**Mobile Arts for Peace (MAP)**

**Concept Note**

 **February 2018-2019**

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| **Background** |

MAP is a practice-as-research project supported by the Global Challenges Research Fund (GCRF) through the Arts and Humanities Research Council (AHRC) as part of a larger project entitled *Changing the Story: Building Inclusive Societies with and for Young People in 5 Post-Conflict Countries.* The aim of MAP is to work with young people, educators, cultural artists and civil society organisations to inform the National Curriculum Framework in Music, Dance and Drama in Rwanda. Championed by Dr. Eric Ndushabandi from the Institute of Research and Dialogue for Peace and Dr. Ananda Breed from the University of Lincoln, MAP is working alongside partners including the Rwanda Education Board, Aegis Trust, Kwetu Film Institute, Sana Initiative, and Hope and Homes for Children to design and deliver project activities. MAP activities include a curriculum workshop with cultural artists to inform the methodology, a training of trainers with educators to adapt the methodology to local and regional contexts, and a youth camp to train young people as facilitators and to work alongside the adult educators to develop drama clubs and to integrate the methodology into schools. In 2018, MAP was launched in the Eastern Province of Rwanda working with five schools, ten cultural organisations, twenty-five educators, and ten young people to design and deliver the MAP methodology. Following the training events, youth and adult trainers extended the training to an additional 62 educators and 526 young people. Due to follow on impact funding through the AHRC follow on impact fund, MAP will extend to the other four out of five provinces in 2019 with an anticipated reach to 25 additional schools, 100 educators and 40 youth facilitators who will train an estimated additional 250 educators and 2,000 young people; potentially reaching thousands more through curriculum resources.

Monitoring and evaluation through surveys, participatory observation and interviews with participants and stakeholders has evidenced that MAP: a) significantly contributed to learning processes; b) empowered adult and youth trainers with public speaking skills; c) increased the academic performance of students; d) improved communication and relations between students and parents; and e) enabled participants to identify and address community-based issues.

MAP provides training and skill building in Music, Dance and Drama alongside the development of safe, inclusive and progressive spaces for dialogue, active listening, and shared problem solving for peacebuilding. We are working directly with Sana Initiative to integrate mental health awareness and support during all activities. The partnership and co-investigation with IRDP will provide a link between the drama clubs and school initiatives with community-based dialogue groups.

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| **Project Objectives** |

1. To create pathways to policy impact via our partner organisations, their network of community-based organisations and connections with local and national government through the Institute for Research and Dialogue for Peace (IRDP) and the Rwandan Education Board (REB).
2. To produce an open access practical ‘tool kit’ available in Kinyarwanda and English to inform the National Curriculum Framework for upper secondary school children and educators.
3. To establish an interdisciplinary arts network in Rwanda and to train cultural artists who will inform and deliver the MAP methodology as master trainers.

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| **Project Activities**  |

* Baseline data collection, critical review, and impact study of current participatory arts practices with and for young people in Rwanda.
* MAP training manual with cultural artists, adult educators and young people and video curriculum.
* Training of trainers, youth camps, sustainability workshops and dissemination event.
* Participatory Action Research and Mobile Filmmaking workshops with MAP adult and youth trainers to implement monitoring and evaluation through participatory approaches.
* Mental health awareness and support through Sana Initiative.
* Field visits, sustainability workshops and support for participating schools and adult and youth trainers.
* Interdisciplinary artist network.
* Documentary and impact report.

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| **2019 Activities** |

24 January

February - March

15 – 28 April

May

17-18 July

19 July – 27 July

28 July – 4 August

September - October

17 November – 30 November

December

Stakeholder meeting

Scoping visits to provinces and field visits to Eastern Province

Mobile Film Making and Participatory Action Workshops

Trainer selection in Rubavu, Musanze, Huye, Kicukiro

 Participatory Action Research Workshop

TOT 1 – Rubavu and Musanze

TOT 2 – Kicukiro and Huye

Support to all provinces and student selection for camps

Youth camps

Documentary and impact research report

January TBC Sustainability workshop and dissemination event

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| **Expected Results** |

Through the creation of the teacher resource manual and the partnership with the Rwanda Education Board, MAP will inform and support the Rwandan National Competence Based Curriculum for Music, Dance and Drama. It is expected that teachers will be trained and confident in the instruction of the arts, and young people will be engaged to work alongside instructors empowering them and strengthening the student-centered approach. Drama clubs and activities will be created at participating schools, and partnering organizations will support each other in the use of participatory arts in relation to their respected missions.

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| **Impact**  |

* ***MAP keeps us awake in the classroom***

Students reveal that by engaging in MAP activities amid a busy day with lessons, they are kept awake and do not feel sleepy. Given the introduction of the module system in advanced level in high schools (where a lesson can take up to 5 hours), it is important to keep students’ momentum.

* ***MAP has enabled us to speak in public***

The vast majority of students admit that before engaging with MAP they could not stand in front of their peers and make an argument. MAP has empowered them with public speaking skills. Students who were shy in the classroom confess that they can now raise questions to the teacher.

* ***MAP has raised my marks***

Preliminary findings of this study show that MAP has improved the academic performance of students. Some say that before engaging with MAP they used to be lazy in the classroom. But after meeting MAP, they learn enthusiastically; they try to link what they learn with their daily life and this contributes greatly to their academic achievement.

* ***MAP has allowed me to engage with my parents***

Students tell that before engaging with MAP they were fearing their parents and were only receiving instructions. After participant in MAP, they have acquired skills to engage in a dialogue with their parents on different issues and come to a consensus.

* ***I am attentive to what happens in my society.***

The vast majority of students affirm that before engaging with MAP they were indifferent to fundamental problems of the Rwandan society. Students admit that after participating in MAP trainings, they are now awake to what happens around them.

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| **Quotes** |

‘This project is called Mobile Arts for Peace (MAP). It wouldn’t be called that, unless there was a problem with peace. The cultural arts can make eachother human; it can make us feel eachother. I think this is the major problem today, that people don’t feel eachother. In the cultural arts this is our role; to help people feel each other. Only then will we have peace.’ - Hope Azeda, Mashirika Performing Arts and Media Company

## ‘After the training of trainers, we worked with our school children. They were motivated and developed skills. Among the teachers, we now have a drama team. We teachers are capable to train the children in drama. The impact of MAP in our schools is seen through what we are doing.’ - Hassan Ngendahimana, Friends of the Children International School

## ‘With MAP, we have confidence to act and contribute. Not only has it influenced me as a person, but by applying the techniques, I’ve been able to realise that I’m empowered. I learned through MAP that the more that I voice my opinion, the more I’m understood.’ – twelve year old female youth participant, Friends of the Children International School.

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| **Project Locations** |

*Rwamagana District*

GS Munyiginya

 Rwamagana A

 Friends of the Children Intnl School

 Rwamagana Leaders School

 Lycée du Lac Muhazi / ASPEJ

*Musanze District*

Lycée de Ruhengeri / APICUR

 Ecole des Sciences de Musanze

*Kicukiro District*

 Umubano Academy

 Lycée Notre Dame de Citeaux

 Université Libre de Kigali (ULK)

*Rubavu District*

 Collège Inyemeramihigo

*Huye District*

Groupe Scolaire Officiel de Butare

 University of Rwanda

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| **Project Partners** |

*International Partners*

Arts and Humanities Research Council (AHRC)

Global Challenges Research Fund

University of Leeds

University of Lincoln

British Council

Hope and Homes for Children

UNESCO

*National Partners*

IRDP

Sana Initiative

Rwanda Education Board

Kwetu Film Institute

AEGIS Trust

United States Embassy in Kigali

Mashirika Performing Arts and Media Company

A Partner in Education

Niyo Cultural Center

Future Vision Acrobats

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| **Project Team** |

*Co Investigation*

Dr. Eric NS Ndushabandi, IRDP

 Prof. Dr. Ananda Breed, University of Lincoln

*Project Management*

Kurtis Dennison

 Hassan Ngendahimana

*Research Team*

 Dr. Sylvestre Nzahabwanyo

 Flora Mutimukeye

*Resident Therapist*

Laure Iyaga

*Cultural Artists*

Elisee Niyonsenga

 Mutoniwase Shelia Yvette

 Rukundo Jean Baptiste

 Jeymo Mutinda

 Eric Ngangare

 Bashir Karenzi

*Master Trainers*

 Jean Pierre Ngaboyighugu

 Florence Nyiransengiyumva

 Esther Musabyimana

 Germain Mbonigabo

 Dany Sendegeya

 Jean Marie Vianney Ntawirema

 Samuel Niyirema