

Symposium Education, Ex/Inclusion and Mental Wellbeing

Program:

13.30 – 13.40	Spoken word: Britney Lindo
13.40 – 14.20	Keynote speaker: Femke Kaulingfreks: Learning Communities
14.20 – 15.00	Keynote speaker: Aminata Cairo: Regaining balance and harmony as a means of restoring mental well-being in an inclusive environment
15.00 – 15.30	Coffee break
15.30 – 16.45	Documentary: <i>A place at the table</i> & Q&A with Teana Boston-Mammah, Aminata Cairo & Femke Kaulingfreks
16:45 – 17:00	Tina Rahimy: Many chapters to come

Also with Britney Lindo and Shaylesh Jaggi

Femke Kaulingfreks

Bio

Femke Kaulingfreks received her Master's degree in Political Philosophy at the University of Amsterdam and completed her PhD at the University for Humanistic Studies in Utrecht in 2013. She is a philosopher, anthropologist and youth studies specialist. In her research she combines political-theoretical analyses with ethnographic fieldwork and neighborhood-based action research. She currently works as Professor of Youth and Society at Inholland University of Applied Sciences in Amsterdam. She published "Uncivil Engagement and Unruly Politics" (Palgrave Macmillan) in 2015 and "Straatpolitiek" (Boom) in 2017.



Abstract

Hogeschool Inholland is an institute of higher education which is characterized by a very diverse student population, comprising of a large number of first generation students and students of migrant descent. A large number of students choosing the BA program of Social Work have personal experiences with youth services and/or mental health issues. Despite the fact that Inholland aspires to be a place where all students can develop their talents and where diversity can be celebrated as a strength, the achievement gap between students in a more vulnerable position and students with a large support network has not been sufficiently bridged yet. In this talk Femke Kaulingfreks will discuss how small, intensive learning communities can enhance student's sense of belonging in their study program and enhance their study success. The work in the learning communities is based on peer-to-peer mentoring. Under supervision of older graduate students first year students engage in the sharing of life histories and claim their role as a student. They work in a safe space with storytelling methodologies and other activities to enforce their resilience and capabilities. This enables students to co-research each others' stories and pathways and by focusing, in these stories, on the goals they identify; the risks and challenges they encounter; the personal qualities and resources in

the environment they identify and the ways to mobilize and utilize these qualities and resources. This is particularly important for students who have been affected by mental health issues and consequent social stigmas, and for students who have been affected by social stigmas and consequent mental health issues. Kaulingfreks will discuss how practices of intensive mentoring, storytelling and roadmapping to resources can help students entangle the intricate and often limiting knot between mental health issues and social stigma.

Aminata Cairo

Bio

Aminata Cairo is the Lector of Inclusive Education at The Hague University of Applied Sciences. Born and raised in the Netherlands to Surinamese parents, she left for the US to pursue her college education. She obtained Master's Degrees in Clinical Psychology and Medical Anthropology and a Ph.D. in Medical Anthropology. As an international woman of colour she experienced firsthand the challenges of diversity and inclusion. In her applied anthropological work with students and community organizations she has continually strived to promote inclusion at both the academic and the community level. She received the Martin Luther King Jr. Humanitarian award at Southern Illinois University Edwardsville in 2013 for her efforts. In 2016 she received the Honorary Order of the Palm, a state decoration by the Government of Suriname for her contribution in culture.



Abstract

For the Surinamese people, to live in a state of harmony with ourselves and our environment, we need to live in harmony with all we are connected with. Our standard educational system is based on and maintained through a structure of inequality. As such, pursuing an educational path requires more than just learning, it requires us to negotiate and come to terms with inconsistencies we encounter. We must learn to counter some of the associated (abnormal) behavioral patterns and some of our own destructive coping skills with these inequalities that affect our mental well being and our educational experience. How do we do that?

Documentary *A place at the table*

A group of recent graduates, who were setting up *amovementnotacollective* was followed for this documentary, because they felt unsafe inside and outside the academy. By working together they were looking for ways in which to care for and speak out their differences. The Willem de Kooning Academy asked them to explore their perspective on the lack of inclusiveness within the institute and their experiences of this in this documentary. The film focuses on longstanding discussions / conceptualisations about identity.

Teana Boston-Mammah

Bio

Teana Boston-Mammah is a sociologist, who worked as a sociology teacher in tertiary education in London, for ten years after gaining her bachelor degree in Sociology from Essex University. She then moved to The Netherlands, to study Women's Studies (MA) at Utrecht University. After this she worked in Rotterdam for diverse non-governmental foundations: Scala-expertise Centre for Emancipation & Diversity, Formaat- Workplace for Participative Drama, Het Peutercollege pre-school education. Teana completed her MA in Urban Studies and Policy at Erasmus University in 2012. She has been working at Rotterdam University, as a researcher and teacher at the Willem de Kooning Academy (WdKA). Her areas of interest are found at the



intersection of discourses on gender, race and class which she teaches in the Social Practice: Cultural Diversity. Teana has published articles on inclusion and exclusion mechanisms within education and gender gap in urban sociology .

Tina Rahimy

Bio

TINA RAHIMY is a political philosopher. She studied at the Philosophy Faculty of Erasmus University, Rotterdam, and obtained her PhD for research into various forms of political action with regard to inclusion and exclusion. Rahimy has been involved in research and education at Erasmus University and various colleges. She was previously active in urban developments related to art and culture, and currently Professor in Social Work at Rotterdam University of Applied Sciences.



Links with Tina, Teana, Aminata and Femke:

- Tina: <https://www.hogeschoolrotterdam.nl/onderzoek/projecten-en-publicaties/talentontwikkeling/inclusie/openbare-lessen/openbare-les-tina-rahimy/>
https://www.npostart.nl/de-boeddhistische-blik-food-for-thought/07-07-2019/KN_1707191
<https://repub.eur.nl/pub/103266>
- Teana: <http://wdkamakesadifference.com/teana-boston-mammah/>
- Aminata: <https://www.dehaagsehogeschool.nl/onderzoek/lectoraten/details/inclusive-education#over-het-lectoraat>
- Femke: <https://www.dehaagsehogeschool.nl/onderzoek/lectoraten/details/inclusive-education#over-het-lectoraat>