

Decolonising Education for Peace in Africa (DEPA) Advisory Board Meeting

3 November 2023, 10am to 12pm (UK GMT time)

Please check against your local time as the time has changed in the UK

MINUTES

Chair: Parvati Raghuram

Advisory Board attendees:

Cihan Dizdaroğlu - Başkent University
Leon Moosavi - Liverpool University
Tali Nates - Johannesburg Holocaust & Genocide Centre
Mario Novelli - University of Sussex
Pat Noxolo - University of Birmingham

Apologies: Melis Cin, Michalinos Zembylas, Patricia Daley, Paul Ashwin

	ITEM	TIME	
1.	Welcome	10 minutes	Parvati <ul style="list-style-type: none">• Parvati gave an overview of the project and of the sub-projects within it.• The Advisory Board were invited to introduce themselves:• Cihan asked about the resources available for those external to the project as he checked the website and was unable to find resources. Parvati highlighted that an important part of the project is that data sovereignty lies with the project teams, but that the project data will be made for free via the OU's data repository, ORDO.• We are working on the website and plan to begin the process of updating this in the coming month.

			<ul style="list-style-type: none"> • Pat gave overall feedback on the project and its progress, that the scale of the project, participant types, variety of locations and contexts, and wanted to say congratulations for coordinating something this huge over such a period of time, for all of the teams. Each project seems very ambitious and innovative and it's great to see it come together in this way. • Pat also asked about the processes of reflection and how this will manifest, where this will happen, will it combine academic and non-academic? • Parvati – we decided not to compare but to collate; groups can choose the topic that they want to work from. For us, the approach is to have an over-arching framework of things to think about when you teach peace in a decolonial manner.
2.	Breakout groups – project overview and Advisory Board feedback	40 minutes	<p>Each of the project teams have produced a short presentation for you to review prior to the meeting.</p> <p>Actions:</p> <p>The Advisory Board members to:</p> <ul style="list-style-type: none"> • Review the presentations prior to the meeting and consider the following questions during the meeting (a list of the projects is attached for information at Annex A) • Provide feedback during the breakout groups. <p>Breakout groups, during the meeting to:</p> <ul style="list-style-type: none"> • Listen to the feedback from the Advisory Board members. • Prepare feedback to the wider team. • This should include 3 main actions the DEPA project should take in the remaining time. <ol style="list-style-type: none"> 1. By looking through the slides, what do you think are the key achievements of the project? 2. How do we take the diverse set of research and make it represent Africa – is there even a way to do this – are there any pan-European examples of a collective identity?

			<ol style="list-style-type: none"> 3. What do you think are the shortcomings that we can work on in the next few months, and how can you help us to achieve this? 4. What are the ways in which we can better disseminate our work: policy, academic, artistic? 5. What value could this work in your own settings and what links and suggestions can you give us on how to expand our influence? 6. What issues have you faced in similar work that you think we can learn from? 7. How does the board see the future evolution of DEPA in South Africa and globally?
3.	Each team to feedback from the breakout groups	40 minutes	<ul style="list-style-type: none"> • Each group to summarise the responses from their Advisory Board members. • Each group to detail the 3 main actions the DEPA project should focus on in the remaining time. <p>Group 1</p> <ul style="list-style-type: none"> • Language was a big point raised and how we should not be considering Western language only, but also other colonial languages, including Chinese. • Extinct languages and the importance of maintaining these, but also highlighting these issues within and among UK academia. • How can we reclaim lost languages, how do we disseminate the outputs to retain/save these languages? Disseminating language from elders to their families – but, not only their languages, their cultures, and ways of living also. • We should be careful about trying to create a single story, either for Africa or even for the individual countries. • The arts-based methods allow participants to be open and honest and to share, but this process also takes time to build these relationships. We've tried in DEPA to move away

			<p>from the traditional research model, where people are subjects, and the research is extractive. These methods don't work if you are trying to decolonise.</p> <ul style="list-style-type: none">• One of Leon's main points was that he wants to say that the teams are outstanding, they're integrated into the sites that they're working, and they know what they're doing. They're also very aware of the contexts and the literature.• The structures we've used seem to have worked – having regular meetings for the first 2 or so years of the project, allowing teams to then work with autonomy, and now bringing them back together for the final stage of the project.• Leon – representing Africa (the question we asked) – how desirable is that, given that the appetite is not for this, but more for recognising the diversity of Africa, and the countries within it?• The strength of the projects is the diversity and the different stories that they're telling.• Leon – we should be aiming to bring the knowledge back to the UK/global north.• Parvati's version of Pan-Africanism is of coalition/collaboration. <p>Group 2</p> <ul style="list-style-type: none">• Pat – highlights:• South-South interaction – there was less than might have been expected, in part because of Covid and other factors. In some cases, some areas of thought will think of decolonisation as redistribution of land and resources, which this isn't. Decolonisation – linking the local with the abstract in lots of ways. Ideas that are abstracts in the UK but become reality in Africa. Concretising ideas that can become realities in Africa. People were able to collaborate and talk with each other across countries, including those with different languages and colonial roots.• This issue of what decolonisation is, is always going to ghost a project like this, because it was never funded to redistribute land/resources.• Small steps in the projects, people coming together across different backgrounds.• Jean-Paul brought up from Burundi; some of the contexts in which we're working, the communities have experienced conflict for a long time, and they're exhausted from conflict and being asked to share their stories, and often can't because of the levels of experienced trauma. Such a situation occurred in the Nigerian project, where an activity had to be stopped owing to the potential for retraumatising participants. In many cases,
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			<p>people need feeding before they can give anything else, because their basic needs are not met.</p> <ul style="list-style-type: none">• Pat – 3 actions – decolonising on the way out.• Maybe allocate some more project funding for a few months – decolonise on the way out. Small projects that can disseminate information to people who are important. We need to decide who these people are and what the messages are. Could be to UKRI, project process and implications for future funding.• Disseminating amongst academics – but need to think about the different academic structures and routes in Africa.• Disseminating to artists – lots of material to share well on the internet.• Time to be accountable to the communities. Not just going away and coming back to the communities.• Long-term conceptual reflections on what we mean by decolonising. The conversations are tired – all amount to words, but not always about actions. A grounded view of what decolonisation can actually mean.• Collaborations between projects in different countries – where we have cross-project collaborations/discussions.• Parvati – we haven't done a lot of work on the abstracts... publications. It's a tension between us taking control/helping/leaving the teams to use their data.• We can create a JISC mail group for the end/post project. <p>Group 3</p> <ul style="list-style-type: none">• Parvati – the dissemination needs to step up and needs to work better. Both for local and for other people in other countries. There were clear suggestions for how to improve our dissemination strategy.• All resources should be shared.• How we negotiate on the ethics issues – how different management structures can impact the ethics.• Methodological approaches – PhotoVoice, storytelling are some of the most powerful tools to share knowledge.
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4.	Summary	20 minutes	<p>Parvati</p> <ul style="list-style-type: none"> • What will the DEPA project do with this feedback? • End of project events. • Parallel events – 1 in the UK, 1 in South Africa. Targeting different groups – 3 sessions, 1 for artists, teachers, and academics. • Show the dance project and the OERs and have some discussions around that. • South Africa relatively early next year. • We want the larger team to join us and will put out a general call for attendees. • Stephen will be leading a set of conversations with NGOs, teachers, artists from different countries. • We'll be contacting teams with help to set-up these meetings and would like to invite the Advisory Board members to attend. • Craig – we're developing YouTube shorts, and we're looking at an online gallery space to show the PhotoVoice outputs, as well as details of the projects and the teams. • Podcasts • You've done it once but redo it.
5.	Next steps	10 minutes	<p>Parvati</p> <ul style="list-style-type: none"> • The next meeting of the Advisory Board will take place in April/May • This will be a face-to-face meeting, which will run along with a project dissemination event.

Annex A

DEPA – PROJECTS LIST

PROJECT NUMBER	PROJECT PHASE	COUNTRY/COUNTRIES	
Project 1	PHASE 1/PROOF OF CONCEPT	NIGERIA	
Project 2	PHASE 1/PROOF OF CONCEPT	SOUTH AFRICA	
Project 3	PHASE 1/PROOF OF CONCEPT	ZIMBABWE	
Project 4	PHASE 1/PROOF OF CONCEPT	UGANDA	
Project 5	PHASE 2	KENYA	
Project 6	PHASE 2	SIERRA LEONE	
Project 7	PHASE 2	CAMEROON	
Project 8	PHASE 2	ETHIOPIA	
Project 9	PHASE 3	SOUTH AFRICA/MOZAMBIQUE	
Project 10	PHASE 3	ALGERIA	
Project 11	PHASE 3	BURUNDI/DRC	
Project 12	PHASE 4	MOZAMBIQUE	
Project 13	PHASE 4	GHANA	
DANCE PROJECT	N/A	CROSS PROJECT ACTIVITY LED BY 'H' PATTEN	