

Ujumuishaji, Kujifunza na Tathmini nchini Kenya na Rwanda. Mapitio muhimu ya Kubadilisha Mradi ya Hadithi katika Afrika Mashariki

Mradi ulioongozwa na Dk Marton Moncrieffe, (Mchunguzi Mkuu) Chuo Kikuu cha Brighton, Ungereza. Pamoja na washirika Dr John Mwangi Chuo Kikuu cha St. Paul, Kenya, na Dr Chaste Uwihoreye, Uyisenga Nlmazi, Rwanda.

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CHANGING
THE STORY



UTANGULIZI

Ripoti hii inashiriki juu ya jinsi uraia rasmi na isiyo rasmi na elimu ya amani kwa kufundisha na kujifunza na vijana katika eneo la Kubadilisha Hadithi (CTS) eneo la Afrika Mashariki limebadilishwa na kuingizwa kwa Njia za Sanaa.

Hi inatokana na uchambuzi na tathmini ya matokeo kutoka kwa miradi minne ya utafiti wa CTS:

1. Mradi wa Awamu ya 1 – Mradi wa Sanaa kwa Amani (MAP) (Rwanda)
2. Awamu ya 2 Mradi wa Mtafiti wa Kazi ya Mapema – Tafsiri za vijana juu ya maadili ya kitaifa (CNM) (Kenya)
3. Awamu ya 2 Mradi wa Mtafiti wa Kazi ya Mapema – Kumbukumbu za Kuunganisha (CM) (Rwanda)
4. Awamu ya 2 Mradi Mkubwa wa Ruzuku – Kufufua Nafasi Zilizoshindaniwa (RCS) (Rwanda)

Mchanganyiko wa matokeo ya mradi hutumikia kukuza maarifa na uelewa juu ya mada za kawaida za ujifunzaji wa elimu ya amani kupitia mbinu za msingi za sanaa, na nini inaweza kuwa uwezekano wa siku zijazo wa usumbufu, na uendelevu wa miradi hii kote

Maelezo ya jumla ya miradi minne iliyo unganishwa

MAP Mobile Arts for Peace (Rwanda)

This is a Phase 1 project for Changing the Story.

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. In 2018, MAP was launched in the Eastern Province of Rwanda. Initial activities included 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 working alongside the adult educators to develop drama clubs and to integrate the methodology into schools.



Examining Interpretations of Civil National Values made by Young People in Post-Conflict Settings (Kenya)

This is Phase 2 ECR project for Changing the Story.

This project aims to empower children in post-conflict settings to articulate their interpretations and shared communications of civic national values through their creation of a performance arts-based 'scheme of work' as a process of transformative learning for supporting local and global Civil Service Organisations (CSOs) in reducing poverty and advancing education for all, as part of the peace-building process.



Maelezo ya jumla ya miradi minne iliyo unganishwa

Connective Memories (Isangizanyankuru): Intergenerational Expressions in Contemporary (Rwanda).

This is a Phase 2 EOR project for Changing the Story.

Drawing on arts-based methodologies, the Connective Memories (CM) explores the ways that memories are made, mediated and negotiated by Rwandan young people to create new social imaginaries, in contexts where narratives of trauma and violence dominate. While there has been increasing attention to intergenerational transmission of trauma, this is largely framed by theory and practice from the Global North and there has been far less consideration about how children themselves approach the concept and practice of memory and how this may act as a resource to create cultures of their own making.



Reanimating Contested Spaces (ReSpace) (Rwanda)

This is a Phase 2 Large Grant project for Changing the Story.

ReSpace investigates how concepts of space, through arts-based participatory methods, can engage the 'post-memory' generation in Rwanda to reimagine specific sites of memory. The project intends to impact upon educational content and methods in these countries by introducing creative methods to explore concrete spaces in young people's social surroundings. These spaces bear witness to often-silenced, everyday histories of, for example, civic resistance and societal cohesion, before or after war and violence. The project combines innovative technologies with causal, factual (evidential, not selective) and affective approaches to history in contrast to essentializing stories of war horrors and victimisation. The methods, focus and spaces explored thereby serve as interactive and exploratory civic educational means for youth to identify:

- 1.The contextual reasons for societal disintegration and violence.
- 2.The civic potentials of counteracting these processes.



Ujumuishaji wa CTS Ujumuishaji wa Maswali ya Kujifunza

Katika kuzungumza na malengo ya maendeleo endelevu ya OECD

- A) Vijana, AZAKI, na washirika wa utafiti wanajifunza nini juu ya maswala ya baada ya vita kupitia shughuli za CTS, na ujifunzaji huu unafanyikaje?
- B) Je Mbinu za utafiti wa msingi wa sanaa na ushirikishaji zinawezeshaje ujifunzaji huu?
- C) Je Kuna nini maana ya uelewa huu wa ujifunzaji wa haki ya janga na kuondoa ukoloni wa maarifa?
- D) Je Kuna nini maana ya mabadiliko na maendeleo katika viwango vya mtu binafsi, jamii na sera?

SDG4: Providing quality education

Education – both formal and informal – is a central element of many of our projects, and methodologies and approaches used by our Proof of Concept projects in Rwanda and Kosovo, for example, have been extended to new commissioned projects both in these countries but also in Kenya and Nepal. In relation to this, reflecting on the nature of 'Youth Leadership' is also becoming increasingly central to the overall project.

SDG10: Reducing inequality within and among countries

Many of the young people we work with have developed new skills in participatory research, and arts based methods, which has for some led to further educational opportunities and income generating opportunities, for example in South Africa, Bosnia and India. The idea of providing a platform for marginalised youth to discuss exclusion/social powerlessness is prominent across our projects, particularly by ECRs, such as in Zimbabwe, where the project provides a platform for Tonga youth, a historically marginalised community, to voice challenges and biases they have experienced. In Malaysia the ECR project focuses on youth-led social enterprises and addresses the issue of youth economic empowerment.

SDG16: Promoting just, peaceful and inclusive societies

Using Arts and Humanities methodologies to show the importance of cultural awareness, historical understanding, and critical discussion of concepts such as peace, justice and strong institutions (in part challenging the SDGs themselves, and the role of CSOs in delivering them in specific countries and contexts) is essential for enabling culturally sensitive, context-specific and sustainable responses to development challenges.

SDG17: Partnerships for the Goals

Our commitment to 'partnership for the goals' is evidenced through CTS developing and spreading best practice through an international network of academics, civil society organisations and young people.

Mapitio ya Fasihi

- Ujumuishaji wetu wa ujifunzaji kutoka kwa miradi ulianza na Mchunguzi Mkuu na Washirika wa Miradi wakifanya ukaguzi muhimu wa ripoti za miradi na matokeo yaliyotokana na MAP, CNV, CM na RCS. Mkusanyiko huu wa data uliwezesha ufafanuzi wazi wa mada za kawaida za ujifunzaji katika miradi yote, na nini inaweza kuwa uwezekano wa baadaye wa maendeleo ya pamoja ya miradi yetu.
- Kwa hivyo, madhumuni ya uhakiki muhimu ilikuwa kutoa malengo muhimu, malengo muhimu na maswali ya uchunguzi wa kuunda ujumuishaji wa mikutano ya kujifunza na wadau katika miradi yote minne.
- Ujumuishaji wetu wa ujifunzaji hutumia mitazamo kulinganisha ya kitamaduni kwa kutoa fursa muhimu za kuchanganua matokeo ya maswali ya utafiti kutoka kwa miradi minne ya CTS Afrika Mashariki ili kuunda malengo na malengo mapya katika kusambaza na kudumisha kazi yetu.

Ujumuishaji wa malengo ya utafiti wa kujifunza

Malengo mawili muhimu yameibuka kutoka kwa ukaguzi wetu muhimu wa miradi minne na matokeo yao:

1. Kudumisha ukuaji wa jamii yenye nguvu kati ya wadau wa Rwanda na Kenya ambapo elimu ya amani ni kiini cha ujifunzaji?
2. Kuendeleza nafasi ya wazi ya ushiriki wa jamii ambapo njia zinazoongozwa na vijana za elimu ya amani ni kiini cha ujifunzaji na maendeleo.

Ujumuishaji wa malengo ya utafiti wa ujifunzaji

Malengo matatu muhimu ya utafiti yameibuka ukaguzi wetu muhimu wa miradi minne na matokeo yao:

1. **Kuunda nafasi ya ushirikiano wa kitamaduni.** Jinsi... Mkusanyiko, uchambuzi na kubadilishana mifano ya utendaji bora na AZAKI katika miradi yote ya kudhihirisha athari na maendeleo na ufundishaji wa elimu ya amani na ujifunzaji katika Ukanda wa Afrika Mashariki.
2. **Kutoa fursa inayoendelea kwa utamkaji wa masimulizi anuwai.** Jinsi ... Kutumia uzoefu na masimulizi anuwai katika njia za Njia za Sanaa zinazoruhusu tathmini ya kulinganisha na kuona athari yake ya sasa kwa kazi ya AZAKI na uwezekano wa siku zijazo na kutunga sera, kuondoa ukomunisti maarifa ya mtaala, kuimarika na uendelevu.
3. **Kujitolea na kupunguza pengo la maarifa.** Jinsi ... Kuwawezesha sauti za washiriki wa mradi kuwapa uhuru na uwezo wa kurekodi kazi zao zinaendelea na vijana.

Ujumuishaji wa maswali ya ujifunzaji

Ujumuishaji muhimu wa maswali ya ujifunzaji umeibuka kutoka kwa ukaguzi wetu muhimu wa miradi minne na matokeo yao:

1. Je Mazoezi bora yanaonekanaje kutoka kwa miradi ya CTS Afrika Mashariki katika kuendeleza na kudumisha elimu ya amani kupitia maadili ya jamii?
2. Jamii ya mazoezi ya elimu ya amani inawezaje kuundwa na kudumishwa kupitia nafasi ya pamoja ya kujifunza? Je Hi inapaswa kuonekanaje? Wadau ni akina nani katika kuongoza, kudumisha na kudumisha hii?

Mikutano ya Kikundi cha Kuzingatia Mkondoni

Katika kuunda ujumuishaji wa malengo ya ujifunzaji, malengo, malengo na maswali, semina za ana kwa ana zilipaswa kufanywa katika Chuo Kikuu cha Rwanda mnamo Autumn ya 2020. Walakini, janga la ulimwengu la COVID19 lilizuia mikutano hii na kusababisha kusadikisha njia yetu.

Mfululizo wa mikutano ya kikundi cha kulenga mkondoni umefanyika kati ya msimu wa baridi 2020/21 na Spring / Summer 2021, iliyowezeshwa na Mchunguzi Mkuu na Washirika wa Mradi, Wakerugenzi wa Sanaa kwa kila mradi. Mikutano hii imejumuisha watu wazima wadogo ambao wamehusika na kila moja ya miradi kwa miaka miwili iliyopita.

Kusudi la mikutano ya Kikundi cha Kuzingatia mkondoni ni kuunda nafasi na fursa ya ushirikiano wa kitamaduni pamoja na ujumuishaji, uchambuzi na kupeana mifano ya mazoezi bora na AZAKI katika miradi yote ya kudhibitisha athari na maendeleo na ufundishaji wa elimu ya amani na ujifunzaji katika Afrika Mashariki Mkoa.

CTA CTS Consolidation of Learning Grp Meeting 1 - S... Download (3 files)

- b) How do arts-based and participatory research approaches facilitate this learning?
- c) What are the implications of these understandings of learning for epistemic justice and decolonisation of knowledge?
- d) What are the implications for change and development at individual, community, and policy levels?

CTS East Africa region consolidation of learning research objectives

- To sustain the growth of a dynamic community of practice between Rwanda and Kenyan stakeholders where peace education is at the heart of learning?
- To develop an open access community space of participation where youth-led approaches for peace education is at the heart of learning and development.

CTS East Africa region consolidation of learning research aims:

- Create the space for cross-cultural collaborations
Collation, analysis and sharing examples of best practice with CSOs across the projects for evidencing impact and advancements with peace education teaching and learning in the Eastern African Region.
- Provide a continued opportunity for the voicing of diverse narratives
Drawing upon diverse experiences and narratives in approaches to Arts Based Methodologies (ABM) allowing for comparative evaluation and for seeing its current impact on CSO work and future possibilities with policymaking, decolonising curriculum knowledge, scalability, and sustainability
- Commitment to narrowing the knowledge gap
Empowering the voices of project participants providing them with autonomy and the ability to record their work in progress with young people.

CTS East Africa region consolidation of learning research questions:

- What does best practice from CTS East Africa projects in advancing and sustaining peace education through community values look like?
- How can a community of practice for peace education be formed and maintained through a shared learning space? What should this look like? Who are the stakeholders in leading, maintaining and sustaining this?

Dr Marlon Moncrieff...

Marlon Moncrieff... 09:32 Today
To a greater extent we have conversed and provided answers to these questions.
See pages 12-16 of the report in progress.
Show more
From imported document

Marlon Moncrieff... 09:32 Today
Taken from page 17 of report in progress.
From imported document

Marlon Moncrieff... 09:38 Today

Chat Messages

Alex Ndibwami 42:32
I lost sound.

Alex Ndibwami 42:39
is it just me?

DR. SYLVESTRE NZAHABWAN... 43:07
We can follow Alex. Check your mike.

Esther IMO 43:34
Sorry Alex. My sound is good. If it persists you can join n the meeting afresh

Alex Ndibwami 44:58
ok. I'll just rejoin shortly after settling. on the road currently.

zoom CTS Consolidation of Learning Grp Meeting 2 - S... Download (3 files)

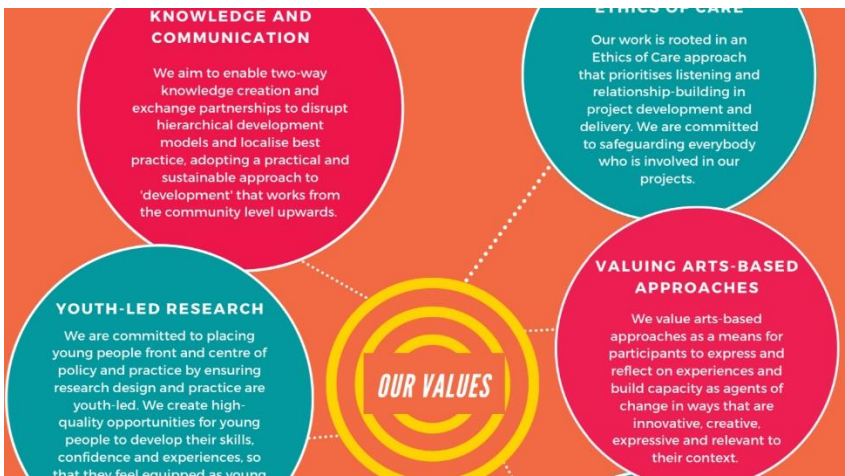
Who can see your viewing activity? X

Chat Messages

scott mcpherson 41:40
https://sidequestvr.com/

scott mcpherson 57:24
https://hubs.mozilla.com/posVNGJ/changing-the-story

Dr Marlon Moncrieff 01:07:10
To move around use Q W E S D



Mada zinazoibuka kutoka kwa Vikundi vya Kuzingatia

Majadiliano kati ya wadau wa mradi kuhusiana na ujumuishaji wa malengo ya kujifunza, malengo na maswali yaliyokubaliwa juu ya mada tatu kama njia ya maendeleo

- 1. Maadili ya Jamii**
- 2. Kuanzisha nafasi salama kwa mazungumzo**
- 3. Sauti za vijana katikati ya mazungumzo ya mtaala**

Maadili ya Jamii

MAP, CNV, CM na RCS wanategundua ufundishaji na ujifunzaji 'maadili ya jamii' kupitia tafakari juu ya uzoefu wa zamani, na mitazamo ya baadaye kupitia sauti za vijana kama ya muhimu sana kwa uwezeshwaji wao na uanaharakati, na kama jambo kuu la kanuni rasmi za vijana na elimu isiyo rasmi ya uraia. Mradi wa utafiti ulioundwa na ripoti hii unatumia lensi za utafiti kulinganisha kuwasilisha uelewa juu ya huduma za pamoja za MAP, CNV, CM na RCS na haswa sauti za vijana waliotengwa na ngumu kufikia na AZAKI. Ujuzi mpya kutoka kwa ujifunzaji unaweza kueleweka kutoka kwa ushiriki wa vijana katika miradi ya utafiti kama wadau, kama watafiti; kama wanaharakati na kama wabuni wa mtaala. Kwa kuongezea, jinsi vijana wanavyosema juu ya kuondoa ukoloni na kubadilisha kazi za epistemolojia ya mitaala iliyopo ya kitaifa. Hii ni kujifunza ambayo inawezesha uwezekano wa kujenga tena mazoezi ya sasa ya AZAKI na mbinu za elimu ya amani kupitia njia rasmi na zisizo rasmi za elimu katika ukanda wa Afrika Mashariki, kwa kutoa ufahamu wazi juu ya jinsi AZAKI zinajaribu kushughulikia urithi wa vurugu za zamani kwenye ufunguo masuala yanayowakabili vijana Afrika Mashariki leo. Ujumuishaji huu wa mradi wa utafiti wa ujifunzaji unadhihirisha jinsi wakala wa eneo katika mazingira anuwai hueleweka, ni uhusiano gani wa nguvu uliopo, inawezaje kuimarishwa na ufahamu wa kulinganisha kutoka kwa muktadha na miradi mingine kote mkoa.

Kuanzisha nafasi salama kwa mazungumzo

Uchambuzi wa matokeo ya MAP, CNV, CM na RCS huzungumza juu ya faida za kuanzisha nafasi salama ya mazungumzo katika kufundisha na kujifunza kupitia elimu ya amani. Kwa mfano matokeo ya CM yalizungumzia mafanikio ya mradi katika kuunda nafasi salama kwa mazungumzo ya kizazi, kutafakari kumbukumbu na urithi wa vurugu na utumiaji wa mbinu za sanaa ili kuwezesha aina mbadala za maoni kupitia Isangizanyankuru. Kuna msalaba unahusiana na malengo ya RCS katika maoni yake ya kuunda nafasi ya ushiriki wa vijana kupitia VR/ Oculus na ushiriki wa hadithi anuwai. Hi pia inaweza kutengenezwa na matokeo yanayotokana na MAP ambapo muktadha wa kazi hii katika jamii, shule zilizo katika nafasi mpya za ushiriki zilikuwa zikitoa fursa ya ujifunzaji kwa vijana kuonyesha uwezo wao wa kujieleza katika ushiriki wa raia kwa uwezekano wa ushiriki wa kisiasa wa siku zijazo. Kiunga cha baadaye na CNV ni mahali ambapo vijana wamepewa uwezo wa kuongoza kufundisha na kujifunza katika nafasi ya jamii ya shule, kuondoa maarifa ya mtaala kwa elimu ya amani inayoendeshwa na mpango wa kazi (Kiambatisho 1) ambacho kinaruhusu maono yao ya kufikiria juu ya siku zijazo bora.

Sauti za vijana katikati ya mazungumzo ya mtaala

MAP, CNV, CM na RCS kwa pamoja wamegundua jinsi maarifa mapya ya elimu ya amani yanapaswa kuzalishwa na sauti za vijana katikati ya mazungumzo.

Kwa mfano, CNV ilitumia praxis ya elimu ya amani kupitia njia zinazohusiana za sanaa zinazoongozwa na watoto. CNV ilitumika kwa mafanikio katika mipangilio ya shule ya kulinganisha: vijijini / mijini na serikali / huru. Hi iliwapatia vijana sauti ya kuongoza katika ujifunzaji na uwezeshwaji kwa kuweza kutumia kwa ubunifu na kutumia uzoefu na sauti zao kama sehemu ya mchakato wa ujifunzaji wa pamoja. MAP ilifanya kazi vivyo hivyo kwa kuwapa vijana uwezo wa kuongoza katika kuwasiliana na maswala ambayo wanakabiliwa na watunga sera kupitia utendaji, sanaa ya kuona na filamu.

Awamu ya 1 ya CTS na CTS CNV (Kenya), MAP na CM (Rwanda) zimeundwa na malengo ya kitaifa na yaliyomo. Tafsiri mpya za ufundishaji za vijana za hati hizi zilikuwa ukosoaji muhimu wa mtaala mkubwa (malengo na yaliyomo) kupitia utekelezaji wa mbinu za sanaa, ikiiruhusu njia wazi ya mawasiliano ya pande mbili kati ya vijana na watunga sera katika njia za elimu ya amani. Hi iliwawezesha vijana kuunda njia ya kushawishi sera za baadaye za elimu na kufundisha na kujifunza kupitia mtaala wa kitaifa.

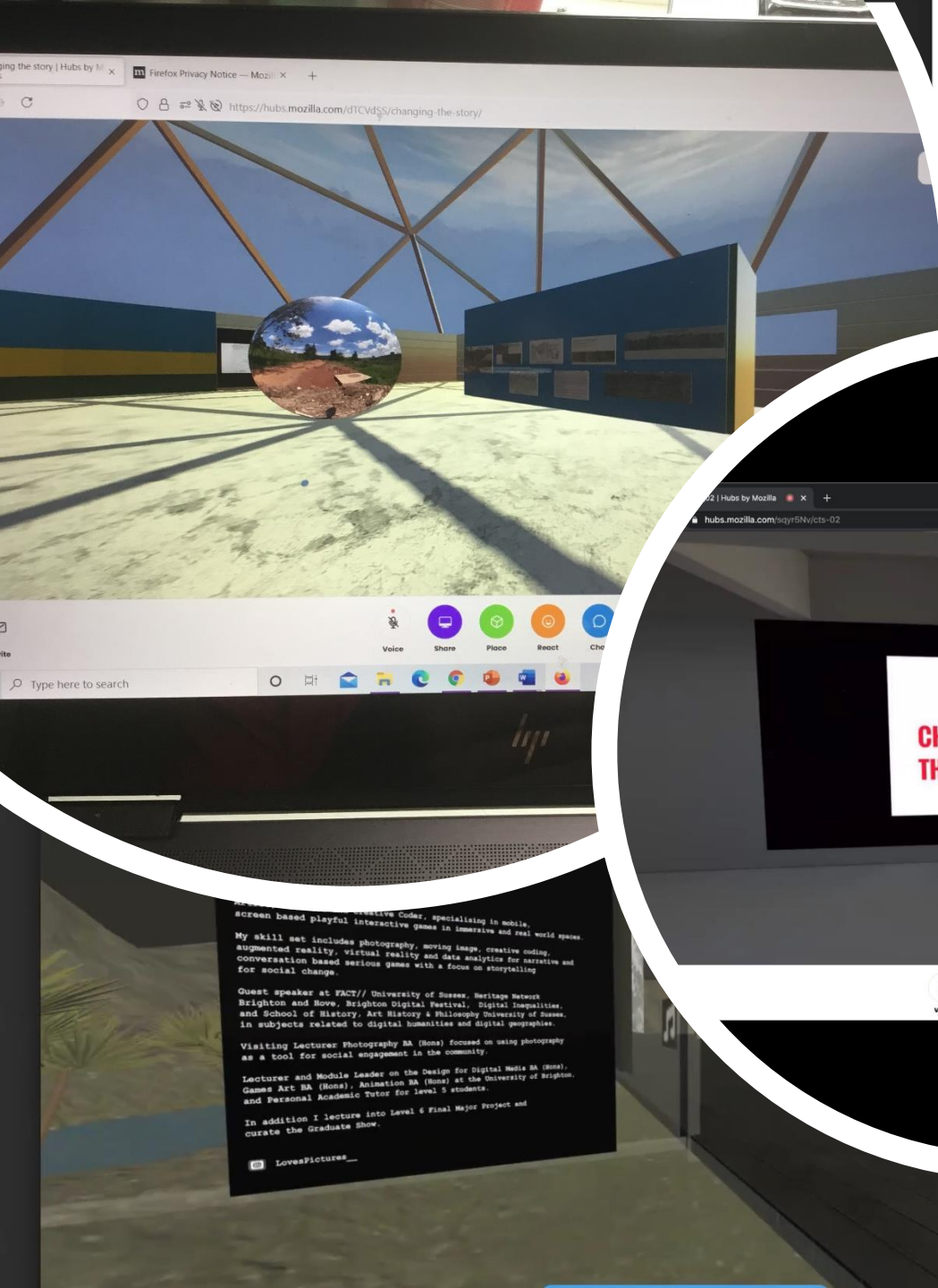
CNV kupitia 'mpango wake wa kazi'; MAP kupitia mwongozo wake na CM kupitia zana yake ya PAR (iliyojumuishwa kama sehemu ya mwongozo wa MAP) kila moja hutoa mifumo ya vitendo ya mbinu zinazotegemea sanaa za kufundisha na kujifunza juu ya ujenzi wa amani. Kila njia hutoa mchanganyiko wa nadharia na mazoezi ya kutafsiri tena sera kuu (mtaala wa kitaifa) na matokeo ya mazoezi na athari katika kiwango kidogo kinachoongozwa na hatua za vijana.

Ukuzaji wa mada za kikundi zinazohusiana na ujumuishaji wa maswali ya ujifunzaji

1. Je Mazoezi bora yanaonekanaje kutoka kwa miradi ya CTS Afrika Mashariki katika **kuendeleza na kudumisha** elimu ya amani kupitia maadili ya jamii?

2. **Jamii ya mazoezi** ya elimu ya amani inawezaje kuundwa na kudumishwa kupitia nafasi ya pamoja ya kujifunza? Je! Hi inapaswa kuonekanaje? Wadau ni akina nani katika kuongoza, kudumisha na kudumisha hii?

Ubunifu katika ujumuishaji wetu wa masomo umeendelea na uwezekano wa **kuendeleza na kudumisha jamii ya mazoezi** kupitia nafasi ya pamoja ya kujifunza kupitia Ukweli wa Mtandaoni - njia ya sanaa ya elimu na maendeleo ambapo miradi yote minne inaweza kukusanywa pamoja.



- Absence of negative feelings
- Tolerance



Childhood memories



screen based playful interactive games, specialising in mobile, augmented reality, virtual reality and data analysis for narrative and for social change.

Quest speaker at FACT// University of Sussex, Heritage Network Brighton and Hove, Brighton Digital Festival, Digital Inequalities, and School of History, Art History & Philosophy University of Sussex, in subjects related to digital humanities and digital geographies.

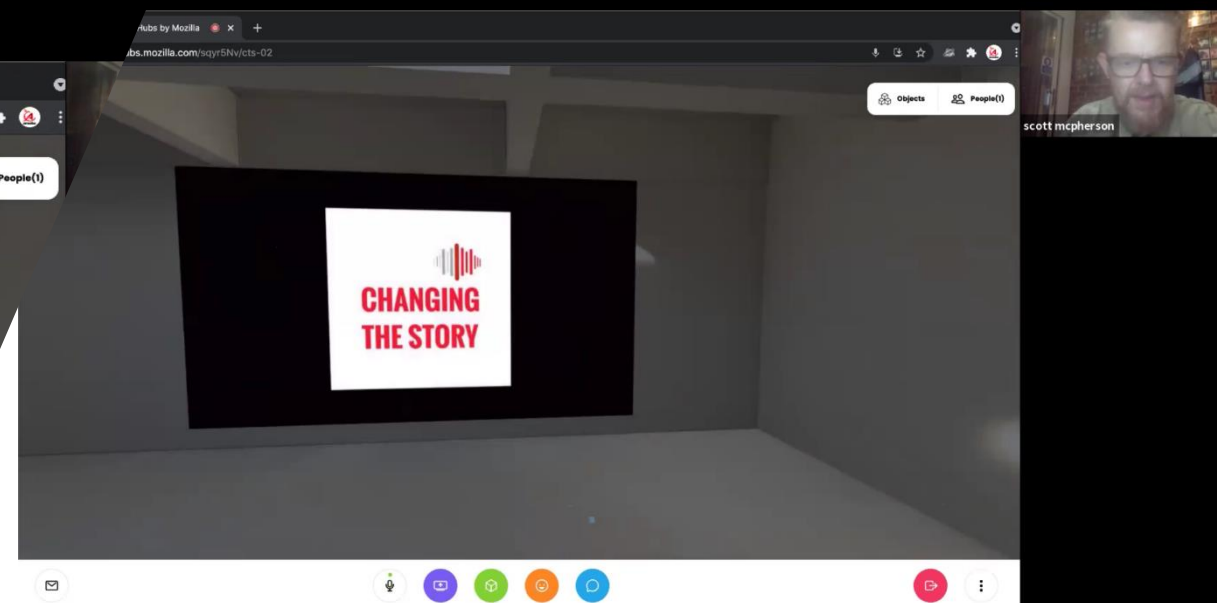
Visiting Lecturer Photography BA (Hons) focused on using photography as a tool for social engagement in the community.

Lecturer and Module Leader on the Design for Digital Media BA (Hons), Games Art BA (Hons), Animation BA (Hons) at the University of Brighton, and Personal Academic Tutor for level 3 students.

In addition I lecture into Level 6 Final Major Project and curate the Graduate Show.

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Stakeholder Strategy

Mkakati wa Wadau Katika kuzungumza na malengo ya maendeleo endelevu ya OECD

Kwa kujishughulisha zaidi na watunga sera mradi huu utatafuta A-HRC FoF kwa uendelevu na uthabiti katika maendeleo endelevu ya mradi huu wa kitamaduni haswa kwa kuendeleza:

- Kuendelea kushirikiana na kusambaza njia bora zinazoeleweka kutoka kwa matokeo ya CTS katika kuendeleza Elimu ya Amani na ufundishaji na ujifunzaji katika Ukanda wa Afrika Mashariki na AZAKI na kupitia mbinu za sanaa. Hi katika kuendeleza ujumuishaji wa lengo la ujifunzaji – **Toa nafasi inayoendelea ya utamkaji wa masimulizi anuwai, Tengeneza nafasi ya ushirikiano wa kitamaduni.**
- Kukuza ustadi wa kusoma na kuandika kwa dijiti kwa vijana, viongozi wa AZAKI, waalimu katika Afrika Mashariki katika matumizi na matumizi ya mbinu na ufundishaji unaotegemea Sanaa ya Ukweli. Hi katika kuendeleza ujumuishaji wa lengo la ujifunzaji – **Kujitolea kupunguza pengo la maarifa.**

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Our commitment to 'partnership for the goals' is evidenced through CTS developing and spreading best practice through an international network of academics, civil society organisations and young people.

Shukrani muhimu kwa msaada na mradi huu.

Siobhan O'Dowd – Meneja wa Mradi, Chuo Kikuu cha Brighton. Esther Kungu, Mkurugenzi wa Sanaa, mradi wa CTS Civic National Values National, Kenya. Alex Nlibwami, Mkurugenzi wa Sanaa, CTS Reanimating Nafasi za Mashindano, Rwanda. Dr Sylvestre Nzahabwanayo, Mkurugenzi wa Sanaa, Mradi wa Sanaa ya Simu ya CTS ya Amani, Rwanda. Louise Colbourne, Shule ya Sanaa, Chuo Kikuu cha Brighton, Ungereza. Scott McPherson, Shule ya Sanaa, Chuo Kikuu cha Brighton, Ungereza.

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