Day one MIRRORING COMMUNITIES THROUGH ART & DESIGN

Tuesday 30th November 2021

University of Lapland University of Leeds University of Montreal University of São Paolo São Paolo State University





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Ideas and methods of mirroring suggest many ways that our work can be used to both reflect and connect.

On a very practical and pragmatic level miirroring can help to clarify an intention of only showing a thing either partially or in its entirety.

Mirroring (or being mirrored) also allows for meaningful reflection upon ourselves, as well as presenting opportunities to engage with others in ways that can be mutually beneficial. SEEYouth* is a 24-month long project (2020-2022), funded as part of the Trans-Atlantic Platform.

It is a collaborative partnership developed *to enhance dialogue and innovation* among humanities and social science researchers in South America, North America and Europe.

*Social Innovation through Participatory Art and Design with Youth at the Margins: Solutions for Engaging and Empowering Youth with Trans-Atlantic Mirroring Central to the project is our close collaboration with partner organisations in Brazil, Canada and Finland - through which we work with youth in marginalised contexts that are specific to each country and in ways that meet the needs of these communities.

Our Trans-Atlantic Mirroring approach is a unique attempt *to cross the geographical distances and lived experiences which separate our teams*, their partners and the youth we're working with in each of the project's cases.

Welcome Satu Miettinen and Maria Cecilia Loschiavo dos Santos

1 The Quixote Project Auro Lescher, Graziela Bedoian, Esmeralda Ortiz and Maria Cecilia Loschiavo dos Santos

2 Around the Global Campfire

Mahdi Hosseini, Dawod Noori, Davoud Hosseini, Mohammad Hosseini Katri Konttinen, Enni Mikkonen and Mikko Ylisuvanto

Youth at Risk

Mohammad Mousa, Iberê de Castro Dias, Joilson S. Santana, Esmeralda Ortiz, Rosie Macpherson



During the SEEYouth project we have explored the challenges of *Trans-Atlantic Mirroring* as a way of developing arts-based research which celebrates multi-disciplinary collaboration.

We always thought mirroring would (*should*) take place in person, and that there would be chances to do this work togethter - but then the pandemic came. So we have had to figure out new ways to make mirroring work and we have tried to define these as we've made them.

So what did we come up with? We know that mirroring is more than a concept - it's something concrete, *it's real*. It's a type of cross-Atlantic communication taking place between everyone and, in particular, between the young people we've worked with: we've made and shared videos, music and photos. All the time, learning from each other.

So, mirroring has worked as dialogue taking place through many langauges: from spoken and visual to embodied and performative.

Also, a *third space* has emerged which encompasses both communication and our own experiences - an emotional space that is being built by each of us through open dialogue and something that is special both *between* us and *for* us all.

This has all happened in what seems a very short time. Let's try and continue these things, as we have only just begun this work together. "The will of the person, wanting to leave..."

Keynote 1 - The Quixote Project

The Quixote Project - helping children and young people in vulnerable conditions. Managing social problems such as hunger, unequal educational conditions, drugs, etc.

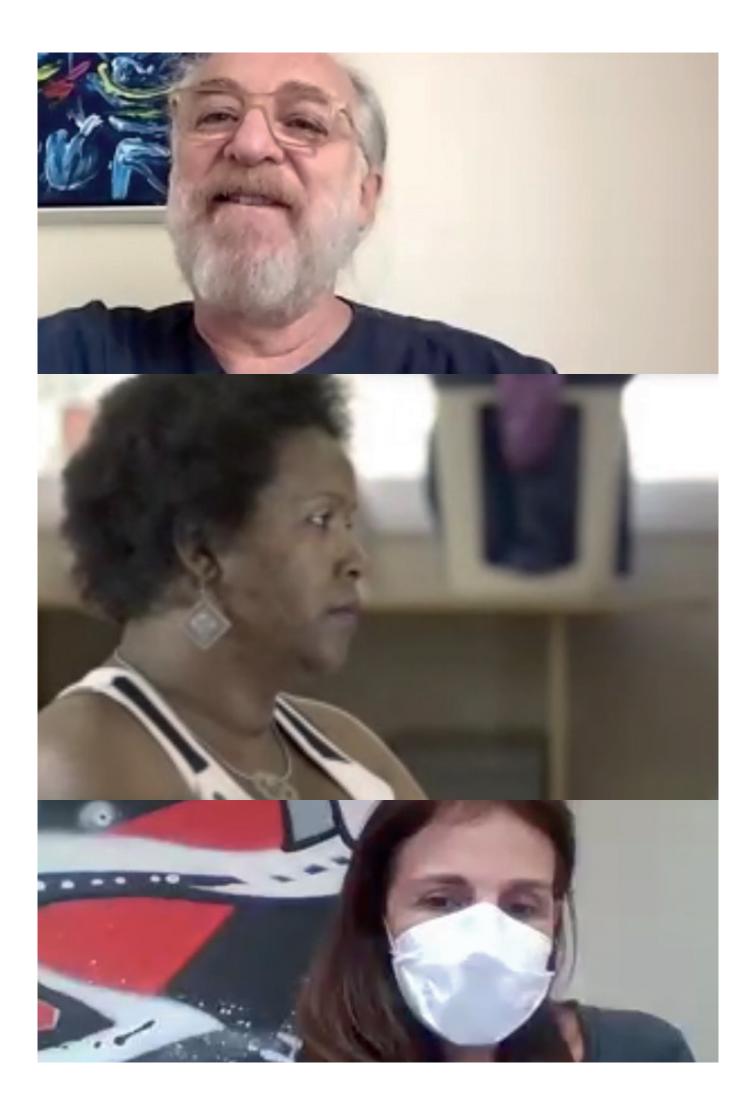
The project is a NGO, from São Paulo, Brazil and started as an initiative from university students. Their work encompasses pedagogical, clinical and physiological areas, mixes arts-based methods.

The presentation, focused upon a video and the record of a conversation. As a memory, this dialogue - describing a time together - family and stories, and memories as stories.

Conversation which illustrates a way of being together, being with each other as a way to reveal and to describe experience through the power of stories as they are told between one other.

A powerful and very affecting discussion and description of lives, and of lived experiences; the trauma and disturbing events of how people's lives are lived.

The risks, the value of home, of security, of a need to dream and a desir to provide for others - of understanding and being able to distinguish the world as it is and how it impacts upon us.



Keynote 1 - The Quixote Project

The power of education, the transformation of lives and an acknowledgment of the potential that it has for one person and for that person as an influence and the example to others.

'The will of the person, wanting to leave... having the strength to change reality, and the benefits of this: for society, for humanity.'

The power of culture to empower and free us - art, and music and of determining ourselves in the world

Of needing dreams and having an understanding of how the world is represented to us; how it reflects certain ideas for culture which standardise certain norms and how education reinforces them but how it can also liberate us from them.

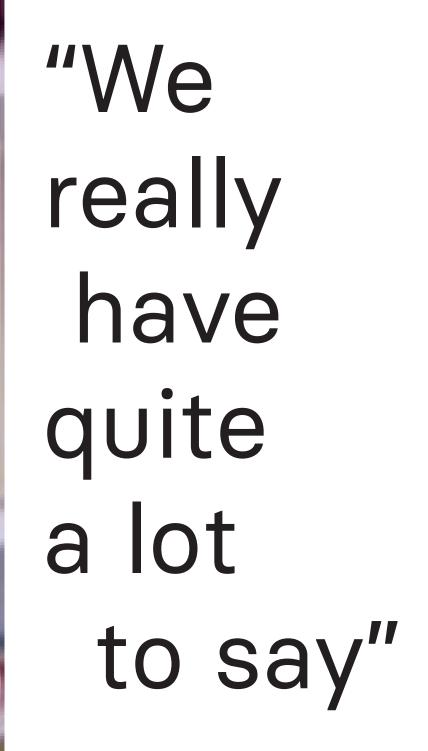
Auro Lescher, Graziela Bedoian - The Quixote Project, São Paolo www.projetoquixote.org.br

In conversation with Esmeralda Ortiz.



Mahdi Hosseini, Dawod Noori, Davoud Hosseini and Mohammad Hosseini With Mikko Ylisuvanto.







Keynote 2 - Around the Global Campfire



The session started with a video, illustrating the idea of a campfire and how young people from different parts of the world are able to socialize, to help each other and enjoy each other's company while facing life's challenges together.

The campfire symbolises protection and an idea of gathering around a fireplace, creating a union and a sense of security that is part of having people you can count on.

Each of the students introduced themselves and talked about where they come from and the challenges they have been facing since leaving their homes in Afghanistan, Iran and Congo.

Being part of the SEEYouth project in Finland gave the students an opportunity to work with people from all around the world through a use of artsbased research methods.





We exercised spatialization.

We could see through the students' eyes.

Pictures of hometowns and famous monuments helped us to understand geography, their horizons, and the exchange that redefines their experiences and lives.

It was a very rich conversation.

The students had guided topics to talk about their emotions, feelings, motivations for life and the challenges they are facing when having to adapt in a new culture with a different language.

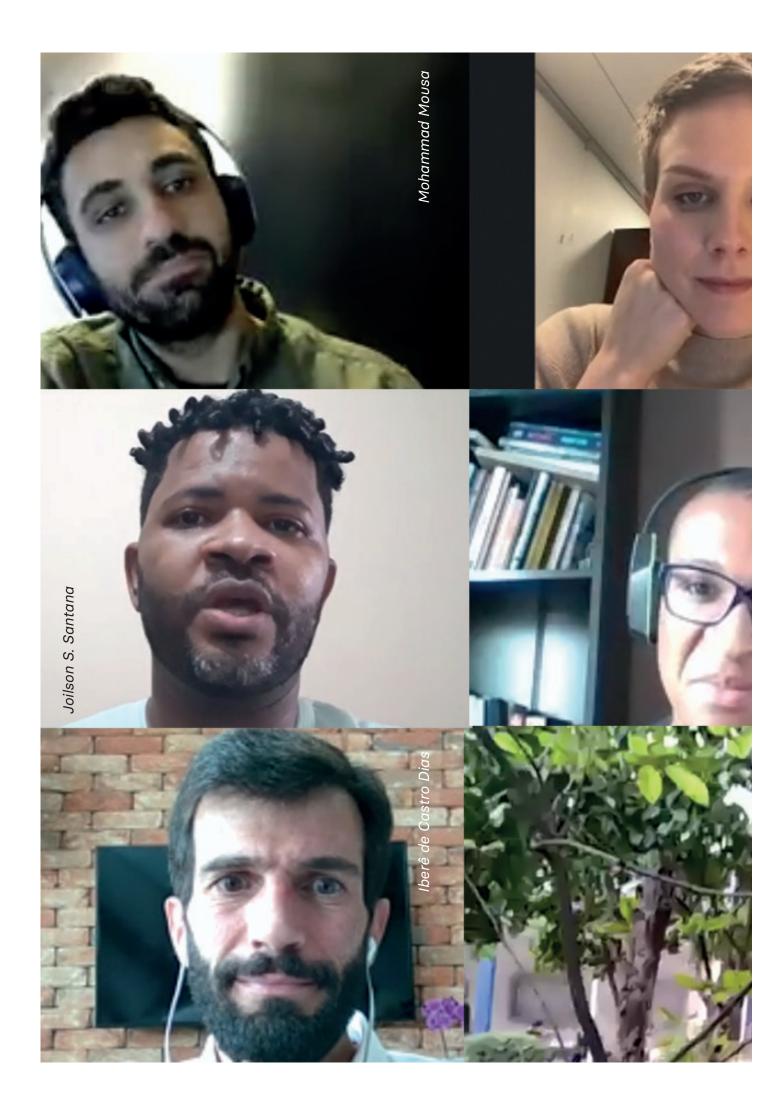
The struggle surrounding being away from their family and with people they don't really know is one of the biggest and most challenging, but the project has been helping them to keep together and have the motivation to follow their dreams and their lives.

We were able to learn a lot from the students' testimony and their life stories.





Arts-based reflections and dialogues with youth for social transformation



Policy Discussion: Youth at Risk

Maria Cecilia Loschiavo dos Santos

Luan Fernandes

Jenny Pitko

Enni Mikkonen, Satu Miettinen

a Ortiz

"Seeking improvment as 8 fundamental condition" The panel looked to draw togethter experience and insight from discussions about youth in different parts of the world - how young people can and should contribute to the change in the world in the midst of challenging times.

We discussed poverty in Brazil and how the society reflects this economic situation of the country and how the COVID pandemic has highlighted even more the social inequalities and poverty and the challenging circumstances that people have are living through.

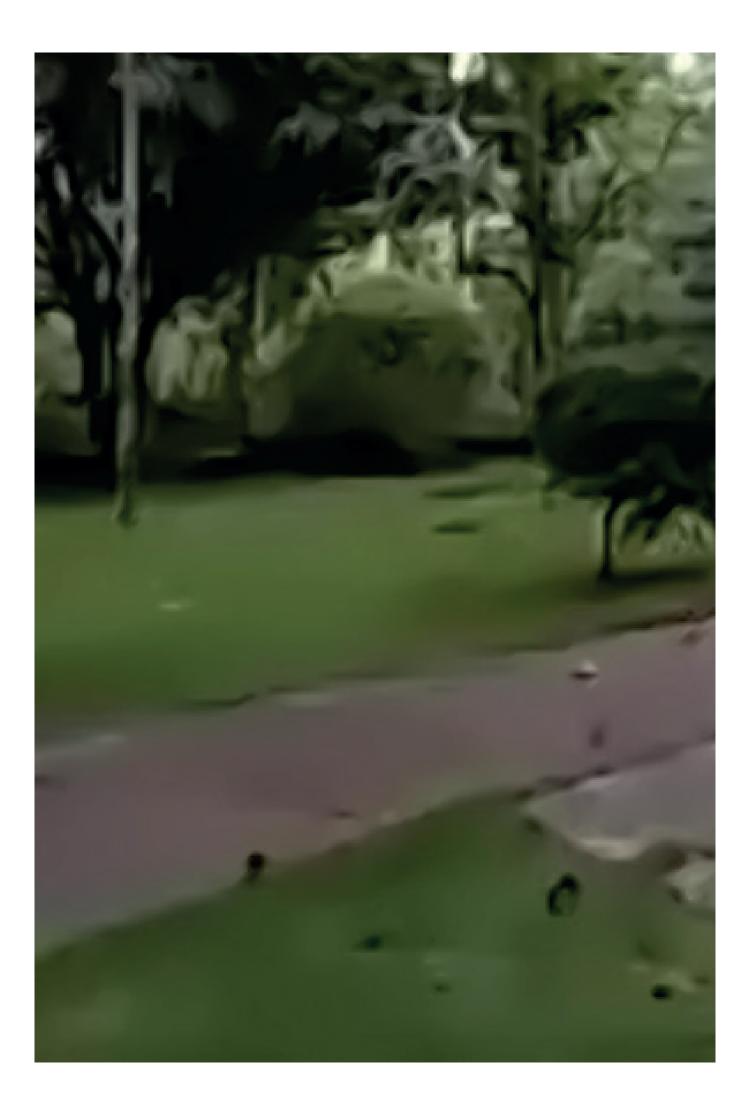
Iberê Dias, a Brazilian judge, highlighted how the youth are suffering in Brazil and how his work aims to change their material conditions of their lives.

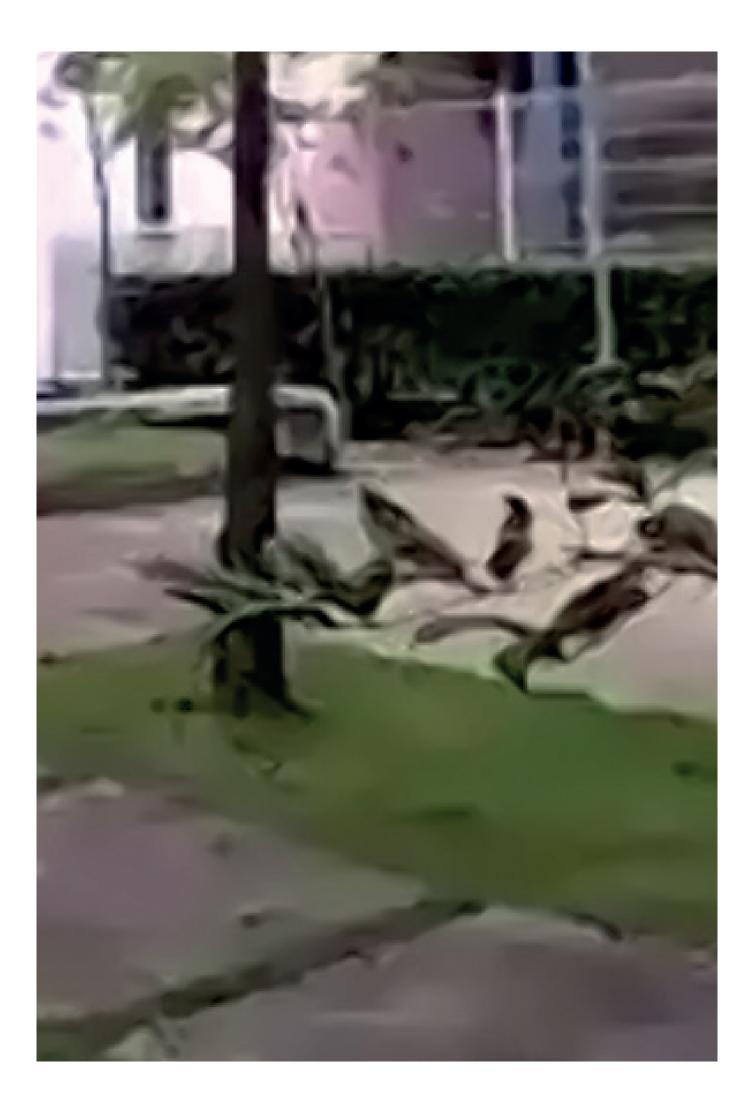
Esmeralda Ortiz, who was formerly homeless, described the public situation and what could change in Brazil so people could have access to a better life - that education is one of the main things that is lacking in Brazilian society, and that with a better education system the whole society would change. She talked about people's experiences of having no or little education and how Project Quixote changed her life.

Mohammad Mousa from the Canadian Commission for UNESCO described the economic inequalities that young people faced, and the different challenges of the urban and rural populations, especially in the context of COVID. Further, the relationships with indigenous communities in Canada were in need of work to rebuild and repair so that they were not further left behind in an unequal society.

Jenni Pitko from Finland highlighted the problem of compartmentalisation of young people and rigid ways they can be considered a problem from the perspective of the system - where humane and effective approaches could combat the growing issues with young people's mental health.

Joilson S. Santana described his experiences and the need to seek improvement for immediate challenges as a fundamental condition of life - and his work with the CAMPANET collective as a collector of recyclable material acts as a demonstration of the potential for solidarity and for the opportunities for transformation that young people possess.





CONNECTIONS TAKE MANY FORMS.

SEEYouth project 2021

www.ulapland.fi/EN/Events-University-of-Lapland/SEEYouth-2021 www.seeyouth.substack.com

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