

## GoPar 2022 Panels and Workshops

### Theme – How are we creating access and possibilities for working with art?

*Panel organizer: Stina Ney*

To be a participant in a society you need access. Access to different communities, institutions, physical as well as digital meeting spaces. The constant question therefore becomes; how do I get access and who is the gatekeeper that permits access? What role does our institutions have when it comes to creating access to art and does it already start with the educational institutions that dominate the field? What is it like to enter the business from "the side" with a different set of perspectives and experiences? What possibilities does it create? Does it come with restrictions and challenges? These questions and more will be discussed in this panel lead by Stina Ney who is currently working at The National Swedish Touring Theatre (Riksteatern).

*Panel members:*

**Stina Ney**, Project manager at The National Swedish Touring Theatre (Riksteatern) with questions regarding youth engagement and inclusion. Her interest in topics such as culture, art and participation started during her studies of Culture Management at Södertörn University and has continued throughout her professional career.

**Mohamed Y. Shika**, Mohamed Saleh is also known as "Mohamed Y. Shika". Shika is an Egyptian dance artist of Nubian origin. Shika's training encompasses various styles and techniques, from the Nubian folk dances of his childhood where the vitality of dance in the Nubian culture had a large influence on his dance practice, through martial arts, street dances, to Senegal's Ecole des Sables where he pursued his interest in afro traditional and afro contemporary dance. The diversity of the learning process that Shika's experience gave him the interest to question and challenge the code that hold the spaces, questioning what else the work could be, rather than how it should be?

**Hayfaa Chalabi**, illustrator, educator, and storyteller with interest in the study of political restrictions of democratic practices and the role of illustration to re-contextualise narratives, histories, and discussions. Chalabi uses her power as an illustrator and storyteller to provoke discourse about different socio-political issues. Her work revolves mainly around the misuse of power structures in our society and the intersections of visual culture, gender, and migration.

**Nancy Ofori**, Afro-Swedish theatre maker, performer and writer. Her work explores Ghanaian culture, the Black experience and spirituality. In 2019, she wrote and performed her solo show, Kind of Woman at Camden People's Theatre. She has also performed at The Vaults Festival, Edinburgh Fringe Festival, Theatre 503, and Serpentine Galleries. Nancy is currently studying screenwriting for film and TV at Alma Manusutbildning, and she is part of a Writers' Room for a series created by Aurelia Dey.

## Theme: Dialogues on knowledge democracy and action research

*Panel organizers: the Knowledge Democracy Group, members of ARNA, CARN, SPARC and ICPHR*

Prominent members of four action research networks (ARNA, CARN, SPARC & ICPHR – but open to all!) have partnered to organize a dual-session internet gathering to encourage critical conversations on knowledge democracy. We invite action researchers to examine the knowledge status of action research and to take a close look at the prospects for convergences among ways of knowing and pathways for action to create a better world. A starting point for this process is to look deeply at the practice of dialogic and dialectic interactions.

The conveners\* see a need to deepen the global conversations about knowledge democracy, its value, potential to create a world that is more just and has a greater chance of sustainability. We believe now is an important time to justify our interest and preoccupation with knowledge and ways of knowing to people who are more concretely engaged with climate questions and political agendas, that are more immediate. We therefore are providing this invitation to collaborate in seeking a fuller understanding of knowledge democracy, research, science, and democracy that can serve a movement to support, recognize, and respect broader forms of knowledge in society.

*Panel members:*

**Ruth Balogh**, Practitioner of action research & participatory evaluation in a wide variety of health settings nationally & locally in England Wales & Scotland (Universities of London, Newcastle, Cumbria)

**Lonnie Rowell**, Founding Chair of Action Research Network of the Americas (ARNA), lead organizer for the 2017 1<sup>st</sup> Global Assembly for Knowledge Democracy, Chair of ARNA's Knowledge Democracy Initiative, lead editor of the *Palgrave International Handbook of Action Research* and President of Social Publishers Foundation (SPF). A retired professor of education, his social commentary appears on various media platforms.

**Jane Springett**, Professor Emerita, University of Alberta, Canada. Co-founder in 2009 of the International Collaboration for Participatory Health Research which now has 400 members across the Globe.

**Olav Eikeland**, Educated as a philosopher, with a PhD in Ancient Greek Philosophy (1993), best known as CEO at the Work Research Institute (WRI) in Oslo, Norway, and later at "OsloMet - Oslo Metropolitan University" as a professor of education and work-life research also a parttime guest professor at the department of learning and philosophy, Aalborg University, DK.

**Erik Lindhult**, Senior lecturer in innovation, design and entrepreneurship at Mälardalen University with a longstanding interest, more than 30 years, in participatory, action and interactive research.

## Theme: Indigeneity, Advocacy, Human Rights - rethinking Social Contract

*Panel organizer: Dr Machunwangliu Kamei*

Discourse on Indigenous Peoples have often built upon collective identity, treaty promises, land rights, sovereign peoplehood and human rights. This Panel based on the GoPar conference theme ***Participation and Equity*** will focus on **Indigeneity, Advocacy, Human Rights - rethinking Social Contract**.

The panellists will bring in their critical observations on the said theme based on their own areas of work/specialisation and experiences to further deliberate if colonisation/decolonisation has impacted this Social Contract and in what way. Accordingly discussants will try to look at security and development issues (based on GoPar conference).

Herein, the panel looks at **Indigeneity, Advocacy and Human Rights** as matters of concern to rethink how the Social Contract in the current circumstances exist and what is the way forward.

*Panel members:*

**Dr. Machunwangliu Kamei**, Assistant Professor SVKM's UPG college, Mumbai

**Dr. Jelle J P Wouters**, Associate Professor, Royal University of Bhutan, Department of Social Science.

**One Representative from Asia Indigenous Peoples Pact (AIPP)** based in Thailand

**Dr. Alana Golmei**, a humanitarian, activist, lawyer and founder of Pann Nu Foundation (non-profit organization, founded to engage with vulnerable women, create a platform to empower them). She is also the founding member of Burma Center Delhi and General secretary of the North East Support Centre & Helpline, Delhi.

**Katarina Parfa Koskinen**, Doctoral student, Jönköping University, Sweden

**Advocate Anthony Debbarma**, the Spokesperson of Tipraha Indigenous Progressive Regional Alliance (TIPRA), Secretary General of the Borok Peoples' Human Rights Organization (BPHRO), India

## Theme: Being Deaf - development of identity among first generation Deaf young adults

*Panel organizer: Dr Gayatri Ahuja*

Representation of self is the way of describing the identity and it is based on how one's family experience becomes internalised as a part of one's identity formation. Identity is often demonstrated in the choices we all make concerning how we choose to live our lives, who we choose to socialise with, and our general way of being. The panel discussion will be based on following points: Significance of Deaf Identity for Well-Being, National Education Policy 2020 and standardization of ISL in India. Language of instruction is one key aspect in the education of young Deaf, but attitudes and expectations toward linguistic and theoretical skills and achievements should be given some consideration. Change in approach from unilaterally trying to teach Deaf children to speak their parents' language to teaching the parents their children's language. Is Bicultural identity possible? Integrating ISL (Indian Sign

Language) and Deaf Culture into school curriculum. Triculture and Trilingualism approach for language development Suggestions/ framework for providing full natural access to language.

*Panel members:*

**Gayatri Ahuja**, Faculty in Department of Education at AYJNISHD, Mumbai, India

**Suni Mathew**, Director AYJNISHD, Ministry of Social Justice and Empowerment, Department of Empowerment of the Persons with Disabilities, Government of India.

**Lata Shashikant Nayak**, Director of Rotary Sanskardham Academy, Mumbai, India

**Rajesh Ketkar**, Director in Indian Sign Language Films (ISLFILMS), India. Has creative teaching skills in SignHub (E- learning online) and The new information and networking center.

**Sunil Sahasrabudhe**, ISL (Indian Sign Language) Consultant / Expert, India. Experience in teaching deaf children and young deaf adults, ISL trainers (deaf) and interpreters (hearing)

**Casper Lund**, multilingual entrepreneur, cultural worker and project manager. He is currently working with several projects, including projects related to "Bimodal-trilingualism"

*\*Indian Sign Language Interpreter will be provided*

## Theme: Agency, Policy, Literacy – Sustainable Digitalization in Swedish Schools and Theatres in the 21<sup>st</sup> century

*Panel organizers: Dr Maria Bäcke, and Johan Bäcklund*

As we consider digitalization and schools as well as digitalization and performing arts – what comes to mind? Digitalization, digital know-how, and the use of digital tools have become ubiquitous and even mandatory – indeed they are often portrayed as a self-evident means to increase participation-for-all and the democratic focus in schools and performing arts institutions alike – which leads to issues of agency, policy and literacy needing to be foregrounded.

This panel aims to discuss policies surrounding leadership autonomy in choosing what kind of technology to invest in, gauging to what extent further competence is needed, as well as studying how governing organs – and society – are pushing for digitalization. This panel discusses aspects of digitalization from school and performing arts perspectives – at first glance disparate sectors operating under very different conditions – to learn more about how representatives from the sectors navigate the digital landscape with an aim to reach beyond these specific sectors. Several questions arise, many related to agency, policy and literacy: What or who decides regarding digital tools and digital strategies in schools and theatres? How and why should we implement digital tools? Who should do it and why? What are we doing and why? What *should we be doing* and why? From whose viewpoint are digital tools being implemented?

The vision and knowledge of initiators of digitalization varies and there is sometimes a discrepancy between the viewpoints of technicians, decision-makers and users. Are the implications sustainable in goals as well as execution?

*Panel members:*

**Maria Bäcke, Ph.D.**, Senior Lecturer/English & CCD Co-Leader, Jönköping University

**Johan Bäcklund**, Doctoral Candidate/Education, Jönköping University

**Lars Almén, Ph.D.**, post doc at Jönköping University, practicing upper secondary school teacher

**Petra Weckström**, head of the Technical Department Riksteatern, National Swedish Touring Theatre

**Rebecca Rouse, Ph.D.**, Senior Lecturer in Media Arts, Aesthetics, & Narration, School of Informatics, Division of Game Development, University of Skövde, Sweden

## Workshop: Intercomprehension

*Workshop organizers: Maria Carolina Lúgaro Izuibejeres, and Maria Helena Araújo e Sá*

Do you think it is possible to understand oral or written French, German, Spanish or Portuguese without speaking or having studied those languages? Or even keeping a conversation with people each speaking their own languages? Intercomprehension proposes the contact between several languages simultaneously, aiming at making meaning through the deployment of individual repertoires, previous knowledge and experiences. Intercomprehension is a very old spontaneous communication practice in multilingual territories and, as a learning approach, it aims at the development of a plurilingual and intercultural competence, based on language similarities and transparency, common features and awareness.

### **The workshop outlines**

- An introduction to intercomprehension: Presentation and didactic background (10´)
- Workshop: Oral and written intercomprehension practical activities (40´)
- Awareness: Sharing strategies and tools used during the activities (5´)
- Final discussion: Strengths and possible application (5´)