

UNESCO RIELA

SPRING SCHOOL 2024 ONLINE

THE ARTS OF
INTEGRATING

Word Springs



MON-FRI 7-11 OCT 2024 ONLINE

PROGRAMME



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GENERAL INFORMATION

Dates

This year, the online Spring School will take place over 5 days, from Monday 7 October until Friday 11 October.

Online platform

We will host all session on Zoom. Zoom is a free software, which can be downloaded from <https://zoom.us/>. Please make sure you download and install the software and create a user profile before the start of the event.

Accessibility

Most of the sessions will be in English, but other languages will also be used. There won't be interpretation provided, but we will enable closed captioning on Zoom. You can request this on the day, by clicking the closed caption button on your screen. Our team are available in the chat if you need assistance.

We recommend joining the meetings from a laptop or tablet, because we expect speakers to share slides and those will be difficult to see on a phone screen. However, if you have limited bandwidth and want to phone in instead, please email us on unesco-rila@glasgow.ac.uk and we will send you the dial-in numbers.

Organisers

This event is organised by the UNESCO Chair in Refugee Integration through Education, Language and Arts (UNESCO RIELA). We are part of UNESCO's UNITWIN and Chairs programme, which promotes international cooperation and networking to mobilise collaboration around the Sustainable Development Agenda 2030 and in key priority areas related to UNESCO's fields of competence – education, natural and social sciences, culture and communication.

The UNESCO Chair supports learning from contexts which have long-term refugee and migratory experiences and where resilience has been developed, often in the face of overwhelming linguistic and cultural destruction. Working with our cross-sectorial partners, we engage in research and advocacy for creative and artistic approaches to integration, which sustain linguistic and cultural diversity, foster creativity and intercultural capabilities and promote peace.

The main organisers are Bella Hoogeveen, Project Manager of the UNESCO Chair, and Rebecca Rae, administrator of the programme. You can reach them on unesco-rila@glasgow.ac.uk. They are assisted by the other members of the UNESCO RIELA team (Tawona Sitholé, Hyab Yohannes and Alison Phipps) and by the numerous volunteers who help run the event.

We have invited proposals for workshops/presentation/performances/creative interventions for the UNESCO RIELA Spring School 2024 (online) which connect with the theme of “word springs”

The UNESCO Chair in Refugee Integration through Education, Language and Arts is working on five key ideas. One of those is “enhancing and replicating models for refugee integration by intentional multilingual learning with refugees and with new host communities, in order to foster creativity, diversity of cultural expressions and intercultural capabilities”.

This year, the UNESCO RIELA Spring School links to that idea and focuses on words and languages, on communication and on discourse, on repertoires and on silence. We have curated sessions that explore, showcase, celebrate, experiment, teach and share integration practices and research that have language at their heart.

Together we will find out more about intercultural communication, about language hierarchies, about discourse and changing meanings of words. We will learn about new words and language learning, about language loss, about language revival and about multilingual integration processes. We will hear the word ‘welcome’ in many languages, but we will also explore what it means when words fail us. We will learn about the power of poetry, of words that comfort, of the solace of silence. We welcome the languages of music, of dance, of theatre.

At this year’s Spring School, we will examine our words and work with all of our languages and repertoires, or ways of finding meaning and making meaning together. We share with you sessions that bring in linguistic creativity and diversity to inform or learn from multilateral integration and intercultural initiatives.

Sub-topics

This year’s sessions will touch on or address:

- Intercultural capabilities, cultural expressions and linguistic diversity
- Language hierarchies, discourse, meaning making and meaning changing
- Language learning, language loss and language revival
- Silence, words of comfort and finding words
- Intercultural communication through the arts

PROGRAMME AT A GLANCE

Monday 7 October 2024

MUSIC - p 15

Opening words and keynote song
By Alison Phipps and Madge Bray

9:15
am

KEYNOTE - p 12

On leaving 'Omelas' - Asylum and the social production of moral indifference
By Nasar Meer

9:30
am

SHORT BREAK

For health porpoises, we recommend leaving the screen for 15 minutes

10:15
am

WORKSHOP - p 17

Springing from RIELA words
By Hyab Yohannes & Tawona Sitholé

10:30
am

LONG BREAK

Long break for lunch and to stretch the legs

11:00
am

PRESENTATION - p 18

Finding words in silence: Exploring refugee narratives through multimodal learning

By Margarida Castellano-Sanz & Catherine Gosselin-Lavoie

2:15
pm

SHORT BREAK

For health porpoises, we recommend leaving the screen for 15 minutes

2:45
pm

WORKSHOP - p 19

Writing fiction is a way to program the future

By Anna Molman / Анна Молодцова

3:00
pm



Tuesday 8 October 2024

MUSIC - p 15

Opening words and keynote song
By Tawona Sitholé & Nerea Bello

9:15
am

9:30
am

WORKSHOP - p 20

Effective communication when there is a language barrier
By Marzanna Antoniak

EFFECTIVE COMMUNICATION
THERE IS A LANGUAGE

LONG BREAK

Long break for lunch and to stretch the legs

11:00
am

2:15
pm

PRESENTATION - p 21

Language Loss as a Symbol of Cultural Chaos
By Geraldine Sinyuy

SHORT BREAK

For health porpoises, we recommend leaving the screen for 15 minutes

2:45
pm

PRESENTATION - p 22

Considering the linguistic gap through humour
By Kim D. Abramson

Wednesday 9 October 2024

MUSIC - p 15

Opening words and keynote song
By Esa Aldegheri & Frank O'Hagan

9:15
am

KEYNOTE - p 13

(Re)framing migration: beyond our biases
By Joanne Irvine & Paria Goodarzi

9:30
am

SHORT BREAK

For health porpoises, we recommend leaving the screen for 15 minutes

10:15
am

PRESENTATION - p 23

City of Homes - reviving identities through language and art making
By Beetroots Collective CIC -
Marta Adamowicz & Robert Motyka

10:30
am

LONG BREAK

Long break for lunch and to stretch the legs

11:00
am

PRESENTATION - p 24

Creating a translanguage novel with White Water Writers
By Yvonne Skipper & White Water Writers

2:15
pm

SHORT BREAK

For health porpoises, we recommend leaving the screen for 15 minutes

2:45
pm

WORKSHOP - p 25

Enacting the Speech Act
By Jennifer Schaupp

3:00
pm

Thursday 10 October 2024

MUSIC - p 16

Opening words and keynote song
By Hyab Yohannes & Edugie Robertson

9:15
am

9:30
am

DISCUSSION - p 26

Moving away from silence: How do you solve a problem like the media?
By Bethia Pearson & Sadie Ryan

SHORT BREAK

For health porpoises, we recommend leaving the screen for 15 minutes

10:30
am

10:45
am

PRESENTATION - p 27

Assets to integration of Arabic-speaking refugees in Malta
By Sana El Sayegh

LONG BREAK

Long break for lunch and to stretch the legs

11:15
am

2:15
pm

PRESENTATION - p 28

Multilingualism in North Africa: Language policies and code-switching among young adults in Tunisia
By Bochra Kouraichi

SHORT BREAK

For health porpoises, we recommend leaving the screen for 15 minutes

2:45
pm

3:00
pm

WORKSHOP - p 29

Erasing and Rewriting: Unknowing 'Known' Narratives of Language and Knowledge
By Jeehan Ashercook & Shruti Shukla

Friday 11 October 2024

MUSIC - p 16

Opening words and keynote song
By Pinar Aksu & Lucy Cathcart-Frödén

9:15
am

WORKSHOP - p 30

Honouring cultural safety/cultural responsiveness in the context of 'development'
By Sonali Owen

9:30
am

SHORT BREAK

For health porpoises, we recommend leaving the screen for 15 minutes

10:30
am

PECHA KUCHA PRESENTATIONS - p 31/32

When Words Spring to Laughter: Exploring Humour in Refugee Language Learning
By Mehrdad Mohajeri
Combining Arts, Research & Teaching
By Tawona Ganyamatopé Sitholé
Draw in silence to reconstruct a past in words
By Association A4 (Catherine Larré & Marie-Laure Colrat)
Error 404...
By Hyab Yohannes

10:45
am

LONG BREAK

Long break for lunch and to stretch the legs

11:15
am

OPEN STAGE - p 33

Open Stage to share your own thoughts, ideas and creations
By Tawona Ganyamatopé Sitholé

2:15
pm

SHORT BREAK

For health porpoises, we recommend leaving the screen for 15 minutes

3:00
pm

KEYNOTE - p 14

The Middle Range: How to do and NOT to do things with Words
By Alison Phipps

3:15
pm

KEYNOTE SPEAKERS

On leaving 'Omelas' – Asylum and the social production of moral indifference

Nasar Meer

Monday 7 October 9:30-10:15am

This talk focuses on the social production of moral indifference towards the plight of people seeking asylum. The first part of my title comes from Ursula K. Le Guin and a short story in which a society makes an carceral contract with itself. As I'll describe it, I think "Omelas" is an allegory through which to explore something characterising our own society that is not merely bureaucratically atomised and routine – but actively racialized. My emphasis is on its social production – such that we might alter its re-production – not least by refusing as self-explanatory that failures in asylum governance are the outcome of people seeking it. This seemingly chronic tendency can be and is challenged, especially at local levels, sometimes spectacularly, yet the broader challenge remains. Namely, the failures in a parallel form of governance for people seeking asylum, the racialization this leverages, and the 'crisis ordinariness' this normalises.

Nasar Meer is Professor of Social & Political Sciences at the University of Glasgow. He was previously Professor of Sociology and Director of RACE.ED at the University of Edinburgh, and Professor of Comparative Social Policy at the University of Strathclyde. He is Chair of the Academic Committee of The Stuart Hall Foundation (SHF) and was co-Investigator of The Impacts of the Pandemic on Ethnic and Racialized Groups in the UK (UKRI, 2021-2023) and Principal Investigator of the Governance and Local Integration of Migrants and Europe's Refugees (GLIMER) (JPI ERA Net / Horizon-2020).



(Re)framing migration: beyond our biases

Joanne Irvine and Paria Goodarzi

Wednesday 9 October 9:30-10:15am

The 45-minute keynote workshop will explore and challenge the language we use to frame and discuss migration globally as this becomes increasingly biased and dehumanising. We will explore collective nouns, verbs and adjectives from various sources around the world and consider the linguistic and ethical implications of these in relation to public perceptions, political narratives and our human biases. The session consists of an opening quiz, presentation and interactive session where the audience will be invited to collectively build ideas for new language that reframes migration based on positive social values.

Joanne Irvine is a social designer, expert in migration and sustainable development and a linguist. Her passion lies in ensuring people and communities are at the centre of the design and implementation of inclusive policies and programmes. A life-long learner, she holds a Master of Arts in Hispanic Studies and French from the University of Glasgow, a Master in International Development Cooperation and European Policy from the Autonomous University of Barcelona and a Master in Design Innovation and Citizenship from the Glasgow School of Art. She has spent the first 15 years of her career supporting governments and communities globally to celebrate diversity and foster the development potential of migration with UNDP and IOM and is now a freelance social designer based in Glasgow.



Paria Goodarzi is an Iranian-born artist and social art practitioner, a member of the UNESCO RIELA Affiliated Artist Network, and The Young Academy of Scotland. She holds a BA (Hons) in Textile Design from the University of Science & Culture in Tehran, a degree in Sculpture & Environmental Art from the Glasgow School of Art, and Master's in Adult Education, Community Development & Youth Work at the University of Glasgow. Currently, she is studying a PhD in Education and Social Science at the University of Glasgow.

Paria's artistic focus revolves around cultural and political transfers and translocations, as well as the contemporary human condition, cultural identity, and displacement. Through her multidisciplinary practice, she explores the formation and representation of identity, often incorporating collaborative, participatory, and socially engaged artworks.

The Middle Range: How to do and NOT to do things with Words

Alison Phipps

Friday 11 October 3:30-4:15pm



Image by Karen Gordon

The book by J.L. Austin (Austin, 1975), introduced the idea of a Speech Act i.e. a ritual event or moment when quasi magical words are said and something profound changes. The refugee and asylum process is filled with such moments – the granting of status, the notices of liability for detention, the passing of the Life in the UK Test, the moment when the Citizenship Ceremony is accomplished.

In this talk I'll explore these moments and their importance and consider what these words of what Simone Weil (Weil, 2002) calls 'The Middle Range' can accomplish for us theoretically, practically, as activists and as ritual moments, but also their limitations and what happens when – as Whitman wrote in *Leaves of Grass* – Finally comes the poet, and silences, including those produced by the middle range of words, give way to freshness of speech (Brueggemann, 1989) and revelation.

References:

Austin, J. L. (1975). *How to do Things with Words*. Harvard University Press.

Brueggemann, W. (1989). *Finally comes the Poet: Daring Speech for Proclamation*. Fortress.

Weil, S. (2002). *Gravity and Grace*. Routledge.

Alison Phipps is UNESCO Chair in Refugee Integration through Education, Language, and Arts at the University of Glasgow and Professor of Languages and Intercultural Studies. She was De Carle Distinguished Visiting Professor at Otago University, Aotearoa New Zealand 2019-2020, Thinker in Residence at the EU Hawke Centre, University of South Australia in 2016, Visiting Professor at Auckland University of Technology, and Principal Investigator for AHRC Large Grant 'Researching Multilingually at the Borders of Language, the body, law and the state'; for Cultures of Sustainable and Inclusive Peace, and was Co-Director of the Global Challenge Research Fund South South Migration Hub 2019-2024. She is an Ambassador for the Scottish Refugee Council. She received an OBE in 2012 and Honorary Doctorates from the University of Edinburgh, and the University of Waterloo, Canada in 2023. She is an academic, activist, educator and published poet and a member of the Iona Community.

KEYNOTE MUSICIANS



Madge Bray, born Margery Allan into a family of traditional musicians, singers, and storytellers from the West Aberdeenshire village of Ballater and brought up in Argyll, has worked internationally pioneering creative approaches to trauma resolution in young children.

Her work in human harmony and the exploration of sound and vibration as a tool for human harmonisation took her to the Republic of Georgia where experience of traditional grief tending practices heralded a quest to explore cultural retrieval of our own Scots Keening tradition. More information: www.youtube.com/@TraditionalFutures

Nerea Bello Sagarzazu, a Basque artist and researcher based in Scotland, delves into the realms of deep listening and dialogical approaches to constructing meaning. Her artistic practice involves unearthing materials, sounds, and words that are often overlooked or we carry deep within. Nerea thrives in collaborative environments and is currently pursuing a PhD at the University of Glasgow. She is a maker of contemporary jewellery and objects combining recycled silver with found materials. The wisdom of old songs and voices informs her singing practice.



Frank O'Hagan was a Lecturer in History in the School of Education within the College of Social Sciences in the University of Glasgow and now writes, records, and produces music. He has recorded and released five albums of original music. Much of Frank's music is concerned with social and political issues. Frank has performed in various countries including Norway, Azerbaijan, USA, Ireland, Poland, Spain, Holland and Canada, and recently performed in his home town of Glasgow at the Celtic Connections Festival in the Glasgow Concert Hall. More info: www.frankohagan.com

Edugie Clare Robertson is an Affiliate Artist with UNESCO RIELA, a COSH certified Sound and Energy Healer and recently graduated as a Facilitator with the Naked Voice, founded by Chloe Goodchild. She has over 40 years experience working in diverse communities in Community Development and the Creative Arts as a tool for community engagement and development. Edugie is a multi-instrumentalist and singer-songwriter who has used the pause during lockdown to direct her work towards the more subtle yet dynamic and internal forms of creativity, connected to peace, purpose and working towards a more unified field of consciousness. More information: www.intuneenergyhealing.uk



Lucy Cathcart-Frödén is curious about sound, music and listening. Her research explores how multilingual creative collaboration can generate and deepen social bonds based on solidarity and care, and how attention to sound and how it travels can help to make borders and barriers more porous. She's currently working on a research project about music and sound in prisons, based at the University of Oslo in Norway, and she lives in the wonderful city of Malmö in Sweden - but a part of her heart will always be in Glasgow.

PROGRAMME DETAILS

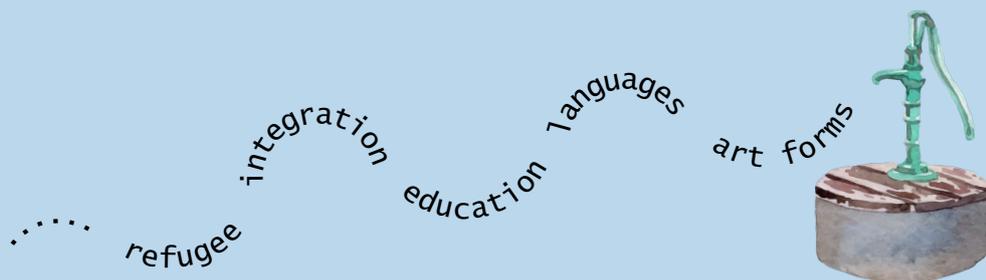
Springing from RIELA words

Tawona Ganyamatopé Sitholé & Hyab Yohannes

Monday 7 October 10:00-11:00am

The UNESCO Chair recently changed its name slightly and added in an extra word: Education, changing the acronym from RILA to RIELA.

In this conversational sharing, two members of the UNESCO RIELA team work with each of the key words of Refugee/Integration/Education/Languages/Arts that underly the UNESCO Chair's work. What meanings can be made of these terms, and how do all these elements inspire the work of the RIELA team? Working with these questions and also keen to have input from the room, the session aims to SPRING from the very words that define the chair.



Hyab Yohannes is a research associate with the UNESCO RIELA team at the University of Glasgow. His work involves conducting research and synthesising findings to provide insights into theoretical, methodological, and policy-related questions. Recently, Hyab co-edited a Special Issue on Intercultural Knowledge Production for the Journal of Language and Intercultural Communication. He is also currently co-editing a Handbook of Cultures of Sustainable Peace for Multilingual Matters. Additionally, he has signed a book contract with Routledge for his upcoming publication entitled "The Refugee Abyss". Hyab's research interests include (b)ordering (physical, onto-epistemic, spatio-temporal, juridico-political, etc.), (de)coloniality, and political theories.

Better known as **Ganyamatopé Dzapasi**, **Tawona Sitholé's** ancestral family name inspires him to connect with other people through creativity and the anticipation to learn. A poet, mbira player, storyteller, and playwright, he is co-founder of Seeds of Thought, a non-profit arts group and UNESCO Artist-in-Residence at the University of Glasgow. As he continues to write, teach and perform, mostly he appreciates his work for the many inspiring people it allows him to meet.

Finding words in silence: Exploring refugee narratives through multimodal learning

Margarida Castellano-Sanz & Catherine Gosselin-Lavoie

Monday 7 October 2:15-2:45pm

This presentation explores how multimodal learning, grounded in the Pedagogy of Multiliteracies, can effectively engage pre-service teachers—including those in Early Childhood Education, Primary Education, and the Master's in Secondary Education programs—with issues of plurilingualism and multiculturalism. By analyzing challenging picturebooks on refugee experiences, the session fosters critical thinking, empathy, and intercultural understanding. The proposed activities will be implemented in diverse sociolinguistic contexts and across different levels of pre-service teachers and Master's in Education students, offering unique insights into the intersection of language learning and cultural awareness. This approach aims to equip future educators with the tools to create inclusive, reflective learning environments.



Catherine Gosselin-Lavoie is an Assistant Professor in the Department of Didactics at the University of Montreal. Her research interests focus on oral and written language development in preschool and elementary school, particularly through multilingual approaches to children's literature. She is also interested in the contributions of school-family collaborations to language development in multiethnic and multilingual environments.

Margarida Castellano-Sanz is an Assistant Professor in the Department of Languages and Literature Education at the Universitat de València, Spain. She holds a PhD in Language, Literature and Culture from the same university. Her research has taken her to institutions such as the Universidad Nacional Autónoma de México, University of Reading (UK) or Université de Montréal (Canada). She authored awarded *Les altres catalanes. Memòria, identitat i autobiografia en la literatura d'immigració* (2018) and has published extensively on postcolonial literature, identity construction, and multimodal approaches in L2/L3 teaching.



Writing fiction is a way to program the future

Anna Molman / Анна Молодцова

Monday 7 October 3:00-4:00pm

I'm a writer, and one day I noticed that some elements of my fiction had materialised in my life. I've studied this phenomenon and found out that laws of quantum physics allow us to programme our future, using specific techniques. During this workshop, you'll start programming your future via writing fiction. I'll give you the structure of a self-fulfilment fairy tale and teach you how to activate such stories, making them magical. You'll create new reality by using the words you know. You don't need to be a writer. It works for everyone.



Anna Molman is a Ukrainian disabled writer who came to Scotland because of the war in her country. She has written 40 short stories and 10 novels in Ukrainian. Her first published novel, *Tango of Water and Flame*, was translated into English. Anna won the REWRITE literary competition (2022), the Fantastic Lesya competition (2021), and the Scottish Refugee Council Cross Borders Cultural Award (2023). She is also the author of a creative course HOW TO WRITE FICTION TO HELP YOUR DREAM COME TRUE.

Effective communication when there is a language barrier

Marzanna Antoniak

Tuesday 8 October 9:30-11:00am

This interactive workshop will take you through a series of communication scenarios and engage you in a conversation in a language you don't speak - all to prove that it is possible to communicate and make each other comfortable when there is willingness and when we have some handy tools at our disposal. Participants will have a chance to share good practice and discuss the real-life challenges they face when communicating when there is no shared language. In addition to the discussion and the immersive experience of translanguaging, workshop attendees will learn several useful techniques that will help them have better interlingual exchanges with others.



Marzanna (Mana) Antoniak is a culture animator, community development worker, language teacher, and trainer in effective communication when there is a language barrier. Her work revolves around strengthening community cohesion, accessibility of information, inclusive engagement, and capacity building amongst multi-ethnic communities. She has delivered several community development projects, curated exhibitions, and programmed cross-cultural festivals and events across Scotland, including the Glasgow Language Festival, multilingual Verse Universe performances of world poetry and song, and workshops and celebrations based on Slavic folk traditions. She can communicate in several languages and aspires to become a polyglot.

Language Loss as a Symbol of Cultural Chaos

Geraldine Sinyuy

Tuesday 8 October 2:15-2:45pm

This paper seeks to show the relationship between language and culture and how language loss signifies cultural chaos. Since language is used by humans, language loss affects individuals, families and communities, thereby altering their identities and ways of understanding and functioning in the society. During my presentation, examples will be drawn from my own personal experience and the experiences of people in my community as our mother tongue loses more and more hold on the present generation. Some causes of language loss will be highlighted and suggestions on what can be done in order to preserve the languages that are endangered.

Geraldine Sinyuy, holder of a PhD in Commonwealth Literature is a scholar, editor, writer, educationist, philanthropist, human rights activist and was a Featured Storyteller at the World Pulse Story Awards (2017). She is author of *Agonies of the Displaced* (2024), *Music in the Woods and Other Folktales* (2023); coeditor and contributing poet of *Poetry in Times of Conflict* (2020) anthology; contributing poet in the anthology *Love Letters to Water* (2022); and a 2023 International Human Rights Movement (IHRAM) Fellow. She has published many poems and academic articles at different international platforms. She is a member of the Anglophone Cameroon Writers Association, Academia Edu., Research Gate; editor at *WordCity Literary Journal*, and Digital Ambassador at *World Pulse*.



In 2024, she became a UNESCO RIELA Affiliate Artist with the hope to continue expanding her human rights activism through creative writing. Her short story, "Clara" was shortlisted for the Human Rights Art Movement "Art of Creative Unity Award" in 2023. Sinyuy was one of the judges and final judge for the WritingUkraine International Poetry Competition, 2022-2023 and also one of the judges for the Literary Competition which was organized by ACWA NW/W in 2023. She is also a certified Digital Educator UNESCO MGIEP cohort January 2024. Sinyuy does editing for payment, gardening, as well as mentoring young and enthusiastic writers during her spare time.

Considering the linguistic gap through humour

Kim D. Abramson

Tuesday 8 October 3:00-4:00pm

Humour can bring awareness to issues that people face, and in this session, we'll enjoy humorous video clips that highlight speakers of 'linguistic gap' languages. These languages are blended contact languages, such as Hawaiian Pidgin, Jamaican Creole, Nigerian Pidgin, and Australian Kriol, spoken by millions of people worldwide. They are rich, full languages — not slang, broken, or bad English. Through humour, we'll discuss the obstacles speakers face, possible solutions, and the importance of promoting linguistic equality and equal opportunity.



Kim D Abramson is a PhD candidate in Theoretical and Applied Linguistics at the University of Cambridge. She has an MA in Intercultural Communication and BS in Journalism. Prior to studying for her PhD, Kim was an award-winning business and nonprofit organisation leader, directing interdisciplinary science & technology, research & development, and communication organisations. She also taught at colleges and universities across the country in subjects ranging from ESL to computer science, and has published papers on mentorship, neuroscience, international law, and culture and communication.

Her current research grew out of her experiences teaching at the University of Hawai'i on Maui, where her Hawaiian Pidgin-speaking students were unaware that Pidgin was an independent language and not just slang or bad English. They inspired her to promote linguistic and cultural equality worldwide and ensure opportunities for all.

City of Homes – reviving identities through language and art making

Beetroots Collective CIC – Marta Adamowicz & Robert Motyka

Wednesday 9 October 10:30-11:00am

Marta Adamowicz and Robert Motyka's will give an interactive talk about their audiovisual artwork, *City of Homes*, which is an outcome of their residency, in which they worked closely with Polish communities in Edinburgh, as part of Culture Collective. Using sound, interviews, animation, collage, and video projection, the work explores and presents lived experiences of migration and complex notions of belonging while questioning the link between the geography of place and the concept of home.



Beetroots Collective is a Community Interest Company based in Edinburgh. Leading award-winning multimedia artists Marta Adamowicz and Robert Motyka provide socially engaged participatory art projects working with the underrepresented, diverse communities in Scotland. They use visual art and sound to engage community groups of all ages and backgrounds around social issues. They explore themes spanning migration, nature, mythology, belonging, sustainability and home through participatory art.

Creating a translanguage novel with White Water Writers

Yvonne Skipper and White Water Writers

Wednesday 9 October 2:15-2:45pm



White Water Writers (WWW) is a project which gives groups of people the opportunity to collaboratively write and publish their own full-length novel in just one week. In this project we worked with a group of New Scots who moved to North Ayrshire from Ukraine and helped them to produce a novel. They produced a children's fairy story which charts how an angel helped to grant the wishes of children living with war. In this presentation, we will introduce the White Water Writers project and explore themes and extracts from the novel.

Dr **Yvonne Skipper** is a Senior Lecturer in Psychology based in the School of Education at the University of Glasgow. She has published more than 30 articles and book chapters on educational psychology. She has expertise in working with partner organisations such as local education authorities, schools and charities to co-create interventions to improve educational outcomes. She is an award-winning educator, having been runner up in the UK Higher Education Psychology Teacher of the Year and winner of the Outreach Academic of the Year award. She has also received recognition of the impact of her research through an award for Mobilising Research into Action from Emerald International. She is passionate about knowledge exchange, engagement and outreach.



Enacting the Speech Act

Jennifer Schaupp

Wednesday 9 October 3:00-4:00pm

This workshop encourages participants to make English their own, an active and empowering process, and explore the performative and playful aspects of language, which include silence, body language, as well as how the words sound and feel in the mouth. Using improvisational activities inspired by Viola Spolin and Keith Johnstone and Augusto Boal's Theatre of the Oppressed, educators and those learning a language in the communal virtual space can embody opportunities to break rules and create new ones and generate meanings from the language(s) they speak and hear.

A storyteller, educator, and improviser, **Jennifer Schaupp** is inspired by the legacy of artists pushing the bounds of humor, form, and social expectations. As a current PhD candidate in Creativity, she has expanded her focus to include immigrant and refugee communities, language learning, multilingual perspectives, healing-informed practices, and Augusto Boal's Theatre of the Oppressed for encouraging communities. In the past year, she presented the "Gestural & Spoken Language as an Act of Personal Freedom" workshop for the International Pedagogy and Theatre of the Oppressed Conference and a revised version for the North American Drama Therapy Association Conference.



Moving away from silence: How do you solve a problem like the media?

Bethia Pearson & Sadie Ryan

Thursday 10 October 9:30-10:30am

Refugee representation and participation in the media is a big problem. Can you help us find the solutions – in one hour? This session will introduce a Glasgow-based collaboration with Migrant Voice that has explored an alternative vision of refugees and media, before expanding the discussion to seek other ideas for improving the refugee participation and representation in, and access to, the press and broadcast media. Do we need more refugees working as journalists? Do trainee journalists need to learn about multicultural reporting? Do community media projects for refugees need to be better resourced? Come along and share your views!



Images: participants in the Bethia & Sadie's Media Lab workshops



Dr **Bethia Pearson** is a Research Associate in the Adam Smith Business School, University of Glasgow. A trained journalist and former features writer at The Herald, Beth researches media democracy in the UK and beyond.

Dr **Sadie Ryan** is a Lecturer in the School of Education and part of the UNESCO RIELA team. She researches language, migration, and identity, as well as writing and producing award-winning podcasts.

Assets to integration of Arabic-speaking refugees in Malta

Sana El Sayegh

Thursday 10 October 10:45-11:15am

This study tried to understand the experiences of the integration of Arabic-speaking refugees in Malta, focusing on the critical role of language in this process. Utilizing an integrated theoretical framework that includes Yosso's Community Cultural Wealth and the concept of decolonizing multilingualism, this study explores how linguistic and cultural assets facilitate refugee integration and also sheds light on the challenges they face. This study also tries to understand if the similarity between Arabic and Maltese facilitates the integration of refugees. The research highlights key themes such as language learning and potential language revival of the Maltese language.

Sana Al Sayegh pursued her International Master's in Adult Education for Social Change at the University of Glasgow. She has approximately four years of experience working in the non-profit sector, focusing on supporting disadvantaged groups such as refugees, women, and individuals with disabilities. Throughout her career, Sana has held various project management roles in NGOs that are committed to the transformative power of education. Most recently, she joined the board of Blue Door Education, an NGO in Malta that provides basic literacy classes for refugees and asylum seekers in Malta, where she serves as their fundraising officer.

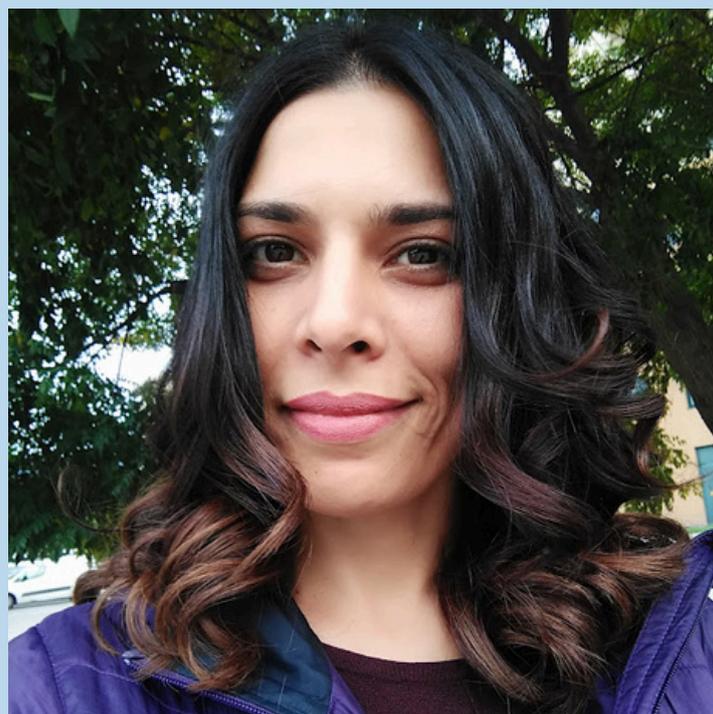


Multilingualism in North Africa: Language policies and code-switching among young adults in Tunisia

Bochra Kouraichi

Thursday 10 October 2:15-2:45pm

This paper explores the dynamics of multilingualism in Tunisia. It investigates the emerging trend of code-switching between Tunisian Arabic and English, highlighting the sociolinguistic implications of this linguistic amalgamation. Using interviews, this research collects data on language attitudes and preferences among Tunisian youth. It scrutinizes the evolution of language policies and their repercussions on language use and learning, analyzing their effects on the status and functions of Arabic, French, and English within Tunisian society. This study explores the linguistic characteristics and sociolinguistic implications of this unique language blend, shedding light on its contribution to the identity of young Tunisians.



Bochra Kouraichi is an assistant professor in Applied Linguistics at King Khalid University. She was awarded a PhD in English Applied Linguistics from the University of Szeged in 2023. She has experience teaching in Tunisia, Hungary, and the US. She holds an MA in Linguistics from the university of Sfax and an MA in Translation and Interpreting from the University of Tunis El Manar. Her research interests include: language learning motivation, teachers' use of motivational strategies, multilingualism, and English-Arabic translation through the use of AI.

Erasing and Rewriting: Unknowing 'Known' Narratives of Language and Knowledge

Jeehan Ashercook & Shruti Shukla

Thursday 10 October 3:00-4:00pm

In cultural, social, and literary histories, dominant voices have often pushed the bodies/beings and voices of communities to the margins. Within literature, the process of exclusion and marginalization has been sustained and navigated through language, narrative techniques, and other aspects. In this workshop, we encourage you to engage with such dominant narratives, using a decolonial feminist lens, and remake and remold language and thought. Responding to cultural and linguistic violence, the workshop will explore rage and 'combat breathing', creating space to breathe through black-out/erasure poetry.

Jeehan Ashercook (she/her) is a doctoral researcher of Creative Writing at the University of Glasgow. Her research particularly focuses on the sixth century classical qasida, an Arabic poetic form which traditionally explored nomadic desert journeys. Her work engages creatively and critically with the qasida's classical motifs in order to consider contemporary cultural expressions of migrant and diasporic identity. Her research interests lie predominantly within transnational literature, decolonial and postcolonial studies, diaspora studies, and migration studies. She has taught undergraduate courses in literature and creative writing and worked in community projects mentoring women writers of refugee backgrounds.



Shruti Shukla (she/her) is a doctoral researcher at the University of Glasgow, working with Dalit women's lyrical and oral testimonies to explore Dalit women's lived experiences of trauma, love, and resistance. The project aims to create a reciprocal cycle of affect between reading and representation practices within postcolonial theoretical outputs and develop an alternative trauma theory based on extensive engagement with Dalit women's oral histories. With research expertise in ethnography, Dalit studies, feminist studies, decolonial and postcolonial studies, she has taught undergraduate courses within arts and humanities, working with anti-racist and inclusive pedagogies, which have informed her research practice.

Honouring cultural safety/cultural responsiveness in the context of 'development'

Sonali Owen

Friday 11 October 9:30-10:30am

This participatory workshop draws on my experience of working within a 'development context' to honour and promote cultural safety and cultural responsiveness. I will share my approaches to ethical and decolonising knowledge sharing and promotion of 'rights'.

This workshop will create space for critical reflection/reflexive thought regarding how we classify 'success' and good outcomes in the development sector. Highlighting the importance of genuinely locally-led approaches to 'development', we will explore how to prioritise narrative, nuances of experience, and create space for faith/spirituality.



Sonali Owen (BA, BSW, JD [Master of Laws]) has a particular interest in the way social work and law intersect and has worked in her local community in Victoria, Australia as well as in an international development context across the Pacific region. Sonali's work in the Pacific has focussed on child safeguarding, gender equality and eliminating violence against women and girls. As a (very) new mum of two little girls, she is passionate about contributing to a future where all women and children are honoured, safe, and able to fully and freely enjoy the life they want to lead. Sonali approaches her work with a decolonising rights-based lens that seeks to preserve voice, ownership and integrity of indigenous wisdom.

PECHA KUCHA: When Words Spring to Laughter: Exploring Humour in Refugee Language Learning

Mehrdad Mohajeri

Friday 11 October 10:30-11:00am (6 minutes)

This 6-minute Pecha Kucha presentation investigates the role of humour in enhancing language learning and cultural integration for refugees. This talk will also explore the benefits and challenges of including humour into language classes. This presentation aims to inspire educators to welcome humour as a powerful tool for encouraging intercultural communication, facilitating language learning, and supporting the integration of refugee students into their new communities.



Mehrdad Mohajeri is a 2nd year PhD researcher in Education at the University of Strathclyde. His research investigates the use of humour and creative techniques with migrant and refugee ESOL learners. Mehrdad has extensive experience teaching ESOL and facilitating drama workshops for migrants and refugees, using humour and comedy as pedagogical tools to make language learning engaging, empowering, and trauma informed. He is passionate about theatre, comedy, and social justice, and hopes to use his research to make a positive difference in the lives of marginalised communities.

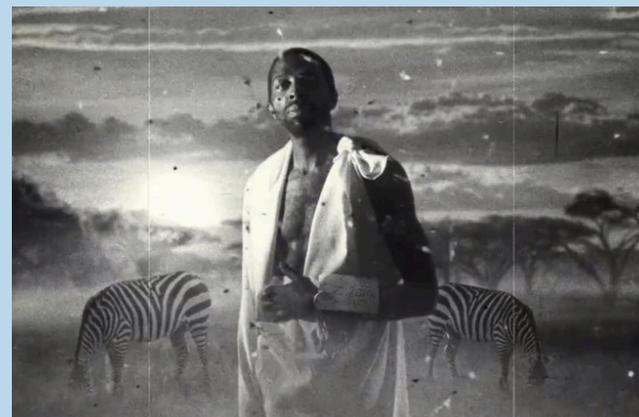
PECHA KUCHA: Combining Arts, Research & Teaching

Tawona Ganyamatopé Sitholé

Friday 11 October 10:30-11:00am (6 minutes)

How can the creative arts impact research and learning/teaching? And what choices, questions, and joys confront an artist/academic in making a piece that works as a work of creative output as well as a research output?

Better known as **Ganyamatopé Dzapasi**, my ancestral family name inspires me to connect with other people through creativity and the anticipation to learn. A poet, mbira player, storyteller, and playwright, I am co-founder of Seeds of Thought, a non-profit arts group and UNESCO artist-in-residence at the University of Glasgow. As I continue to write, teach and perform, mostly I appreciate my work for the many inspiring people it allows me to meet.



PECHA KUCHA: Draw in silence to reconstruct a past in words

Association A4 (Catherine Larré & Marie-Laure Colrat)

Friday 11 October 10:30-11:00am (6 minutes) - in French & English



In this short film presentation, we will hear from Aboubacar, an unaccompanied minor from Côte d'Ivoire, who joined Association A4's artistic mediation workshops in September 2023. For eight months, Aboubacar painted in silence, telling the story of his departure, his journey, and his arrival in France, the passage of time, and the waiting. Then in April this year, he decided to talk us through his creation, in French.

Founded in 2018 by a group of art therapists, **Association 4A's** strength lies in the team's diverse but complementary areas of expertise. The association 4A was born from a shared desire to facilitate access to creativity and art therapy practices for all audiences, particularly for those in situations of vulnerability and exclusion. 4A designs and oversees programs tailored to the unique needs, projects, and goals of each individual.

PECHA KUCHA: Error 404...

Hyab Yohannes

Friday 11 October 10:30-11:00am (6 minutes)

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In this brief presentation, Hyab will explore the limits of language when confronted with profound weariness and erasure of evidence. He will draw from his research with UNESCO RIELA and reflect on his experiences working alongside partners in war zones.

Hyab Yohannes is a research associate with the UNESCO RIELA team at the University of Glasgow. His work involves conducting research and synthesising findings to provide insights into theoretical, methodological, and policy-related questions. Recently, Hyab co-edited a Special Issue on Intercultural Knowledge Production for the Journal of Language and Intercultural Communication. He is also currently co-editing a Handbook of Cultures of Sustainable Peace for Multilingual Matters. Additionally, he has signed a book contract with Routledge for his upcoming publication entitled "The Refugee Abyss". Hyab's research interests include (b)ordering (physical, onto-epistemic, spatio-temporal, juridico-political, etc.), (de)coloniality, and political theories.

OPEN STAGE!*Tawona Ganyamatopé Sitholé*

Friday 11 October 2:15-3:00pm

Come and join us at the open stage, hosted by Tawona from the UNESCO RIELA team. This is your space to share what you have learned this week, creative and poetic musings, songs, wisdom, stories, questions, artworks etc.

Have something you would like to share? Email Bella at unesco-rila@glasgow.ac.uk to book your slot at the open stage.



Tawona Ganyamatopé Sitholé is Artist in Residence with the UNESCO RIELA team. He is a storyteller, mbira-player, singer, educator, playwright, poet, actor and facilitator. He runs the monthly open stage Seeds of Thought at the Centre for Contemporary Arts in Glasgow.

SAVE THE DATE

Next year, the in-person Spring School in Glasgow, Scotland, will be hosted on:



Mark your calendars and we hope to see you there!