHCR) estimates that there are currently over 22 million refugees across the globe. Mental health difficulties have been shown to be elevated in asylum seeking and refugee (ASR) populations. Risk factors can be associated with events that occurred prior to, during, and after the migratory journey. Whilst there is recognition of the important impact that a history of traumatic events (e.g. torture, abuse and neglect) can have, social adversity in the form of 'daily stressors' (e.g. a lack of access to basic resources, isolation, lack of safety and security, family violence) is being increasingly recognised as an important determinant of the mental health of ASR populations. Concerns have been raised about the potential medicalization of social adversity faced by displaced populations. There has also been a comparative lack of research investigating approaches that may be helpful for enhancing the quality of life and subjective wellbeing of ASR populations. Psychosocial interventions and low-intensity psychological interventions can provide scalable opportunities for treating common mental disorders and promoting wellbeing. This presentation will focus on work being undertaken in the EU and in sub-Saharan Africa to evaluate the efficacy of psychosocial interventions for ASRs. The implications that this research has for the integration of ASR populations in the UK and beyond will be discussed. This will include a focus on conceptual frameworks that provide opportunities for situating determinants of mental health in the socio-political context in which ASR live their lives, and not just risk- and protective-factors specific to the individual.

Dr Ross White (PhD, DClInPsy) is an Associate Professor of Clinical Psychology at the University of Liverpool, UK. Dr White set up and directed the MSc Global Mental Health programme at the University of Glasgow. He was lead editor of 'The Palgrave Handbook of Socio-cultural Perspectives on Global Mental Health'. Dr White has research collaborations with the World Health Organization and United Nations High Commissioner for Refugees investigating the efficacy of psychosocial interventions for reducing distress experienced by refugees particularly in the context and/or aftermath of humanitarian crises. He also has an interest in the processes involved in the linguistic/cultural adaptation of psychological therapies. Dr White is the Principal Investigator on the ESRC/AHRC funded 'Community-based Sociotherapy Adapted for Refugees' (COSTAR) project that is evaluating a psychosocial intervention for Congolese refugees living in Uganda and Rwanda.



Keynote Listeners

This new addition to the Spring School programme is one to look out for. For each day we have invited a keynote listener, who's main role is to listen-in to what is being said throughout the day. Our keynote listeners will thus listen, absorb, digest, repackage, and present all they've heard; to give you a nice bite-sized summary of the important parts of the day, ready for you to take away. They are critical thinkers in the fields of identity, migration and integration, who will not shy away from asking questions to stimulate discussion amongst our Spring School students. Their role is a supporting one: they are listeners, not speakers, and as such at the end of each day will present briefly what they have picked up during that day.



Dr Agnieszka Uflewka-Watson, an early career researcher in the School of Education, University of Glasgow. My recently completed PhD (June 2018) addresses challenges of belonging in the progressively mobile world. Particularly, I was interested in the construction of cultural identity(-ies) and difference(-s), their contemporary production mechanisms, as well as their reconstruction processes induced by multicultural triggers. Set in Glasgow, Scotland, the study was informed by 46 in-depth interviews with millennial Poles. My current research interests centre on the role of education for cultural inclusion and belonging, use of creative approaches in Adult Education, mental wellbeing of postgraduate students.



Benjamin Thomas White teaches history at the University of Glasgow, Scotland, where he is also a member of the Glasgow Refugee, Asylum, and Migration Network. His recent publications include articles on humans and animals in refugee camps, the history of humanitarian evacuations, and refugees and state formation in the modern Middle East. His current research project is a global history of the refugee camp.



Catrin Evans I has been exploring the relationship between participatory arts and the processes of integration through a practice-based PhD for the last four years. Catrin will be delivering a workshop titled *The Spaces in Between: Moving Through The Emotional and Intellectual Labour of Integration* on Friday May 3rd, 2019 from 11:00 to 12:30 in FLS 1.

Performances



Mia Gubbay, Chris Jamieson & Sarah Leal

The Open Museum

Thursday May 2nd, 2019 | 14:30 – 15:15 | FLS 2

Working Out Where to Stand

Since April 2018 assistant curator of the Migration Collections Project at Glasgow Museums, **Mia Gubbay** has been working out where to position this project in relation the needs and motivations of the individuals and communities she has been in dialogue with. Each community invited different ways of working with ideas of culture in relation to integration. This presentation and discussion will focus on three examples:

Kurdish Kalapor with **the Kurdish Culture Group** is a project that aims to support a community whose members have experienced forms of cultural oppression. Through workshops seeking to deepen Glasgow Museums' institutional understanding of its Kurdish collections, the project has foregrounded the many different interpretations of culture alive within Kurdish communities, prompting learning and exchange and helping the Museums to understand how they can further support those involved.

A second project, **Hands on Her Story**, has seen the Open Museum working with women at the Saheliya Centre in Springburn to locate their own global stories in relation to the local histories of the area - two decades after the last locomotive industry workers left the site of St. Rollox House; the final act in a story of deindustrialisation well-documented in the city's collections.

Finally, **Future States, Future Archives** stemmed from a roundtable discussion with artist Anahita Razmi that questioned the future of the state of Iran. By asking participants what they would take into a future state, the project began by seeding a creative space to think about borders, states and archival representation, and has since developed into a collections project focussing on relationships, communication and distance.

This is a space to reflect upon possibilities for institutional learning through these and similar projects, influencing future civic collecting around migration. It will also include a handling session of museum objects that have been meaningful throughout.

The Open Museum is Glasgow Museums community outreach team

The Kurdish Culture Group is an itinerant grass-roots committee who came together due to the absence of a non-religious or party political Kurdish Community Centre in Glasgow.

Saheliya Centre, Glasgow is a specialist mental health and well-being support organisation for black, minority ethnic, asylum seeker, refugee and migrant women (12+) located in Edinburgh and Glasgow. <http://www.saheliya.co.uk>

Anahita Razmi is a Berlin-based artist whose work revolves around cultural transfers and translocations. The Goethe Institute and Lux Scotland hosted Anahita as part of a residency in which a project entitled THE FUTURE STATE developed, to consider the future state of The Islamic Republic of Iran, as seen from the perspectives of a diverse range of diasporic political communities.

Photo: A Kurdish Kalapor meet-up at Kelvingrove Museum, November 2018; Yuliya Chrystaya





Maryhill Integration Network *Colours of Life*, run in partnership with AlbScott Albanian Scottish Association, will treat us to two of their dances. This international group is sure to delight you with their warm approach to community spirit and celebration of culture.



Valentina Bonizzi & Keith Fleming
Friday May 3rd, 2019 | 14:15 – 15:00 | FLS 2

The Stool

How do we wait for the law? Can we be testimonies of ourselves in front of the law? *Stool* is an adaptation for one actor of the parable 'Before the law' written by Franz Kafka in 1915 and contained in *The Trial*. The performance uses techniques from the Forum Theatre to involve the public of the Spring School in a participatory transformation of the plot. Kafka's parable tells of a man from the country who asks entry to the law. The gatekeeper says that it is possible to enter, but not in that moment and gives him a stool in order to seat and wait. It is within the waiting time of the man of the country that Kafka's story unravels. The parable is not meant to offer an easier or more direct understanding of the law. Instead, it tries to make it more blurred or multiple, similar to a psychological understanding of the self. *Stool* is an artistic experiment, combining performance and literature, movement and objects, to explore how do we psychologically work into the law, and if this has something to do with our collective sense of justice. *The Stool* is a work written by Valentina and performed by actor Keith Fleming

Valentina Bonizzi is an artist working with a range of media including film, photography, radio and performance. She has presented her work internationally and she holds an MRes from Glasgow School of Art and a PhD (AHRC) from the University of Dundee.

Keith Fleming is an actor who has performed in numerous plays nationally and internationally. He is a former member of Dundee Rep Ensemble where he appeared in over 35 productions, and winner of the Best Actor Award at Critics' Awards for Theatre in Scotland.

Photo: Accused flanked by attorneys at sentencing sketched in 8 minutes by Butch Krieger on the 19th of October 1983 and modified by Valentina Bonizzi



World Spirit Theatre

Thursday May 2nd, 2019 | 20:00 – 21:00 | Purple Room (Scottish Youth Theatre)

Where Are You Really From?

Exploring identity, culture, labels and stories of migration. Sharing the stories of asylum seekers and refugees living in Scotland, what label they are given and how they are treated. The play shows why people leave their home countries, what they face in a new community and how they are treated in a new country.

Co-created by World Spirit Theatre and the Citizens Theatre. World Spirit Theatre produces community theatre that explores integration and the asylum process from the perspective of those with direct experience as well as celebrating the contribution that asylum seekers and refugees make to Scottish communities.



The YCSA Women's Group

Thursday May 2nd, 2019 | 11:00 – 11:45 | FSL 1

"Amazing Amelia/We are All Amelias"

The YCSA Women's Group present their play, "Amazing Amelia/We are All Amelias" written with playwright, **Helene Grøn**, and featuring songs made by the group in songwriting workshops with **Clare McBrien**, **Donna Maciocia**, **Lucy Cathcart Frøden** and **Diljeet Bhachu**.

Here is Amelia Earhart, but not the Amelia Earhart you know. See this Amelia - she wants to be a pilot, to fly high in the sky with the wind and the air blowing in her face and hair. But she lives in a country where women can't fly, well, where women can't do anything, really. Follow her on a quest for true belonging, through the countries of Lemon Island, Nowhere and Dreamland, through detention centres, wars and car journeys - to find her own, poetic, song-like voice, the meaning of home, the place where she can be herself.



The Youth Community Support Agency provides holistic support through in-house services to insure young people have the support they need. They engage with people between the ages of 16-25 and focus especially on those who are deemed "hard to reach" and at risk of social exclusion on the fringes of society. The interventions are tailored to individual needs and are sensitive to young people's culture, religion, faith and family structures. Through years of provision, they have a sound understanding of the issues and challenges that ethnic minority families face in Scotland today.

The YCSA Women's Group work with women developing skills and creative voice in a supportive environment. For over a year, the group have been doing various creative projects such as podcasts, songwriting, playwriting, filmmaking and poetry. They have performed their work in various venues and as part of events and festivals.

Workshops



Catherine Orbach, Martha Orbach & Mary Raphaely
Thursday May 2nd, 2019 | 12:00 – 12:45 | FLS 1

Plants, Printmaking, Migration and Making a New Home

Will present two printmaking projects exploring our relationships with plants and their role in our sense of home and building new lives in the UK. Following the presentation we would invite the audience to collaborate and create a papercut portrait of some of the plants which remind us of home.

The projects grew out of the therapeutic gardening programme at Room to Heal run by Martha Orbach and Mary Raphaely. Working with asylum seekers and refugees who have experienced torture and human rights abuses, we searched for non-verbal ways of sharing experiences, and ways of enhancing resilience.

We found that plants and gardening were an effective way for people to connect with their pre-traumatised selves; plants and gardens provided a way to re-connect with joyful memories of home, build community among people from many different places and cultures, and enable people to put down roots in the UK.

This work with gardens and plants has informed two major printmaking projects: The Garden, a commission from the Open Society Foundation, made with members of Room to Heal, and Habitat, funded by the Friends of Glasgow Botanic Gardens and made with women's groups at Maryhill Integration Network, Govan Community Project, and local people. Both projects drew on Botanic Gardens (RBG Kew and Glasgow Botanic Gardens) as they showcase the beautiful diversity of our planet. Through working with people from many countries, the projects provide a way to unlock and reveal stories which inextricably link people, plants and places together.



Martha and Catherine Orbach have developed a landscape based, collaborative printmaking practice under the name of Printwalks. Together they make work that starts from walking and close observation of nature. They have developed this process to work with community groups and organisations, offering a way for many people to come together around a range of creative and social outcomes. Martha Orbach is an Artist and Gardener, currently runs the gardening programme at Maryhill Integration Network.

Mary Raphaely is a specialist Psychotherapist who ran the Natural Growth project at Freedom from Torture for many years. Her interest is in finding alternative ways of working with people from widely differing cultures, rather than imposing a eurocentric model. To do this, she frequently draws on her own art practice.

Mary and Martha devised and ran the gardening programme at Room to Heal. Room to Heal is a grass roots organisation which uses the power of community to support people who have experienced torture and organised violence, enabling them to rebuild their lives in exile.



Catrin Evans

University of Glasgow

Friday May 3rd, 2019 | 10:00 – 12:30 | FLS 1

**The Spaces In Between:
Moving Through the Emotional and Intellectual Labour Of Integration**

*"I just want to grow
I just want to
Be
here
I want to absorb myself in this
culture
in this country.
Luckily or unluckily I am here
I don't know
but
it's just all the time
it's on my mind"
Hani, 2017*

For the last four years I have been exploring the relationship between participatory arts and the processes of integration through a practice-based PhD. Whilst much of my work has focused on how engagement with arts practice effects and affects the individuals involved, the research has also begun to draw attention to the spaces in between the more formal categories associated with integration, like health, education and housing. Within these spaces lies the work of people; the emotional, intellectual, psychological and physical labour of individuals who are navigating themselves through the systems of support, negotiating and battling against practices of exclusion that arise in everyday life, as well as managing the relationships, responsibilities and aspirations of the people they love and care for – whether that be family or friends, present or absent. This, is what I believe we might refer to as the, oft invisible, micrology of integration.

During this workshop presentation, I will share some of the insights into the micrology of integration generously imparted by research participants as we explored the question 'what does integration look and feel like'. Further to this I will facilitate Spring School attendees through some of the arts research approaches I utilised – as a way of inviting them to reflect upon their own labour of integration and on the labour they may be expecting from others.



Chris Purnell Kenneth & Gordon
Wednesday May 1st, 2019 | 15:15 – 16:00 | FLS 1

An Ephemeral Cultural Convergence

Could short moments of cultural creation and alignment contribute to cultural collaboration? In this workshop, we will investigate creating a micro-culture. Building on last year's workshop "Gibberish as a valid language for communication" Ken and Chris will help you develop your own shared group culture through exercises designed to build cooperation and mutual support in a safe, open and fun environment for all participants.



Ken Gordon, improviser for 6 years, in various groups in Edinburgh Fringe and Glasgow Comedy Festival. He delivers workshops in Scottish Enterprise and for the Scottish Career Ready and Foundation Apprentices programmes.

Chris Purnell is a counsellor, has trained and performed as an improviser for four years in Edinburgh. Both Chris and Ken have delivered workshops to different organisations including Inclusion Scotland in Edinburgh focused on both team and confidence building.



Christian Hanser

Moray House School of Education, University of Edinburgh
Wednesday May 1st, 2019 | 12:45 – 13:15 | OUTDOORS
Thursday May 2nd, 2019 | 13:00 – 13:30 | OUTDOORS
Friday May 3rd, 2019 | 12:45 – 13:15 + 14:15 – 15:00 | OUTDOORS

The Welcome Hut: A Mobile Breathing Space

During the days of the Spring School, the Welcome Hut shepherd's hut is installed at the event venue. Accessible during breaks, this mobile site dedicated to the arts of hospitality and existential care allows participants to connect through daydreaming and deceleration. The hut can provide a space for informal discussion about the different contributions to the programme after each session. **Please see *presentations* for information on the associated talk.**



The Welcome Hut is in the process of becoming a Scottish charity closely linked to the original NGO, association **Rêv'othèque** in France, developing ideas and forms of civic shelter for educational practice. www.thewelcomehut.com





Deborah May

Founder (Küche)

Wednesday May 1st, 2019 | 14:15 – 15:00 | FLS 2

Tomorrow's Kitchen

An event which first took place in 2018, 'Tomorrow's Kitchen' looked at Scottish cuisine and the multiculturalism present within Glasgow - posing the question what could our current and traditional kitchen look like in the future as the city diversifies. Inspired by the initiation of migrant recipes from around the world like the Haggis Pakora and Chicken Tikka Masala in Glasgow, California sushi roll, Bunny Chow in South Africa, Peranakan cuisine in Indonesia and more - 'Tomorrow's Kitchen' looks to instigate the invention of new recipes and new traditional foods, playing with the Scottish larder of Vegetable Broth, Clapshot, Oatcakes, Rowies, Haggis, Stovies and more. Previously working with Iraqi, Pakistani, Syrian and Roma cooks, recipes like Irn Bru Baba Ganoush, Cullen Skink Dumplings, Haggis Falafal, Spiced Tattie Scone and Neep Gobi with Syboes were created.

'Tomorrow's Kitchen' is a pilot pop-up food-led workshop that Küche are interested in developing and engaging feedback on with the idea that it would become something that the business could travel with and continue to host in collaboration with different festivals and organisations and across different communities around the world. Küche will be hosting some of their previous 'Tomorrow's Kitchen' recipes as part of the lunch within the summer school programme. We will also be commissioning the creation of a new recipe specifically for the Spring Summer School 2019 which we will present as a taster within the workshop. Using a mix of tastes, storytelling, smells, visuals and conversation we invite participants to hear about recipe making processes, as well as exploring their own food thoughts; likes, dislikes, traditions, fantasies and the unknown to show how recipe-making and cooking is a personal as well as public way of actively having creative conversations and collaboration.

We are a social business creating food led events and community dinners celebrating different cultural cuisines as well as providing multicultural catering in collaboration with people navigating the UK immigration system. Küche looks to celebrate different cultural cuisines, open-up conversations, counteract negative attitudes and provide opportunities for us to be more socially and culturally informed (whether it be about culture, politics, history) and react responsibly and with empathy to the wider world around us.

Our mission is to provoke discussion, promote integration, celebrate minority cuisines and create empowering work opportunities.

www.kueche.co.uk

www.facebook.com/KucheExplore/

www.instagram.com/kuche_glasgow/





Esa Aldegheri

University of Glasgow

Wednesday May 1st, 2019 | 11:00 – 12:30 | FLS 2

Mapping Welcome

This will be an interactive community mapping workshop. We will create a three-dimensional map featuring places of welcome and sanctuary in Glasgow: starting from key local landmarks, participants will be invited to contribute their unique experiences of sanctuary in Glasgow by drawing on the map, or placing objects or notes on it.

We will work using participatory techniques and tactile methods to encourage expression beyond written language. All languages are welcome.

With the map as a prompt, participants will also be invited to share stories of welcome across the city, moving from a collective map to sharing lived experience of the city. We will also consider the digital dimension of mapping welcome, by looking at the online "Edinburgh Sanctuary Guide" as developed by Edinburgh City of Sanctuary (see <https://www.edinburghsanctuary.guide/>), to discuss how places and initiatives of sanctuary can be shared in the digital world as well as the physical one.

Esa Aldegheri is a researcher at the university of Glasgow, with ESRC funding to complete a PhD investigating how community mapping can facilitate positive story exchange between local people and those who are forced migrants. Before that, she worked for over ten years as a facilitator and manager for organisations supporting people who are migrants in Scotland, Italy and Lebanon. She is currently Chair of Edinburgh City of Sanctuary, for whom she has developed the online Edinburgh Sanctuary Map.

Information about Edinburgh City of Sanctuary

Edinburgh City of Sanctuary is part of the national City of Sanctuary network, which aims to grow a culture of welcome for people seeking sanctuary in cities across the UK.

We want to connect the many threads of activity already happening in Edinburgh to welcome asylum seekers and refugees, and to widen the scope of this welcome to include all areas of life in our city.

We have built an online guide to places and initiatives across Edinburgh that provide welcome and support for people who are refugees and asylum seekers. This is a free, public and interactive resource. The guide is now live, at <https://www.edinburghsanctuary.guide/> You can search for resources by keyword, map and tag. You can also add new resources and update existing ones.



Giovanna Fassetta & Esa Aldegheri

University of Glasgow

Friday May 3rd, 2019 | 10:00 – 12:30 | FLS 2

“Where Should the Birds Fly?” An Arabic Language Lesson for Beginners

In this workshop, we will first introduce participants to the Online Arabic from Palestine language course and explain about the project that led to its development. We will then deliver a sort Arabic language lesson for beginners, which will include: language learning; a recognition of the aesthetic and emotional dimensions of language; and a conversation about Palestinian culture and art. You will learn a few words and sentences in Arabic through making and by engaging with others. And we are sure that you'll have lots of fun!

Photo: Fatima Hadel

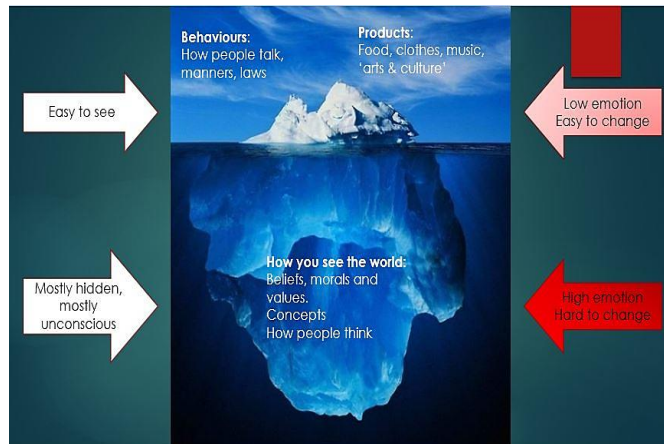


Jamie Spurway

Wednesday May 1st, 2019 | 11:00 – 12:30 | FLS 1

Interpreting Culture: Improving Cross-Cultural Communication

Our cultural background has a profound influence on each of us. It shapes our behaviour, values and beliefs. It even affects our thought processes and how we perceive the world. In this 90 minute workshop, we will examine where culture comes from and identify many extraordinary examples of its diversity. A simple gesture or phrase can mean dramatically different things from one culture to another and can cause unintended embarrassment, confusion or even offence. We learn to consider how others might interpret our behaviour and also examine our own interpretations, focusing on some of the areas that can cause division such as gender norms, perceptions of rudeness and body language.



Learning Objectives - By the end of the course delegates will be able to:

- ❖ Describe the wide-ranging influence of cultural background on people's behaviour, expectations and beliefs
- ❖ Utilise a simple tool for recognising and responding to misinterpretations stemming from cultural difference
- ❖ Reconsider their responses to the behaviour of others, to avoid cultural difference becoming a barrier





Dr. Lavinia Hirsu

University of Glasgow

Friday May 3rd, 2019 | 15:15 – 16:00 | FLS 1

From "Tool" to "River": A Serious Play with Metaphors of Language

This session will explore the metaphors we use in practice, teaching and everyday life. Whether we think of languages as "objects" we carry, "containers" of our identities, or "diseases" that have negative impacts on our social interactions, it is important to identify these metaphors and "labor" them into new ones. Such work is necessary if we want to change our views on how we can create welcoming environments where familiar and unfamiliar languages can work together. These ideas will be channelled into the format of a workshop where the audience will be invited to share their own metaphors, reflect on the impact of such metaphors on their language practices and think about new ones. Given that abstract concepts may be challenging for some of us, activities will be built around interactions with objects. These objects (e.g., plastic containers, liquids, puzzles, etc.) will help us think and work with these metaphors in very concrete ways. They will contribute to our understanding of what metaphors are and how they function in relation to perceptions and practices of language.

The workshop draws upon recent research developed in the School of Education with student-teachers in the TESOL Programme around the use of metaphors to describe languages, as well as upon a series of CPD workshops conducted in Fall 2018 - Spring 2019 with EAL teachers across Glasgow on translinguaging, metaphors and creative practices. While this work was initiated in a research context, the workshop is meant to speak to a wider audience of language practitioners and users. The aim of the workshop is to provide the participants with new tools and objects to think with when they reflect on how people language in various situations.

Dr. Lavinia Hirsu is a Lecturer in the School of Education at the University of Glasgow. Her research and teaching investigate digital literacies, theories of cultural diversity and social inclusion, academic writing, translingualism and translingual pedagogy. Dr. Hirsu has worked in multilingual environments with different communities in contexts of flux (migration and displacement). She is currently developing and delivering workshops for language practitioners who are interested in adopting a translingual approach and creative-based methods in their line of work.





Lucy Cathcart Frödén

Thursday May 2nd, 2019 | 12:00 – 12:45 | FLS 1

A Song for Amelia

This workshop will take as its starting point the performance of 'We are all Amelias', a play by the young women of the YCSA with Helene Grøn. The workshop will take place immediately after the performance of the play and will be an opportunity to respond to it creatively.

Taking a dialogical and multilingual approach, musician and researcher Lucy Cathcart Froden will lead a workshop exploring the range, the agency and the potential for resistance and connection that exists in the uniqueness of each human voice. The workshop will take a multilingual approach and will be loosely based on the vocal philosophy of Adriana Cavarero. Whatever we create together will then be taken back as a gift to the group of young playwrights from the YCSA. No prior experience of music or creative writing is needed – all are welcome!

For more information on Lucy Cathcart Froden's research see:
<https://www.sccjr.ac.uk/about-us/people/lucy-cathcart-froden/>



Oudai Tozan

UNESCO RILA Ambassador

Friday May 3rd, 2019 | 14:15 – 15:00 | FLS 1

Things You Don't Know About Syria

When people hear the word Syria, the first things that come up to their minds are war, terrorism and other miserable things. However, Syria has a rich history that people are unaware of. It is one of the oldest continuously inhabited region in the world. This workshop wants to shed light on the beautiful side of Syria. "Things you don't know about Syria" is an interactive who-wants-to-be-a-millionaire like quiz where participants will be asked 20 questions about Syria, and the person who will get the highest score will win a very special prize.

The Syrian Scottish Network for Development and Integration is a network of 30 Syrian refugees who collaborate together to support Syrian refugees in Scotland to overcome their daily challenges and integrate into their new communities.

Oudai Tozan is Oxfam Campaigning, Influencing and Policy Making Trainee and UNESCO RILA ambassador. Also, he is the founder of the Syrian Education Association which is a group of around 100 Syrian academics, researchers and education activists spread in 9 countries and who support students in Syria to continue education.





Right to Remain
Thursday May 2nd, 2019 | 15:30 – 16:00 | FLS 1

Launching Right to Remain’s Asylum Navigation Board

Seeking asylum in the UK can be a difficult process. People often feel that they are alone or isolated. It can be a long period of uncertainty.

That’s why, with Victoria Canning of Bristol University, Right to Remain developed the asylum navigation board. The board is an accessible, collaborative and interactive way to understand each step of the asylum system, from application to decision. Participants can learn about what people going through the system and those supporting them can do to be in a better position.

The board aims to ensure that people obtain accurate information in a way, recognise that this is a system built to make gaining asylum difficult, and bring people together so they can see that they - as people experiencing the asylum process themselves, or as people acting in a support role - are not alone. By bringing people together who have similar experiences, the board is a vehicle for discussion, solidarity and action.

Come along to find out more, and have a go yourself at using this innovative education and empowerment tool.

The workshop will be facilitated by Lisa Matthews, Coordinator at Right to Remain. Right to Remain works with communities, groups and organisations across the UK, providing information, resources, training and assistance to help people to establish their right to remain, and to challenge injustice in the immigration and asylum system.





Sarah Cox

University of Glasgow

Thursday May 2nd, 2019 | 11:00 – 11:45 | FLS 2

Bringing the Outside In: Multilingual Realities of Language Learning for Refugees

This multilingual workshop will be delivered in partnership with the participants of an exploratory teaching study with British Red Cross clients who have come to Glasgow through the Family Reunion Service. The workshop will enable participants to work multilingually by visiting a number of different language 'stations', to learn a few basic phrases in each language and to piece together lines from a multilingual poem recently created by the women involved in the research study. The PhD project focuses on how we can better support refugee women in Scotland through an ecological, multilingual approach to language learning and draws on the growing body of research which highlights the need to recognise the multilingual realities of ESOL learners' lives outside the classroom and the need for this transfer into the language learning classroom.

The British Red Cross (BRC) works around the world to help people facing persecution, who are caught up in conflict, and who had to flee their homes. In the UK the BRC supports 50,000 asylum seekers and refugees each year in 58 towns and cities, offering care, support, and independent advocacy for people arriving after a political or humanitarian crisis.

More refugees arrive through Family Reunion than through all other resettlement programmes combined. The BRC supports roughly 40% of all reunited family members with the cost of their flights to reach the UK, providing a unique insight, responsibility, and mandate to improve the integration processes for reunited families. Between 1st September 2018 and 31st August 2020 BRC will lead a partnership with Barnardo's and Queen Margaret University to provide holistic integration support to 3,000 people arriving through Family Reunion in 8 locations in England, Wales, Scotland and Northern Ireland. This project is the UK's first national programme of integration support for reunited families and builds on operational learning from around the country, providing a robust evidence set to shape integration discourse over coming years.

Sarah Cox is PhD researcher at Glasgow University and Strategic Manager at Glasgow ESOL Forum. Sarah's research project 'Language Ecologies' focuses on how we can better support reunited refugee families with language learning through the use of multilingual and intergenerational language learning methods. She has over twenty years' experience in the development and delivery of English language teaching programs in the UK, Japan and Germany





Shirley Gillan & Steven Ritchie

Scottish Detainee Visitors - Ice and Fire

Wednesday May 1st, 2019 | 15:15 – 16:00 | FLS 1

Caged Birds' Songs

Labouring, Resisting and Resting in Captivity - After detention

While we presented a similar proposal and performed it in 2018's spring school, the issues of detention and life after detention remain prevalent. Together, SDV, Life after Detention, and Ice and Fire's Actors for Human Rights, have created Detention Dialogues: documentary theatre that has given voice to six migrants' stories through the creation of three verbatim scripts.

People tell their stories, in whatever way they wish, and their exact words are used to raise awareness, to bear witness, for enabling mutual understanding, and for voices to be heard.

We will present a performance of one of our Detention Dialogue scripts, and show a piece made by our LAD group. These will be followed by a panel discussion, with relevance to theme Ca and Cc.

We will focus on the experience of immigration detention in the UK, and life after detention - where the impact of detention can never be fully recovered from while people remain without status; while the risk and fear of (re)detention remains ever present. While remaining, essentially, in Detention without Walls, as one LAD member described it, how can we nevertheless find our voice, retain our sense of self, and sing - while everything around us seems designed to strip us of our dignity, ourself, and our voice.

Scottish Detainee Visitors (SDV) provides support for people affected by immigration detention and advocates for an end to detention. This includes a Life After Detention group, which supports people with experience of detention and provides a platform for their voices to be heard. For more information, contact **Shirley Gillan** (sdvcoordinator@sdv.org.uk) or visit: sdv.org.uk

Ice and Fire's Actors for Human Rights outreach project is dedicated to exploring human rights concerns through the creation and performance of documentary scripts. For more information, contact Steven Ritchie (stevie@iceandfire.co.uk) or visit: <http://iceandfire.co.uk/project/actors-for-human-rights/>





Spraypeace

Wednesday May 1st, 2019 | 14:15 – 15:00 | OUTDOORS

Thursday May 2nd, 2019 | 12:00 – 12:45 | OUTDOORS

Spray Peace - Art as A Universal Language

In this workshop, we will use art and creativity as universal tools for communication. In a multicultural setting, this will allow us to create a common ground where everyone feels comfortable. Art acts as a non-hierarchical platform for sharing and exchange, beyond language barriers. We implement this philosophy in our work and give the people the means and the support to confidently express their creativity and thus communicate with others on an emotional level. The emphasis is not so much on the artistic result than it is on the process, the act of expression and communication with others. In this workshop we will harness the energy of this type of non-verbal communication and try to create soothing and inspiring moments for all the people involved. Participants will get to create their own stencil and contribute to a big collective art work



Spray Peace (SP) was founded in 2015 with the aim of promoting values of peace and equality through art. SP is actively working towards dialogue, multiculturalism and tolerance. Through various events such as art workshops or public jam sessions, the organisation fights against stereotypes, racism and discrimination. SP is based in Luxembourg but works across Europe. Find out more on www.spraypeace.com



Presentations



Christian Hanser

Moray House School of Education, University of Edinburgh

Friday May 3rd, 2019 | 13:30 – 14:00 | FLS 1

Civic Shelters: Disrupting Accelerations of the Public Sphere Through A Collective Tiny House Retreat

In this workshop we look at creative ways to facilitate sanctuary experiences and open spaces of welcome in the midst of busy daily life. A conceptual introduction discusses the arts-based, experimental practice of installing a tiny house, Shepherd's hut, in different locations of the public sphere. As an artistic provocation in busy shopping streets, within anonymous urban centres, in deserted village squares and in cooperation with educational, cultural and social institutions, the Welcome Hut invites neighbours and strangers to take time to rest together and experience time as a nested and sheltered element of civic participation. The presentation is supported by audio-visual elements and analyses the challenges of disrupting social accelerations. While tensions emerge from celebrating 'rest' in publicly visible rituals which are at odds with social symbols of efficiency and control, it is argued that the practice has been able to function over more than 8 years as a profoundly itinerant and 'vagabond institution'.

In the second part of the workshop, small groups gather around the tiny house's wood fire stove and reflect on ways to transfer the disruption towards dialogue and care which is triggered by the shepherd's hut. How can moments and spaces for collective cocooning be facilitated within the everyday realities of social acceleration experienced in education, social work and activism?



The Welcome Hut will be on-site. Please see 'workshops' for times.





Effie Samara

Friday May 3rd, 2019 | 15:15 – 16:00 | FLS2

TAXI DRIVER - The Exile After Levinas

TAXI DRIVER explores women's restless labouring in a time of seismic shifts in political rhetoric. Citizens of the world, presently re-presented as "citizens of nowhere", are, eighty years after the Holocaust pushed again into cages along with their labouring and their singing. Philosophy as ontology is always a return to the same, always Odysseus returning to Ithaca against Levinas' perpetual Abrahamic exile. TAXI DRIVER aims to unveil the suffocated chant of the province against the booming voices of the metropolis; the polite silence of labouring women against the overbearing petulance of imperialist work spaces and the "institutional terror which continues to go unnoticed" (Butler, 2018). The Other whose creation we become (Levinas, 1938)

This UNESCO presentation will feature a short film created by Effie Samara and directed by Bernd Porr and the invitation to the audience to debate the TAXI DRIVER's presentation of Levinas' giving of the ear and her passengers' reception of what freedom of movement actually means and how its curtailment threatens our very existential need for survival.

Effie Samara is a writer, film maker and academic researcher at Glasgow University. Her theatre work includes SARTRE AND De BEAUVOIR, Lesbos (Tramway Glasgow) and the Jew of Portingall (A Tale of An Elizabethan Execution). She has curated Symposia and political platforms, most notably Spaces of Exile and the Scottish Refugee Council Festival and has worked in association with Creative Scotland, Arts Council England and the Glasgow Science Centre. She is published in the field of Human Rights, Women's Rights and European anthropology and is a regular contributor to Scotland's constitutional debate. Effie has been awarded the Tom McGrath Award for Playwrights and in 2017 the Playwrights' Studio Scotland Award and the Collaborative Research Award by the University of Glasgow.

For more information <https://www.taxidriverhub.info/>





Emily-Marie Pacheco

University of Glasgow & UNESCO Chair Intern (Spring School 2019)

Wednesday May 1st, 2019 | 14:15 – 15:00

Letters to Cyprus

Based on original letters from 1974 found in Cyprus

Based on true events, this session will feature a short drama set in Cyprus, dedicated to peace and reunion.

Today, Cyprus is a Mediterranean island divided in two regions: the Republic of Cyprus and the Turkish Republic of Northern Cyprus (unrecognized). The United Nations Buffer Zone acts as a demilitarized border between the two sides, and serves as one of the UN's longest running peace-keeping mission despite also being home to over 10,000 residents. With this in mind, at the time of the film's creation (2014), the film makers, **Sholeh Zahraei** and **Kamil Saldun**, hoped to inspire peace between the two Cypriot peoples and have therefore set the context of the film in a unified single-nation Cyprus in 2016 - a mere two years post-production, but forty-five years after the war that divided the island.

Year 2016 - Cyprus has come to peace and is reunited. A Cypriot woman returns back to her home that she was forced to leave alongside her belongings, due to the war in 1974. An emotional and painful journey to the past begins where she is confronted with bittersweet memories and the aftermath of war. 42 years of waiting for peace are over now...

This film is based on original letters from 1974 that were sent from the United Kingdom to Cyprus, in the occasion of a pen-friendship between a young British girl and a Cypriot girl.

All abandoned locations in this film are original, unchanged and mostly the result of the 1974 Cyprus war. *Letters to Cyprus (2014)* is a film written and directed by **Sholeh Zahraei** and **Kamil Saldun** with the hope that all people who had to leave their homes can return to them in peace.



Emily-Marie Pacheco will be presenting *Letters to Cyprus* at the UNESCO RILA Spring School 2019. Emily is presently completing here PhD in Psychology at the University of Glasgow. Her primary research project looks to investigate the experiences of individuals who are abroad during time of conflict in their home-countries. For more information, please contact emily-marie.pacheco@glasgow.ac.uk; [@emilypacheco](https://www.instagram.com/emilypacheco) or visit www.gla.ac.uk/schools/education/research/students/emily-mariepacheco/



Hyab Yohannes

University of Glasgow

Thursday May 2nd, 2019 | 15:30 – 16:00 | Main Hall

Understanding Post-liberation Eritrea: Modalities of Punishment and Control

Hyab Yohannes is an Eritrean refugee in the UK. In addition to his own 'lived experience', Hyab was stunned by the experiences of the refugees that he came across in his extensive work with them. He worked with forced migrants who survived intolerable persecution in their home countries and continued to suffer from human trafficking, torture, and austerity elsewhere. He assisted these stigmatised and disenfranchised groups of people to explore their natural potential of resilience.



Currently, Hyab is working on his PhD project: *The Plight of Eritrean Refugees in a Carceral Age*. His PhD project focuses on the concept of 'refugee' as a progressively nascent figure of a-political life as opposed to the 'citizen'. He thinks deconstruction of the binary 'citizen'-'bare life' as the realm of rights (the former) versus a realm of a-political life (the latter) would blur the distinction between the two and put into question rights citizens take for granted. He suspects that the way the modern 'nation-state' is fashioned poses not only an imminent threat to 'the refugee' but also signals a danger to humanity in general. Moreover, he has a persistent curiosity to question modalities of punishment and control that are responsible not only for the creation of refugees but also for securitisation of their 'unprotected status' and its subsequent elimination from the political life.

Exhibition

Hyab will briefly walk us through the history of Eritrea, showing some pictures from different time of Eritrea's history. The pictures will be displayed in the main hall of the venue, where everybody can have a look at them during the day. For those who are interested in the stories behind them, Hyab will be explaining the context and why they are important during his presentation on Thursday.

Hyab will discuss the modalities of punishment and control in post-liberation Eritrea with the purpose of illuminating the vagaries of political life and the futility of citizenship the country offers. The kind of punishment he interrogates is not a punishment as a response to crime but as a means of control and domination. He will begin by examining the nature of sovereignty and governmentality in post-liberation Eritrea. Informed by Agamben's critique of sovereignty and Foucault's notion of governmentality, He argues that sovereignty and governmentality in the repressive state intersect at a point outside the threshold of the law. The unchanged regime of Eritrea has since independence of the country deployed modes of production and administration of power that circumvent normality and perpetuate exceptionality. He will then critically discuss extra-legal practices of arbitrary detention and indefinite national service. In this section, He argues that these practices are neither illegal nor legal in the context of Eritrea, because no law ever existed against the threat of sovereignty. At last, but not least, He will briefly touch the nature of citizenship created by the modalities of punishment and control.





I.D. Campbell

UNESCO RILA Affiliate Artist

Thursday May 2nd, 2019 | 14:30 – 15:15 | Main Hall

Threshold: A Creative Exploration of Rites of Passage for Gaining Refugee Status

Ritual can have tremendous power in helping us make sense of our lives. Births, becoming adults, weddings, and funerals are traditional life stages in our cultures. They are marked in special ways to help us acknowledge the moment that will soon be gone. They help us to celebrate or mourn that someone's life has changed.

In modern Scotland, how can we find ways to mark gaining refugee status that embodies the idea of positive change in both individuals and host communities? How do we give space to acknowledge a painful process, for the mixed emotions of celebration for what lies ahead and mourning what has been left behind?

The arts have the power to help us make meaning in the modern world. UNESCO RILA Affiliate Artist, Iain Campbell, is exploring ways we can create meaningful ceremony with community members, for a rite of passage for gaining refugee status



Dr Judith Thomas (McDougall)

Education Specialist, Adelaide, South Australia

Wednesday May 1st, 2019 | 13:30 – 14:00 | FLS 1

Integrating Through Language Learning and Teacher Relationships

How do refugee secondary school students coming from war -torn countries like South Sudan integrate in terms of successfully learning the compulsory English language literacy for immersion and entry into the new formal mainstream schooling in the safe and stable country of Australia? What happens to their repertoire of mother tongue languages usually limited to the spoken form? These refugee students have suffered disrupted schooling due to decades of war or threat of war in their home country. What few opportunities for learning they may have experienced have not only been limited in duration and resources but also largely only made available to the boys whilst the girls' lives were restricted to the domestic duties of the home.

In a recent doctoral study , the recollections of a small group of Dinka-speaking refugee secondary school student participants, based in Adelaide, highlighted the importance of literacy in their home language as the necessary pre-requisite to acquiring the compulsory literacy in English. Also evident were the strong bonds with their extended family members and community life in southern Sudan. Their collective society was bound by strict rules, oral communications and understandings, passed down the generations in the midst of almost ever-present war or threat of war.

Once in Australia the family became 'broken' and extended family members were displaced. Hurdles included visibility, disrupted past learning, little literacy in their mother tongue, Dinka, compulsory English literacy in schools and for employment and living in strange 'suburbs'. However, many of the Adelaide respondents overcame these challenges and have gone on to tertiary study. Critical factors included understanding teachers, literacy in Dinka as well as English, community support and family substitutes, especially male role models, and mentoring by positive achievers.



Dr Judith Thomas (McDougall) is a fervent practitioner of languages and culture. Her roles have included secondary teaching of English, French and Japanese in Australia; English with the MOE, Singapore; Grad Dip Lecturer in Languages and ESL Curriculum & Methodology and PhD researcher on the learning experiences of South Sudanese refugee secondary students in their homeland and in Adelaide, South Australia with the University of Adelaide. Recently she presented at the ACTA TESOL conference (Adelaide), the AFSAAP International Conference (UNSW) and the MARRNet Refugees Alternatives Pre-conference Academic- Forum 2019 (UniSA). Currently she is working on an article on the Dinka Language and is a new member of the Anglicare SA group assisting medical care and educational interests in Bor, South Sudan.

BA (Melb); Grad Dip (Sec) (TCAE); M. Litt (UNE); M. Ed (TESOL) (Deakin) and PhD (Adel).



Kahina Le Louvier

Northumbria University

Thursday May 2nd, 2019 | 13:45 – 14:15 | FLS 2

The Resting and Labouring Information Experiences of People Going Through the Asylum System in the North-East of England

This paper offers to explore the resting and labouring experiences of people going through the asylum system in the North East of England by using an information lens. To be immersed in an unknown city and a complex system forces people to work hard in order to make sense of their environment and meet even their most basic needs, such as finding food, clothes or getting a bus. This difficult process can be considered as an information problem, as the information that people need to settle in their new environment and go through the asylum system is shaped and transmitted in a way that may be socially and culturally foreign to their own way of knowing. This means that to integrate, people may need to adapt their information behaviour to their new situation, by learning where and how to find the information they need to access, and by making sense of how the local ways of knowing are shaped. While this information experience may be one of labour, this paper shows that it partly occurs during leisure activities. Using excerpts from field notes and interviews conducted with people who have been through the asylum system in Newcastle-Gateshead, it will be shown that during these leisure activities, both labouring and resting information practices occur. On the one hand, they help fostering the information literacy that is necessary to the laborious process of integration. On the other hand, they offer space for participants to express information the way they want and carry out activities they are familiar with, thus enabling them to enact their own way of knowing, a time for resting and recovering that is equally necessary to the integration process.

Kahina Le Louvier is a Ph.D. researcher in Information Science at the University of Northumbria (Newcastle, UK), working under the supervision of Dr Perla Innocenti. She investigates how people who are going through the asylum process in the North East of England make sense of their new environment and renegotiate a sense of identity and belonging. She has a background in cultural identity studies and a special interest in information behaviour, intangible heritage, migration and social justice.



Dr. Maria Dasli

University of Edinburgh

Wednesday May 1st, 2019 | 13:30 – 14:00 | FLS 2

UNESCO Guidelines on Intercultural Education: A Deconstructive Reading

This paper undertakes a deconstructive reading of the principles on intercultural education, as introduced and discussed by UNESCO in a document published in 2006. It proceeds from the argument that while these principles have attracted considerable empirical interest, much less is known about the basic ideological assumptions that UNESCO makes in the process of articulating each one of them in turn. With reference points drawn from Derrida's (1976) deconstruction strategy, the deconstructive reading reveals how the organisation, in spite of its major claims, actually erases difference through recommendations that seek to promote social cohesion and peace. That is, even though the UNESCO document supports throughout the right to be different, self and other still run the risk of becoming one and the same should they endorse the guiding principles proposed.

The paper is organised in three sections. In the first, in order to ground my analysis of the suggested UNESCO principles, I present the moves relevant to deconstructive reading, as introduced and discussed by Derrida (1976) and other scholars (e.g. Caputo 1997; Critchley 1999). In the second, I turn to the analysis, focusing specifically on three key issues to which the principles explicitly or implicitly refer, namely: culture and culturally responsive teaching, citizen participation skills, and skills for appreciating difference and diversity. In the third and final section, I consider the possible conclusions and broader implications that my deconstructive reading can have for responsibility and justice to help continue discussions about intercultural education at the local and international standard-setting levels.

Dr Maria Dasli is Lecturer in TESOL at the Moray House School of Education, University of Edinburgh. Her research interests include critical discourse analysis, with a particular focus on contemporary race discourse, and intercultural communication, with a particular focus on the ethics of responsibility and hospitality. Recent articles have appeared in journals such as *Discourse: Studies in the Cultural Politics of Education and Pedagogy*, *Culture & Society*. Maria is Co-Editor of *The Critical Turn in Language and Intercultural Communication Pedagogy: Theory, Research and Practice* published by Routledge in 2017, and *Reviews and Criticism* Editor of the SSCI-listed journal *Language and Intercultural Communication*. She was Co-Director of the Centre for Education for Racial Equality in Scotland (CERES) from 2011 to 2015.





Pinar Aksu & Remzije Sherifi
Maryhill Integration Network
Thursday May 2nd, 2019 | 14:30 – 15:15 | FLS 1

An interactive presentation by Pinar Aksu, and Remzije Sherifi from Maryhill Integration Network. Visual presentation looking at what community means, how forms of culture, arts, language and knowledge are shared; how welcoming looks like; what are the practical steps to welcome people and how to involve and work with people?



Dr. Rachel Burke

University of Newcastle

Friday May 3rd, 2019 | 13:30 – 14:00 | Main Hall

Seeking Asylum in Australia and Barriers to Higher Education

This session will consider findings from the first nation-wide study of the complex barriers to higher education facing People Seeking Asylum in Australia. This research was highly consultative and offers a powerful insight into the pragmatic realities of attempting to study while on a Bridging Visa – as voiced by People Seeking Asylum and by those working with students in this critical space. Our research indicates that failure to attend to the lived experiences of People Seeking Asylum results in well-intentioned yet short-sighted approaches to educational access, which often fail to account for the material conditions and experiences unique to this group of students.

The session will begin with a brief overview of the political context and the status of People Seeking Asylum in Australia. Next, I will provide a short summary of recent attempts by Australian universities to offer scholarships and other support schemes to assist this population while they await a decision on their applications for permanent residency. The session will then focus on key themes to emerge from our work with People Seeking Asylum, including the critical need for policy-makers to engage with those experiencing scholarship schemes 'at the coalface'.

Importantly, this session will provide an opportunity for participants to explore commonalities and contrasts between the Australian context and other locations. The overall goal of the session is to initiate dialogue regarding this important issue in order to harness the collective expertise of the group to consider possible pathways for greater inclusion.

Rachel Burke is a Senior Lecturer in the School of Education at the University of Newcastle, Australia. She researches and advocates for equitable access to higher education and for greater attention to language/literacies support for people with refugee backgrounds and those seeking asylum. Her work focuses on pathways to inclusion through education in resettlement contexts. Together with colleagues in the field, she has recently conducted the first national scoping study of access to higher education for people seeking asylum in Australia, exploring the pragmatic realities of attempting to study while on a Bridging Visa. Rachel's work also explores the ideological and linguistic implications of language testing as a pre-requisite for citizenship, and critiques mediated discourses surrounding language assessment, identity, and inclusion/exclusion more broadly.





Rabia Nasimi & Dr. Mastoureh Fathi

University of Cambridge - Royal Holloway University of London

Friday May 3rd, 2019 | 13:30 – 14:00 | FLS 2

**Art, Translanguage and Gendered Learnings in Pedagogical Setting:
A New Approach to Learn 'with' Migrant Women in London**

This paper is based on our observations and the reflective notes that we took after a series of art workshops that we organised for a group of Afghan, Syrian, Ukranian and Iraqi women in an NGO in West London. These workshops were taking place on Saturdays after the women participate in English classes. We used different methods of in arts and communication in this multi-lingual environment to create learning from various perspectives. For us, as a group of community activists and academics, this was a valuable experience in learning firstly to work together but also to understand what collaborative ethnography means.

This paper is composed of three ways of communicative strategies that we have used in our teaching:

1. We tried to produce art pieces around a given theme that was introduced by the research team every week, and after a short training in an art method that was provided by the artist.
2. There was then a series of short dialogues happening during and after the art sessions among the women and the research group members about the meaning of the drawings to the women and to others.
3. The women actively expressed their experiences of womanhood in narratives and through their care for their children who usually either accompanied them in the workshops or were in separate English and Maths classes. This was combined by food sharing in the classroom.

These multi-cultural and multi lingual sessions not only brought a new dimension (combination of art, mothering, narrative and eating) but also facilitated the various ways of meaning making and learning, what we call 'translanguage'.

We argue that the notion of integration through learning 'a language' is not as important as it is portrayed in policy and media. There are other less developed dimensions of learning that if facilitated, can improve the sense of self, integration and communication and visual skills.



Afghanistan and Central Asian Association (ACAA)

Dr Nooralhaq Nasimi established ACAA having left Afghanistan with his family in 1999. It started off by organising cultural events and day trips for the Afghan community in London. Since then it helps refugees and newcomers from the isolating feelings which can come with migration – drawing on lessons learned from the family’s own experience of settling into the UK.

The charity works with Afghans and Central Asians living away from their homeland, providing the support, skills and knowledge to live and prosper in the UK. Services include English language classes, employment workshops, a women's support group, a Saturday school and homework club, youth and family support services, drop-in and telephone advice, volunteer placements, and cultural and social events. The organisation also visits individuals and families in detention.

With bases in Hounslow, Lewisham and also Croydon it also does work in Afghanistan, and is developing citizen’s advice centres in Kabul and Pul-e-Khumri, offering free, impartial and confidential advice.



Recently the ACAA won a Queen's Award for Voluntary service - for their work helping refugees settle in the UK

Rabia Nasimi is a PhD Candidate in Sociology. She graduated from the LSE in 2016 with an MSc in Sociology (Research). Her undergraduate degree was in Sociology and Politics from the University of Goldsmiths in 2015 where she received a first for her dissertation. Whilst studying she has been extensively involved in running the ACAA (Afghanistan and Central Asian Association), a charity that was founded by her father Dr. Nooralhaq Nasimi in 2001 to support refugee integration in the UK. As part of her work at the ACAA she has worked on a diaspora-led development programme in Afghanistan as well as supporting women and families who are refugees and asylum seekers in the UK. Her work at the organisation has also meant she has developed strong monitoring and evaluation skills as well as project management.

Dr Mastoureh Fathi is a lecturer in sociology at Royal Holloway University of London. Her areas of research include migration, gender and class, belonging and intersectionality, collaborative ethnography and art methods. Her monograph was published by Palgrave Macmillan (2017) entitled: 'Intersectionality, Class and Migration. She has published in Journals of Gender and Education, Ethnic and Racial Studies, Political Psychology, Narrative Works among others.



Scottish Refugee Council
Thursday May 2nd, 2019 | 13:45 – 14:15 | FLS 1

In conversation with UNESCO RILA Affiliate Artists

Join us for a discussion between Scottish Refugee Council and UNESCO RILA Affiliate Artists on building artists networks. What are these networks? Who is part of them? Why do they exist and what can we learn from them? In this session, artists and organisers of the networks will talk about the use of arts as a tool for promoting social responsibility, the (potential) benefits of being part of an artist network and the ways in which networks can support artists and arts in general.

Scottish Refugee Council works with people who have come to the UK seeking refugee protection. For the last thirty years we have supported people to rebuild their lives here and to go on to thrive in all aspects of their lives in Scotland. We recognise the importance of the arts in promoting refugee integration and inclusion and stimulating different narratives around refugees, migration and identity. We support the artistic development and output of artists from refugee backgrounds, many of whom encounter structural barriers when attempting to participate in professional practice in Scotland. Alongside this we also support artists with an interest in issues around forced migration and cultural institutions committed to inclusion and diversity within the content of their work and in terms of audience development.



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Thank you to all contributors, presenters, and attendees.