



NEWSLETTER

DECEMBER 2023 - JANUARY 2024:

Happy New Year 2024!

Hello <<First Name>> and welcome to our Dec-Jan newsletter!

Here is a snap shot of our recent activities, including piloting our hybrid online and off-line inter-generational dialogue approach (called Talking Back), project updates, news on our forthcoming webinar, MEL updates & sharing a recent MAP article published by our very own Harla Octarra! #EverydayPeacebuilding

Each month we provide updates on our activities, insights on which approaches work best, and opportunities to join events and webinars on topics of interest to you.

In this issue we cover:

SPOTLIGHT: Talking Back

Project updates

Forthcoming webinar/events

Monitoring, Evaluation and Learning (MEL)

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“ After all, THIS has not been for nothing!
They say, ‘If young people develop,
then society will also be developed’,
so we will try to develop.”

(MAP School Club Member from Batken)

SPOTLIGHT: Talking Back

Talking Back

Have you ever experienced challenges in communication between young people and adults?



Our MAP projects have engaged decision-makers and policy-makers. Young people have served as facilitators and researchers. MAP has created pathways for dialogue, but it can sometimes still be a challenge...



1. SHARE YOUR STORY



2. REACT AND RESPOND



3. INVITE OTHERS



4. JOIN OUR WEBINAR

MAP aims to explore innovative ways to engage with young people and policy-makers to build mutual understanding and develop practical approaches. We are **piloting a hybrid online and off-line discussion** (called [Talking Back](#)) to give a broader audience a say on what works and what doesn't, and provide immediate feedback on our policy outputs.

We have evidence that there are barriers to inter-generational dialogue in informing curricula and educational policy. In this first TALKING BACK, we would love to hear from both adults and young people how 'dialogue' occurs between adults and young people, and learn **how to overcome barriers to inter-generational dialogue**. We have created a webpage and would [love to hear your responses](#): how have you tried to overcome any barriers to inter-generational dialogue?

For those interested in engaging with policy recommendations, we also welcome [your feedback on a Policy Brief in Progress](#) from Nepal on '**Informing curricula through arts-based pedagogies**', and the role of youth researchers as generational "translators".

- Do you have experience engaging young people to inform educational policy/curricula?
- If so, what were the successes and/or limitations?
- What solutions do you suggest to overcome barriers/to innovate?

Please contact Sarah Huxley if you have any questions, or would like to share a similar initiative:
SHuxley@lincoln.ac.uk



Project updates



Youth mental health film screenings.

Credit: Kwetu Film Institute

Contact: Tom Martin, tmartin@lincoln.ac.uk

[MORE FROM RWANDA](#)

On 12 December, the **Visualising Peace project** launched three highly anticipated **mental health films** scripted and directed by young Rwandans and produced by the Kwetu Film Institute, and Uyisenga Ni Imanzi. The films address themes of mental health in families, in schools and on the streets. The films will be shown across Rwanda for free via mental health organisations. The project will also produce an academic **article** and **training manual** (using arts-based methodology) to accompany the films. We will be sharing these resources on our website, including the films. Watch this space! In the meantime, you can read more about the event in the Rwandan Press [here](#).

The MAP **Beyond Tradition (BT)** Indonesia team held a **four-day psychosocial series of events** with the MAP youth, parents and artists on the 3rd, 10th, 16th and 17th of December in Jakarta, Indonesia. The programme started with a psychosocial session and discussion on "**Lenong Revitalisation**". *Lenong* is a traditional theatrical form of the Betawi people in Jakarta. This was followed by a **field trip to Tebet Ecopark**, which was filled with many games & group activities to reflect MAP's values of trust, empathy, positive communication, teamwork and synergy. Read There and Acha's [blog](#) to know more about Beyond Tradition activities.



Beyond Tradition's outing day. Credit: AJCUI

Contact: Indra Nurpatricia,
indra.nurpatricia@atmajaya.ac.id

[MORE FROM INDONESIA](#)



Groupe Scolaire Kabuga. Credit: Woman Cultural Centre

[MORE FROM RWANDA](#)

The third edition of Ingoma Nshya Festival (**INF 3**) took place on **30 December 2023** at the Huye Campus Gymnasium of the University of Rwanda. **Two hundred and fifty girls** from nine primary and secondary schools competed with a three minutes shows they created themselves. The competition was won by Groupe Scolaire Kabuga that was awarded a set of twelve drums for their weekly training.

Contact: Kiki Odile, kiki_odile@yahoo.fr

Events



Creating Dialogue to Inform Policy

Free online webinar | 29 February 2024 | 11 am – 12.30 pm GMT

On 29 February, MAP will be hosting a free webinar on Zoom. The webinar will present research projects from two different initiatives in Kyrgyzstan and Indonesia. In the first session, **Tajyka Shabdanova** and **Anara Eginalieva** from the [Foundation for Tolerance International \(FTI\)](#) in Kyrgyzstan, will share how MAP Youth Clubs in four regions explored different arts-based tools (such as **forum theatre**, participatory video, songs, and traditional artistic practices) to generate regional and national dialogue sessions with educational and cultural decision makers.

In the next session, **Dr. Sukanya Podder** and **Rendiansyah Putra Dinata** will present one of the MAP Phase 2 projects, [GENPEACE \(Indonesia\)](#), which explores two-way or dialogic communication between participating children and targeted policymakers. Through arts-based participatory methods, including musical drama with the **traditional Bamboo Angklung instrument**, digital videos involving song, dance, and poetry recitation, for inter-generational communication are focusing on the *Musrenbang* (local participatory planning at the community level).

Finally, the webinar will create a space through **online participatory dialogue** with a range of contributors to MAP, an opportunity to unpack two important aspects of dialogue in MAP.

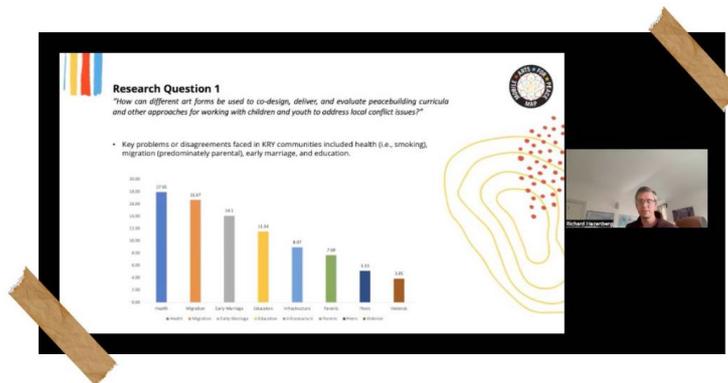
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Monitoring, Evaluation and Learning (MEL)



On Thursday 11 January 2024, the University of Northampton shared their reflections and findings on Monitoring, Evaluation and Learning (MEL) with a focus on MAP in Kyrgyzstan. Here are a few interesting early findings:

- Young people's definitions of 'peace' increase in complexity and breadth, as their participation in the project develops.
- Participants view of their community changed, with 42.11% positive at the beginning of the intervention and 62.50% at the end.
- By allowing people to lead arts-based interventions, facilitators expanded their own perceptions of what art is, and what it could be used for.



UoN University of Northampton



[Dr Harla Sara Octarra](#), co-investigator of the MAP project in Indonesia, published an article on **navigating ethical challenges in participatory arts-based research with young people**.

Read it [here](#) and let us know how you relate to it.

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