

BOOK OF ABSTRACTS

Dialogue with and among the Existing, Transforming and Emerging Communities



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SOCIETY

SESSION 1: MIGRANT COMMUNITIES, SENSE OF BELONGING, AND CONFLICT RESOLUTION

Rethinking the Possibility and Meaning of Dialogue in a Globalised and Religiously Diverse World: A Mid-Covid Perspective from Southeast Asia

Dr Paul Hedges.....2

Dialogue Method: A Proposal to Foster Intra and Inter-community Dialogic Engagement

Rafael de Araujo Arosa Monteiro, Dr Renata Ferraz de Toledo and Prof Pedro Roberto Jacobi.....3

Exploring the Potential of Cross-regional Dialogue Platforms in Protracted Conflict Settings

Prof Dr Marko Lehti, Dr. Élise Féron & Vadim Romashov.....5

Socio-spatial Negotiations of Belonging amongst Turkish Nationals Settled in Athens after 2016

Filyra Vlastou, Emmy Karimali, Dr Eirini Avramopoulou & Dr Panagiota Koutrolidou.....7

SESSION 2: THE TRANSFORMATIVE ASPECT OF DIALOGUE AND EMERGING COMMUNITIES

Dialogic Dialogues? An Analysis of Online Interactions Transforming Strangers into a Community

Dr Luisa Conti.....10

Dialogue: A Promising Vehicle to Steer Transformative Local Change towards more Sustainable Communities?

Dr Nora Ratzmann and Dr Julia Plessing.....11

“Thank you for coming”—The Contingent Construction of Identity Leadership, Social Influence and Dialogue during a Vigil in Memory of Sarah Everard

Dr Terry Au-Yeung, Prof Clifford Stott, Dr Matthew Radburn & Dr David Rowlands.....13

SESSION 3: MIGRANT COMMUNITIES, SENSE OF BELONGING, AND CONFLICT RESOLUTION

Gender and Diaspora Communities

Amina Yaqin.....16

The Cohesion of Schools as Intercultural Communities in the Management of Covid-19 Pandemic. Reflections, Narratives, Fears and Hopes from the Voices of Teachers and Children in England and Italy

Claudio Baraldi, Federico Farini & Angela Scollan.....17

Dialogue within and among Transnational Communities of Refugee Learners and Teachers: Covid-19 and Digital Literacies in Online Spaces

Tony Capstick19

Connected or Separated? Transformation of Muslim Student Community in Japanese University under the COVID-19

Dr Hiroko Kinoshita21

SESSION 4: DIALOGUE SPACES AND COMMUNITIES

Community Campus as Threshold: A New Point of Dialogue for Academia and the Community

Prof Robert Brown, Dr Paul Warwick, Zoe Latham, Rachel Manning & Dr Sebastian Stevens23

Curating Spaces of Hope: Exploring the Potential for Faith Based Organisations (FBOs) and Intra-communities Dialogue, in a post-COVID Society

Dr Matthew Barber-Rowell25

A Place-based Approach to Online Dialogue: Community Appreciative Inquiry in Utrecht, The Netherlands During Covid

Evelyn Henderson-Child26

SESSION 1: MIGRANT COMMUNITIES, SENSE OF BELONGING, AND CONFLICT RESOLUTION

CHAIR

Prof Paul Weller*, *Emeritus Professor, University of Derby; Research Fellow in Religion and Society at Regent's Park College, University of Oxford; and Professor in the Centre for Trust, Peace and Social Relations, Coventry University*

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KEYNOTE:

Rethinking the Possibility and Meaning of Dialogue in a Globalised and Religiously Diverse World: A Mid-Covid Perspective from Southeast Asia

Dr Paul Hedges*

Dialogue had been variously envisaged and imagined, but in terms of at least interreligious dialogue the Norwegian scholar Oddbjørn Leirvik has suggested two basic options: necessary dialogues, those we partake of for reasons of such things as security, social cohesion, or conflict resolution; and, spiritual dialogues, those we undertake for existential needs, or understanding and growth for its own sake. The two are not necessarily distinct, and, in our increasingly interconnected yet polarised world, dialogue as understanding and cohesion seems imperative. Moreover, in a globalised world, dialogue must engage ways of thinking beyond its classical basis in Western theory, and this paper will suggest what Asian thinkers may bring to the table towards a decolonising theory of dialogue focusing upon the praxis of dialogue in a world still bearing the effects of the Covid pandemic. In this, it will draw from the speaker's current situatedness in Southeast Asia, which forms a crossroads of many global currents.

* Paul Hedges is Associate Professor in Interreligious Studies at the S. Rajaratnam School of International Studies, NTU, Singapore. Previously he was Reader in Interreligious Studies at the University of Winchester, UK, and had worked for other British, Canadian, and Chinese universities before that. He has worked with a range of stakeholder groups outside academia, including the Anglican Communion Network for Interfaith Concerns (NIFCON), the Tony Blair Faith Foundation, the Babaji Yogi Sangam, the Dialogue Society, the World Congress of Faiths, and the BBC. He is on the Editorial Board of both the Journal of Religious History and Studies in Interreligious Dialogue. He publishes widely in interreligious studies, religious studies, and theology. Current research projects include interreligious relations in Singapore and the East and South-East Asian region, as well as interreligious and intercultural hermeneutics.

Dialogue Method: A Proposal to Foster Intra and Inter-community Dialogic Engagement

Rafael de Araujo Arosa Monteiro, Dr Renata Ferraz de Toledo and Prof Pedro Roberto Jacobi*

Abstract: Starting from the assumption stated in the call for abstracts made by the Journal of Dialogue Studies that "it is the dialogical engagements (inter- or intra-community) of the individuals that allow social structures to evolve and transform", we seek to answer the question: how can we learn and experience dialogue within and between communities?

Inspired by the methodological ideas of David Bohm, William Issacs and Paulo Freire, as well as by the professional experiences of the first author of this abstract in the field of education and the environment, we seek to present in detail in the article a method, which has been developed, tested and scientifically analysed since 2018, for learning and experiencing dialogue, which can be used in encounters between people from the same or different communities.

It consists of two major interdependent cycles that alternate: a reflective one, without agenda, composed of four practices that constitute themselves as a junction and a transformation of Bohm's and Isaacs' procedure of suspension of assumptions, and Freire's procedure of codification and decoding, with the

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Renata Ferraz de Toledo is a graduate in biological sciences (1997) from Universidade Estadual Paulista and environmental educator (1999) at the School of Public Health of the University of São Paulo. She holds a Master's (2002) and PhD (2006) in public health from the School of Public Health of the University of São Paulo and did a post doctorate (2013) in education at the School of Education of the University of São Paulo. She has experience in the areas of education, health and environment, especially environmental health, environmental education, education and health promotion, and participatory methodologies, such as action-research and is a professor and researcher of the postgraduate program in architecture and urbanism at São Judas University, as well as researcher in the thematic project 'Environmental Governance of São Paulo's Macrometropolis in the Face of Climate Change,' financed by Fapesp (015/03804-9).

Pedro Roberto Jacobi is Senior Professor in the postgraduate program of environmental science at the Institute of Energy and Environment of the University of São Paulo (Brazil) and Coordinator of Research on 'Environmental Governance of São Paulo's Macrometropolis in the Face of Climate Change' at the Institute of Energy and Environment, financed by Fapesp (015/03804-9). He is also Research Fellow at the Institute of Energy and Environment of the University of São Paulo and a Research Fellow at INCLINE/USP Interdisciplinary Climate Investigation Center. He is a member of the Regional Network on Climate Change and Decision Making/ Unitwin and has been Editor of the journal *Ambiente & Sociedade/Anppas/Brazil* since 1997. He has been President of the board of Local Governments for Sustainability -ICLEI-South America since 2011. His research focuses on urban sustainability, water governance, solid waste and sanitation, socio-environmental governance, metropolitan governance and climate change, social learning, and education for sustainability.

purpose of stimulating interpersonal understanding and connection; and a deliberative one, with agenda, inspired by Freire's ideas of dialogical collaboration and the principles of educative intervention for sustainability, as suggested by several authors from the field of education for sustainability and social learning, with the purpose of promoting structural changes in the reality in which one lives.

We hope to submit our methodological proposal to the scrutiny of the scientific community, as well as to disseminate this idea to facilitators and practitioners working with communities so that they can submit the method to tests and thus contribute to the advancement of knowledge regarding dialogue methods.

Exploring the Potential of Cross-regional Dialogue Platforms in Protracted Conflict Settings

Prof Dr Marko Lehti, Dr. Élise Féron & Vadim Romashov*

Abstract: A major challenge to supporting the transformation of protracted conflicts is that the conflict settings have been solidified as a new normality, and the polarized division between neighbors and within societies has been institutionalized. At the same time, formal peace processes at the Track-One level often remain stalled. There is therefore a need to rethink how mediation and dialogue formats might better address intractable conflict settings and support conflict transformation. Recent peacebuilding literature and practice strongly advocate bottom-up peacebuilding in line with the principles of inclusivity and local ownership. Nevertheless, such dialogue processes face several structural and political obstacles in protracted conflict settings, which limit their peacebuilding potential. Consequently, it is crucial to develop new approaches to civil society dialogue that address these challenges and support and complement ongoing peace processes.

To address these challenges, this study develops the concept of cross-regional dialogue and examines the idea of an informal platform of local peacebuilders from various areas affected by protracted conflicts. These platforms are bringing together a diverse group of local peacebuilders and presenting opportunities for the establishment of additional, interconnected spaces for dialogue and cooperation across di-

* Professor Dr Marko Lehti is a deputy director of Tampere Peace Research Institute (TAPRI) and an academic director of master's degree programme in Peace, Mediation and Conflict Research (PEACE) both at Tampere University. His research in the field of peace and conflict research particularly focusses on peace mediation and dialogues, crises of liberal peace and liberal order, transformation of identities and the idea of Nordic peace. His latest book are "Contestations of Liberal Order. The West in Crisis?" (Palgrave 2020) that assesses the narratives about the crisis of western liberal order and "The Era of Private Peacemakers. A New Dialogic Approach to Mediation" (Palgrave 2019) that deals the turbulent change of international peacemaking field and the growing role of international NGOs.

Dr Élise Féron is a Docent and a senior research fellow at the Tampere Peace Research Institute (Finland). She is also invited professor at the University of Louvain (Belgium), the University of Turin (Italy), and the University of Coimbra (Portugal). Her main research interests include conflict-generated diaspora politics, conflict prevention, masculinities and conflicts, sexual violence in conflict settings, as well as post-colonial interstate relations. Her latest publications include: *Handbook of Feminist Peace Research*. Routledge, 2021 (edited with Tarja Väyrynen, Swati Parashar, and Catia Confortini); "Towards an intersectional approach to populism: Comparative perspectives from Finland and India" (with Shweta Singh), *Contemporary Politics*, 2021; "Embracing Complexity: Diaspora Politics as a Co-Construction." *Migration Letters*, 2020; "National populism and gendered vigilantism: The case of the Soldiers of Odin in Finland." (with Sarai Aharoni), *Cooperation and Conflict*, 2020; "Reinventing conflict prevention? Women and the prevention of the reemergence of conflict in Burundi." *Conflict Resolution Quarterly*, 2020.

Vadim Romashov's research addresses complex relations of minority groups in multicultural settings. He is currently finalizing his doctoral research on everyday co-existence of Armenians and Azerbaijanis in rural settlements of Georgia. Since 2012, he has been affiliated with Tampere Peace Research Institute (TAPRI), Tampere University, and has participated in TAPRI-led research projects focusing on conflict-affected areas of the former Soviet Union, particularly the South Caucasus. His recent publications have dealt mostly with the Armenian-Azerbaijani relations and the conflict over Nagorny Karabakh.

vides. Cross-regional corridors of dialogue can provide a conflict-neutral umbrella for these connections, a safe space for dialogue, and a dialogic arena with overlapping frictions, all of which help to transform the “us vs. them” setting. Based on knowledge exchange among civil society actors from various regions and international actors, cross-regional dialogues support multi-level processes that focus on problem-finding dialogue instead of problem-solving approach and on practical cooperation. This framework facilitates flexible, inclusive, and dynamic dialogue processes.

The focus of our study has been conflict-affected regions of Abkhazia, Nagorno-Karabakh, South Ossetia, and Transdnistria. During our project, the potential of cross-regional dialogues to promote peaceful conflict transformation was discussed and tested with local peacebuilders and experts from international organisations and international non-governmental organisations. We also organised two pilot dialogue platforms in 2019.

Socio-spatial Negotiations of Belonging amongst Turkish Nationals Settled in Athens after 2016

Filyra Vlastou, Emmy Karimali, Dr Eirini Avramopoulou & Dr Panagiota Koutrolikou*

Abstract: The refugee movement towards Europe that escalated in 2015 and 2016 significantly impacted European politics and policies as well as perceptions of migrants. Responses to the arriving refugees differed, ranging from practiced solidarity to border closures and deterrence. Greece and Turkey have been at the forefront of this “refugee crisis” both as places of transition and as places of permanent or temporary settlement and entangled in a border regime that is shaped by both national and international politics. While Greece was still affected by the financial/political crisis, Turkey faced a failed coup-d’état that subsequently triggered the migration of Turkish nationals to other countries. This paper focuses on this migration movement from Turkey to Greece after the 2016 failed coup and on the negotiations of belonging of Turkish nationals living in Athens.

* Filyra Vlastou – Dimopoulou is a social psychologist and a PhD student in human geography interested in the politics and spatialities of urban migration. She studied social psychology and research methods at the Panteion University of Athens and the Paris Descartes University, with a focus on place attachment at the neighbourhood and city scale (MRes). Since 2017 she is a PhD student at Paris 1 Panthéon – Sorbonne and National Technical University in Athens (co-direction), studying the dynamics of living together between migrants and locals in diverse urban spaces, adopting a socio-psychological approach. Since 2014 she has been participating in research projects on migration with the European Union Agency for Fundamental Rights (FRA) and the Panteion University, exploring among others: the post-2015 refugees’ experiences, locals’ human rights perceptions and labor exploitation of undocumented migrants. She is currently a researcher in the project “Geographies of settlement of the new Turkish migration in Athens post-2016 and dynamics of living together in times of multiple ‘crises’” funded by the European Union. She is also a member of the Greek team for the EU Horizon project TRAFIG: “Transnational Figurations of Displacement: Connectivity and Mobility as Solutions to Protracted Refugee Situations”.

Emmy Karimali is a PhD candidate at the School of Architecture, National Technical University of Athens Greece. She holds a Diploma (MArch) of Architectural Engineering from the National Technical University of Athens (NTUA) and an MSc in Human Geography from the University of Amsterdam (UvA) with a specialisation in Urban Geography. For her post-graduate Master’s thesis she worked on “Camp spatialities. The case of Moria, Lesvos” (2017) and for her PhD thesis she is focusing on ‘Warfare in urban environments. The case of South – East Turkey’. She has been working as a community mapping facilitator for Femmap project in Athens aiming to produce an alternative and creative feminine map for Kipseli neighbourhood and she is a partner of Commonsplace planning and design cooperative, where she is mostly working on developing projects, communication, and participatory planning. She is also a researcher in the project “Geographies of settlement of the new Turkish migration in Athens post-2016 and dynamics of living together in times of multiple ‘crises’”.

Considering the broader socio-political context of the historically loaded Greek-Turkish relations that continues to oscillate between national stereotypes of 'friends' and/or 'enemies', this paper explores the imprint of these stereotypes upon the lives of newly settled Turkish nationals living in Athens, at the conjuncture of the failed coup-d'état in Turkey in 2016, the economic and political atmosphere affected by the Greek economic crisis and covid-19 pandemic.

Turning the "geopolitical gaze" to the scale of the city, we explore the localisation of international relations upon peoples' lives within a context that enhances the circulation of historically-defined nationalist stereotypes about the Other. Furthermore, we explore the 'border-crossing' practices that take place at the level of everyday life and politics and transgress national(ist) constructions of borders, both symbolic and material. In this context, multiple and ambivalent new arrangements of 'citizenship', belonging, coexistence and conviviality are formed, which come to unsettle pre-established norms of spatial coexistence and perceptions of enmity and/or proximity.

* Dr Eirini Avramopoulou is an Assistant Professor at the Department of Social Anthropology, Panteion University. Her PhD thesis (2012, University of Cambridge, UK) explored *The Affective Language of Activism: An Ethnography of Human Rights, Gender Politics and Activist Coalitions in Istanbul, Turkey*. Her research interests include anthropology of human rights, social movements and activism; feminist and psychoanalytic approaches to subjectivity, biopolitics and affect; and on displacement, memory and trauma. She has recently been involved in a research project on the geographies of post-2016 Turkish migration to Athens and its influence on local relations among the given groups; displacement, memory and trauma in the island of Leros, Greece; *Changing spaces of refuge: histories and geographies of displacement amidst politics of crisis in Greece*.

Dr Panagiota (Penny) Koutrolikou is an Associate Professor at the School of Architecture, NTUA. In her PhD thesis (2009, UCL, UK) she researched *'Ethnocultural relations in East London's multiculturalism: regeneration, governance and potentialities of in-between arenas'*. Her research interests include: cities and urban conflicts; questions of urban crises and governance; geopolitics of migration and development and socio-spatial justice and geographies of rights. She has recently been involved in research projects on legal geographies of (un)safety and asylum in Afghanistan; the geographies of post-2016 Turkish migration to Athens and its influence on local relations among the given groups; on redefining spatial justice in Athens as a city in crisis and on governmentalities of urban crises.

SESSION 2: THE TRANSFORMATIVE ASPECT OF DIALOGUE AND EMERGING COMMUNITIES

CHAIR

Dr Scherto Gill*, *Visiting Fellow at the Centre for International Education and an Associate Lecturer, University of Sussex*

* Dr Scherto Gill is a Visiting Fellow at the Centre for International Education and an Associate Lecturer. She is also a Senior Fellow at the GHFP Research Institute, an international peace think-tank based in the Southeast of England. Scherto directs the UNESCO Collective Healing Programme; and she chairs the G20 Interfaith Forum's Education Working Group. Scherto's research interests centre on understanding peace, human well-being and flourishing as holistic and dynamic processes. The key concepts she is developing include human-centred education, positive peace, deep dialogue, ecology of well-being, and dialogic approach to global governance. Through research and work at the GHFP Research Institute, she has been actively exploring ways to apply these concepts and ideas in educational innovation, peacebuilding, political economy, and social transformation.

Dialogic Dialogues? An Analysis of Online Interactions Transforming Strangers into a Community

Dr Luisa Conti*

Abstract: Dialogue is a concept in which lies a great potential for orientating processes of inclusive transformation of society, which Covid-19 Pandemic reveals to be and even makes itself more and more urgent. Such inclusive institutional, structural transformation implies the ability to perform the dialogic turn in everyday interactional dynamics, as just through communication a culture of dialogue can be performed and spread in common sense world.

In order to gain knowledge about the factors which foster or hinder the development of dialogic interactions I have been analysing since 2017 dialogues taking place in relatively small off- and online communities, with and without a facilitator. The main corpus of this paper consists of the recorded interactions of students of various European and Extra-European Universities which in a few weeks of role-playing game must transform from strangers into a functioning community. Using conversation analysis and integrating it with intercultural hermeneutics I will investigate the corpus in order to identify recurrent factors which foster the development of a dialogic culture, which will be obviously defined at the beginning of the paper.

The two role-playing games which are object of my research, Megacities and Bilangon, have been conceived to foster collaboration among the teams who need to create a vision for a new city (Megacities)/ island (Bilangon). The corpus consists of four full games (three times megacities, one bilangon). Both role-playing games are six weeks long, most of the interaction takes place on zoom. All sessions are recorded with the written permission of the participants.

In the workshop I'd be pleased to show some of the most interesting sequences and discuss them with the participants.

* Dr Luisa Conti is since 2006 lecturer on Intercultural Communication and Pedagogy at the University of Jena (Germany) and has been visiting lecturer at various foreign Universities. Her work focuses on the chances and challenges of creating an inclusive society with a specific attention to the potential of the concept of dialogue.

Dialogue: A Promising Vehicle to Steer Transformative Local Change towards more Sustainable Communities?

Dr Nora Ratzmann and Dr Julia Plessing*

Abstract: Transformative research focusses on collaborative efforts with civil society and local governments as partners to generate new ways of thinking and doing – insights into what works in practice – from the bottom-up. Through a self-reflective exercise, this article critically discusses the action research methodology of the 2020 created ‘German-French Forum for the Future’, which envisions to develop policy recommendations to promote just ecological and social transformation in France and Germany. Through observation and dialogue, the Forum aims at gathering perspectives from the field, support processes of reflection and learning, and identify hindering and facilitating factors for social innovation and ecological and transition across local initiatives. In a co-creative process with experts and policy makers these are then translated into recommendations for national policy makers.

Central to the Forum’s approach are curated, tailored and theme-based peer-to-peer dialogues between various local initiatives to create space for experience-sharing and knowledge transfer. From exchanges between such emergent communities of practice, the article offers lessons learnt on how to steer transformative change across comparable local settings while avoiding one-size-fits-all approaches. Our analysis is based on a series of peer- to-peer exchanges, interviews and participant observation on how municipal public administrations and local civil society initiatives can jointly implement local climate action plans.

Findings offer insights into how dialogue can ease conflict in working relationships, by making divergent role understandings, institutional constraints on capacities, mandates and cultures of participation explicit and transparent. Our data show how dialogue, and the insights gained in such dialogues can contribute to overcoming institutional stumbling blocks during local implementation through two complementary levels of engagement: a) dialogue between actors within the same community of practice (i.e., between local administrators, and civil society representatives of one city), and b) dialogue with other communities of practice (i.e., other cities implementing their climate action plan). We reflect on how dialogue becomes a tool to generate mutual understanding and better communication (as a basis for collaborative implementation) within a community, by offering room for reflection with out-

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Dr Nora Ratzmann is Research Leader for the 'French-German Forum for the Future', Institute for Advanced Sustainability Studies (IASS). Her work focuses on socio-economic and ecological transition, migration politics, social protection and policy implementation. Nora completed her PhD at the Department for Social Policy, London School of Economics. Previously, she held research positions at the think tank RAND Europe, UNESCO, and the Expert Council of German Foundations for Migration and Integration.

siders of comparable local contexts. Considering the current context of the pandemic, our work also offers insight onto how to harness change and support collaborative learning digitally.

“Thank you for coming”—The Contingent Construction of Identity Leadership, Social Influence and Dialogue during a Vigil in Memory of Sarah Everard

Dr Terry Au-Yeung, Prof Clifford Stott, Dr Matthew Radburn & Dr David Rowlands*

Abstract: On 13th March 2021, a vigil for Sarah Everard was due to be organised at 6 pm near Clapham Common bandstand by a local activist group, Reclaim These Streets (RTS). But the group called off the event after the Police refused to facilitate the assembly because of surrounding COVID-19 regulations. Despite the organisers’ cancellation and Police warning that any gathering would be unlawful, well over a thousand mourners assembled at the scheduled location and gathered around a central bandstand. The absence of any organisers left the gathering without identified leadership. In this context, from around 5:45 pm three individuals— a middle-aged male, an elected female counsellor, and three young female activists — consecutively took to the bandstand delivering speeches to the crowd.

* Dr Terry Au-Yeung is a Postdoctoral Research Fellow at KPAC, Keele University. His research involved developing methods in how to analyse individual experiences in real-time encounters in situ from video data. Dr Au-Yeung is currently the lead for Keele’s strand in the ESRC-funded project Perceived threats and ‘stampedes’: a relational model of collective fear responses, analysing CCTV footage of selected mass emergency incidents in London Underground. He recently completed a PhD in Communication at the University of Macau. Before undertaking his PhD, Dr Au-Yeun worked in the business sector for seven years as a trainer and project manager, including child rights and worker-management communication projects.

Prof Clifford Stott is a Professor of Social Psychology and Dean for Research in the Faculty of Natural Sciences at Keele University. Dr Scott is also Director of the Keele Policing Academic Collaboration (KPAC), Keele’s Strategic Research Centre focused on policing and security issues. He is currently co-Chair of the Security and Policing sub-Group of the U.K. Government’s Scientific Advisory Group in Emergencies (SAGE). Dr Scott’s research has high-level external impact at a national and international level. It has informed policy, guidance and practice in the management of crowds for a range of government and police organisations in the U.K. including the Home Office, the Association of Chief Police Officers, the College of Policing, Her Majesty’s Inspectorate of the Constabulary as well as among others the Metropolitan Police Service, Staffordshire, Sussex and West Yorkshire Police. As a result, in 2014 he was awarded the Economic and Social Research Council’s ‘Celebrating Impact’ First Prize and in 2015 his work on policing crowds was acknowledged by the ESRC as one of its ‘Top 50’ achievements in its 50-year history.

Dr Matthew Radburn worked at the College of Policing, in the ‘What Works Centre for Crime Reduction’ team on multiple projects focused on developing national evidence-based standards and guidelines for the police service across England and Wales. Dr Radburn has experience in undertaking and publishing both qualitative and quantitative research projects as part of the N8 Partnership and KPAC. He currently leads KPAC’s strand of a large-scale multi-institutional UKRI funded project which explores the UK’s Civil Contingencies response to Covid-19. His research interests largely focus on Procedural Justice Theory, theorising police-public interactions and identifying how the police can act in ways that are likely to be viewed as legitimate and just.

Dr David Rowlands’ previous research has explored interventions with substance users involved in the Criminal Justice System, and more broadly he is interested in identity approaches to behavioural change. He recently completed a PhD that focuses on studying identity processes involved in recovery from substance misuse. Dr Rowlands is currently leading on a KPAC pilot project, in partnership with Staffordshire Police, exploring issues of police disproportionality.

Each received fundamentally different normative reactions. The first male speaker was contested, and officers were applauded for forcefully removing them. The next two were more successful in mobilising the crowd to act in unison, and the latter of which provoked a police intervention that was both condemned by the crowd and which led to conflict.

This paper applies Membership Categorisation Analysis (Fitzgerald & Au-Yeung 2019) and ideas of ‘identity entrepreneurship’ (Haslam, Reicher & Platow 2011) to examine sequentially how the three speeches mobilised the crowd. We argue that the last speaker was most influential in transforming the situation because they were able to invoke historically embedded shared and identity-relevant cultural resources to craft a contextually defined “sense of us” (Haslam, Reicher & Platow 2011). As such they emerged as the “principals” (ibid) at the end of a sequence of interactional processes. We then explore how police intervention itself then revolved around failures in their capacity to evoke a dialogue-based solution. We contend this emergence of “identity leadership” (Ibid) and its capacity to transform crowd norms set the backdrop for the Police’s later intervention to first liaise with these principles but then to forcefully remove them. These processes ultimately provoked the nationally televised stand-off between the crowd and the Police and widespread calls for the resignation of the Police Commissioner. We conclude by exploring how an action-based conception of identity leadership helps to better conceptualise the decentralised organisation and emergent leadership of public assemblies and protests in the social media era.

SESSION 3: MIGRANT COMMUNITIES, SENSE OF BELONGING, AND CONFLICT RESOLUTION

CHAIR

Prof Anwar Alam*, *Senior Fellow with Policy Perspectives Foundation, New Delhi*

* Prof Anwar Alam is a Senior Fellow at the Policy Perspectives Foundation in New Delhi. Previously he served as full Professor in the Department of International Relations, Faculty of Economics and Administrative Science Zirve University, Gaziantep, Turkey. He was AVH Visiting Fellow at the Department of Philology, Albert Ludwigs University of Freiburg, Germany in 2016 and 2017. He is a regular visiting Faculty at National Institute of Design, Ahmedabad, and at Department of Civics and Politics, University of Mumbai, Mumbai. Prof Alam has published extensively in the fields of international politics, politics in West Asia and South Asia, Indian politics and Indian foreign policy, and Muslim politics.

KEYNOTE

Gender and Diaspora Communities

Amina Yaqin*

* Amina Yaqin is a Reader in Urdu and Postcolonial Studies at SOAS. Her monograph *Gender, Sexuality and Feminism in Pakistani women's poetry* is forthcoming with Anthem Press in 2021. She is co-author with Peter Morey of *Framing Muslims: Stereotyping and Representation after 9/11* (Harvard University Press, 2011) and has co-edited, *Contesting Islamophobia: media, politics and culture* (IB Tauris/Bloomsbury 2019); *Muslims, Trust and Multiculturalism: New Directions* (Palgrave MacMillan 2018); *Culture, Diaspora and Modernity in Muslim Writing* (Routledge 2012). Her research is interdisciplinary and engages with contemporary contexts of Muslim life as well as the politics of culture in Pakistan where she grew up.

The Cohesion of Schools as Intercultural Communities in the Management of Covid-19 Pandemic. Reflections, Narratives, Fears and Hopes from the Voices of Teachers and Children in England and Italy

Claudio Baraldi, Federico Farini & Angela Scollan*

Abstract: In conditions of superdiversity (Vertovec, 2007), the classroom can be a community of dialogic practices where personal and cultural identities are constructed and negotiated (Baraldi et al., 2018). The classroom has been recognised as a crucial context for integration of children with migrant background. However, for the first time in many decades, children across Europe, and globally, have been removed from their primary contexts of socialisation in a public health scramble to contain the pandemic, primarily through extended lockdowns.

* Claudio Baraldi is a professor of Sociology of cultural and communicative processes at the University of Modena and Reggio Emilia, Department of Studies on language and culture. His research concerns communication systems and forms of communication. In particular his research focuses on forms of intercultural and interlinguistic communication, and adult-children interactions in educational contexts. His most important interest is in the analysis of methods and techniques for dialogic facilitation of participation and language and cultural mediation. Claudio Baraldi has directed or co-ordinated more than 70 empirical research programmes, and he has extensively published in national and international journals. At present, he is principal investigator of a consortium of 10 partners in a Horizon 2020 research program on migrant children's integration in schools (Children Hybrid Integration: Learning Dialogue as a way of Upgrading Policies of Participation). He is also coordinating a national research programme (PRIN) in Italy, researching education and health of migrant-background children.

Federico Farini is Associate Professor in Sociology at the University of Northampton. From 2015 and 2017 he worked as Senior Lecturer in Sociology of Early Childhood at the University of Suffolk leading the equality and inclusion strategy of the institution. Previously in his career, Federico was a founding member of the Centre for Educational Research and Scholarship (2014) and the London Equality in Education Research Network (2015) while at Middlesex University. Federico received a PhD in Sociology of Intercultural Relations from the University of Modena and Reggio Emilia, where he worked as a researcher in Sociology between 2008 and 2013. Federico has published books, chapters, articles and edited books in Italian, English and Slovenian language. His research activity includes EU-funded research projects concerning inclusive education, intercultural communication, renovation of urban spaces. Federico's current interests mainly revolve around issues of inequality in the access to education and social services, as well as around participatory research methods and public sociology.

Angela Scollan is a Senior Lecturer in Early Childhood Studies and Education Studies at Middlesex University. Previously, she has worked as Foundation Degree Coordinator in a Further Education College and as a Ofsted Inspector. Since the early 1990s, Angela has worked directly with and for children positioning her practice within a transdisciplinary approach and as a rights-based advocate. Her teaching philosophy, research and writing focus on the child first. Whilst touching on an array of themes relevant to education and care: adults-children interactions; rights-based pedagogies, leadership and management, curriculum studies for Early Years Education, critical education studies, social work with young children, services-families' partnership. As an activist against educational disadvantage, Angela has worked with many local authorities in project to support inclusion and equality in education across England towards enhanced social mobility. Angela is currently undertaken research within a EU-funded project analysing how facilitative education can promote dialogue and children's agency in intercultural educational settings.

This contribution engages with the voices of children and teachers in two major European countries, Italy and the United Kingdom as they were facing a dilemma whether to keep schools open to secure minimal conditions of socialisation for children or closing schools to prioritise the containment of the pandemic.

The consequences of the management of the COVID-19 pandemic on the cohesion of schools as intercultural communities of learning impacted on teachers, children and families. Public health measures to contain the COVID-19 pandemic affect the quality of children's learning experience and deny access to the classroom as a space of socialisation and intercultural dialogue. Families' socio-economic status may exacerbate the effects of the pandemic, as it appears to be the case for children with migrant background.

This contribution gives voice to the perspective of teachers and children in super-diverse educational contexts, focusing on how the management of the pandemic: 1) impacted on children's learning experience, in particular the progression of children with limited access to suitable spaces and resources for home learning; 2) affected those networks of social relationships and intercultural dialogue that have the classroom as their substratum.

Based on theories of intercultural communication, dialogue studies and sociology of education, the analysis of 25 qualitative interviews with teachers and 25 focus groups with children in Italian and English primary and secondary schools supports a discussion and the comparison of children and teachers' representations of the challenges that the management of the pandemic is posing to the classroom as an intercultural community and a context of integration, hybridisation and dialogic construction of the meaning of cultural differences.

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Dialogue within and among Transnational Communities of Refugee Learners and Teachers: Covid-19 and Digital Literacies in Online Spaces

Tony Capstick*

As the threat of the COVID-19 pandemic intensifies, displaced learners face increasing challenges to accessing the learning online that they were attending offline before the start of the pandemic. It is these learners' and their teachers' dialogic relations which are at the core of the Covid-19, migration and multilingualism (CV19MM) project, run in partnership with stakeholders offering language lessons in Jordan, Turkey and the UK.

In our paper, we respond to the question 'Did the Covid-19 pandemic and lockdowns result in new types of community connections as refugee learners and teachers came together online?' We examine NGOs' shift to working online and the shift in data collection procedures when recording refugees' ability to navigate online spaces through the lens of New Literacy Studies which foregrounds the analysis of culture and identity in the literacy practices of migrants (Barton and Hamilton 2000). Darwin and Norton (2015) recognise that the spaces in which language socialisation takes place have become increasingly deterritorialised. We focus on the dialogic engagements which emerged from increased online interactions and the constraints and affordances of digital literacies in the dialogue of these transnational communities as part of the CV19MM project in 2020-2021. We end with a discussion of how our findings shed light on working with stakeholders across borders and how this approach enhances research on language, dialogue and migration when carrying out impactful research which is of use to NGO stakeholders.

Keywords: Displacement, Dialogic Teaching, Transnational Refugee Communities, Literacy Practices

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* Tony Capstick is Lecturer in TESOL and Applied Linguistics at the University of Reading. He carries out research on language use and language education in resource-low environments and his main focus is multilingualism and migration, particularly in refugee settings. He was Lead Educator of the Futurelearn MOOC *Migrants and Refugees in Education: A toolkit for teachers* having previously co-authored the report 'Language for Resilience' for the British Council. His new textbook for Routledge *Language and Migration* was published in 2020. It features a range of activities and case studies for advanced undergraduate and postgraduate students and draws on real-world examples from Tony's time teaching and researching in the Middle East, South Asia, South East Asia and Europe with additional contributions from scholars in the Americas and New Zealand.

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Connected or Separated? Transformation of Muslim Student Community in Japanese University under the COVID-19

Dr Hiroko Kinoshita*

Abstract: Due to the unprecedented pandemic of covid-19, all lectures for the year 2020 in most Japanese universities were conducted online or on-demand. Campus access and students' extracurricular activities were banned, and the campus, which had previously been filled with students, was completely transformed. In addition, campus life was drastically changed as the university issued a notice to avoid multiple gatherings outside the university due to concerns about the occurrence of clusters.

For Muslim students, mass prayers on Fridays, which illustrate the most important aspect of their daily worship, as well as Iftar, the first light meal taken after sunset that works to strengthen the bonds between Muslim students, during the fasting month were banned. As a result, they were deprived of the only opportunity to meet other Muslim students and their families on campus.

In this paper, I will focus on the Muslim international student community in Japanese universities. How do they work to maintain their connections with each other under the pandemic where face-to-face "gatherings" are not possible? What methods do they use for "dialogue" when face-to-face "dialogue" is not possible? Through the adapting the perspective of participant observation and interviews, this paper will clarify the transformation of the Muslim international student community in the era of the pandemic.

* Dr Hiroko Kinoshita is Associate Professor at the International Student Center, Kyushu University. She graduated from Kyoto University (Ph.D.), majoring in Area Studies. Her current research interest is to elucidate transnational migration in the Islamic world and the social networks formed by mobile people using quantitative and qualitative methods.

SESSION 4: DIALOGUE SPACES AND COMMUNITIES

CHAIR

Dr Mary Earl*, *Senior Lecturer in World Religions at the Faculty of Education in the University of Cambridge*

* Dr Mary Earl is a lecturer in Religious Studies at the University of Cambridge. She teaches, at PhD, M Phil and Master's level in fields relating to Values education, religion in education, globalisation, migration histories, the feminine and values education, epistemological narratives and concept related development of evidence based practice in education in world-views. Her research interests include language and learning, values education, education out of classrooms (e.g. museum education and work within theatre, and music contexts), pedagogy and dialogic. She has recently completed an international study with US/UK schools related to establishing 'best practice' pedagogically, for teaching about from beliefs and practices in schools and am currently embarking in research related to using lesson study to transform leadership for learning RE courses in primary education.

Community Campus as Threshold: A New Point of Dialogue for Academia and the Community

Prof Robert Brown, Dr Paul Warwick, Zoe Latham, Rachel Manning & Dr Sebastian Stevens*

Abstract: This paper will explore an argument for the siting of trans disciplinary civic - learning and community-oriented development, co-joined with civic partners, in community campuses situated within the community. This proposition recognises the value to be gained through a stronger dialogic relationship situated in a shared ground of agency and discourse, and whose potential is reinforced through a rediscovery of the local arising out of the Covid pandemic.

This rediscovery of the local has further pushed civic universities pre-existing interrogation of their community-based learning practice in the context of marginalised communities, and underlies our question of how might we foster a dialogic relationship with a community when we are not part of the community? This challenge is exacerbated by the introverted model of the academy inherited from its origins in medieval monasteries. Equally pressing is how we might address multivalent problems of community when many otherwise positive examples of community engagement focus on singular, disciplinary issues?

Proposed here is a positioning of the civic-university directly within the community offering opportunity for everyday dialogue on and experience of local life. This proposal resites the university's civic-ori-

* Professor Robert Brown is Professor of Architecture and Master of Architecture Program Leader at the University of Plymouth. His pedagogy and research is grounded in his professional and personal experience of operating as the other in the context of somewhere else, having worked on community development projects for over 30 years in Africa, India and the UK. This breadth of engagement is paralleled in his teaching, having taught and lectured at various institutions in Austria, Canada, China, Egypt, Italy, Japan, Latvia, Poland, the UK and US. He is founder and co-leader of the transdisciplinary Urban Dialogues group at the University of Plymouth. His research focuses on socio-cultural identity, urbanism and pedagogy, and is framed by a dialogical perspective, interrogating conditions of multiplicity and the possibility for working with difference. These inquiries embrace a cross-disciplinary perspective (e.g., architecture, cultural geography, film) to reveal new understanding and potentiality for change.

Dr Paul Warwick is Associate Professor in the Institute of Education, and is Director of the Centre of Sustainable Futures at the University of Plymouth. He is co-leader of the transdisciplinary Urban Dialogues group at the University of Plymouth, and sits on numerous regional and national bodies related to education for sustainability. He has lectured globally on sustainability education. Much of his work focuses on how education might engage with the UN's Sustainable Development Goals, and the potential for civic-engaged learning and leadership in sustainable education and development. He has published on educational change, spaces of dialogic learning, and transdisciplinarity within sustainable education pedagogies. He is currently project lead on a University of Plymouth-funded study on civic learning and community hubs.

ented* initiatives outside the academy in the community-based campuses in a shared ground of activity and interaction, extending similarly-sited and successful private and voluntary community development practice. Central to this campus would be the coming together of multiple university disciplines and community partners to generate and deliver joined-up approaches to multivalent issues.

This initiative would simultaneously afford an innovative education while enabling students and staff to contribute to the wider community; at the same time, the community campus would serve as an active agent in bringing the community together and reshaping its future. The community campus would act as a dialogic threshold between academia and the community, a space grounded in its social nature, mutual embrace and exchange.

Keywords: Civic Ally-learning, Community, Community Campus, Dialogic, Development, Trans-Disciplinary

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Rachel Manning is a PhD student at the University of Exeter, where her PhD focused on “The Impact of Environmental Settings on Young People’s Health and Wellbeing”. She is currently research assistant at the University of Plymouth. She has previously been a lecturer in Education at Plymouth, and education officer for Sustrans. She has and continues to be involved in community outreach providing educational support for youth. Her research interests focus on community education and empowerment.

Dr Sebastian Stevens is Research Director and Co-Founder of Apollo Health Innovations, and also contributes to research at the University of Plymouth. He was Research Fellow at the Universities of Cardiff, Exeter and Plymouth, and associate lecturer at the University of Plymouth over much of the last 10 years. He has co-authored numerous publications on the experience of entry level students in higher education. His research extends to interests in interdisciplinary education and community engagement.

Curating Spaces of Hope: Exploring the Potential for Faith Based Organisations (FBOs) and Intra-communities Dialogue, in a post-COVID Society

Dr Matthew Barber-Rowell*

Abstract: During this paper, I will consider the role of Faith Based Organisations (FBOs) in connecting and resourcing communities through dialogue with the public sector during the COVID-19 pandemic, and the potential for dialogues of these kinds to inform curation of new spaces of hope, engagement and practice, in a post-pandemic society. First, I will set out the role of FBOs during the pandemic, using the Keeping the Faith report commissioned by the APPG for Faith and Society and delivered by the Faith and Civil Societies Unit (FCSU) at Goldsmiths University of London and William Temple Foundation (Published November 2020).

Debated in Parliament, Feb 2021). This report highlights the work of FBOs during the first lockdown in the UK, the new relationship with public sector organisations and the emergent implications for the post-COVID context. Second, I will introduce Spaces of Hope, a new paradigm of FBO including a consultative methodology and tools for dialogue, produced through my PhD thesis at FCSU. This paradigm responds to calls for a new definition of FBOs in policy settings (Johnson, 2014) and the emergent post secular belief / policy landscape (Dinham and Baker, 2018). I will contextualise the relevance of Spaces of Hope to post-pandemic. dialogue between communities across the faith and public sectors, using data from my thesis, public sector commissioned Spaces of Hope dialogue network, and a case study of Spaces of Hope by the Inquiry into the Future of Civil Society in England (Dinham et al, Forthcoming).

Finally, I will consider how the Spaces of Hope paradigm can facilitate intra-communities dialogue and possible implications for the role of FBOs and the future of communities in a post-pandemic society.

* Dr Matthew Barber-Rowell is an academic and activist who has been working with FBOs in communities in the North West of England for the last 10 years. Matthew was awarded his PhD in Theology and Religious Studies, from Goldsmiths, University of London, in April 2021. Matthew's PhD offers a new paradigm and consultative methodology for FBOs. In recognition of his doctoral work, Matthew has been accepted as a Research Fellow with the William Temple Foundation (WT), initially from 2021-2024. This follows the 2019 award of a Temple Scholarship from WT for 'ground-breaking work in partnership and policy formation'. During the pandemic, Matthew, was one of 5 colleagues from WT and the Faith and Civil Society Unit at Goldsmiths, University of London, to complete UK wide research that comprised the 'Keeping the Faith' Report, published by the APPG for Faith and Society in November 2020.

A Place-based Approach to Online Dialogue: Community Appreciative Inquiry in Utrecht, The Netherlands During Covid

Evelyn Henderson-Child*

Abstract: Dialogue has a unique place in Dutch society. In 2002, in response to the 9/11 attacks in New York, the first Day of Dialogue was held in Rotterdam. The event was organised by the municipality with the aim of creating greater social cohesion and mutual understanding between local people of different backgrounds, using the principles of Appreciative Inquiry (AI). In 2004, this became a week-long event, which has since been replicated in 100 municipalities throughout the Netherlands by a network of local dialogue organisations. In some cities, these organisations now hold dialogue meetings all year round.

Utrecht in Dialogue (UID) is one of these organisations, working with government, business and civil society partners to create events that speak to Utrecht residents since 2008. When the COVID-19 pandemic arrived in 2020, UID moved all dialogues online and continued to coordinate Zoom dialogues on at least a weekly basis. True to its mission, UID welcomes loyal participants, first-timers, Dutch and English speakers, long-time residents and newcomers. Thanks to the online format, a growing contingent joins meeting from other places in the Netherlands and even abroad. Several participants will never attend a face-to-face meeting. Yet even as the virtual format gives rise to a more geographically dispersed audience, UID remains highly local in its focus on community cohesion and mutual understanding; the community building strategy is centred around the city districts, as are the topic choices and partner network.

This article explores these structured online dialogues as a place-based practice, by means of ethnographic observation of 10 dialogue meetings and interviews with volunteers and participants. The research thus contributes to an understanding of the role of online dialogue in creating local community cohesion, of online and offline dialogue communities of practice and to the specific practice of AI dialogue in the Netherlands.

* Evelyn Henderson-Child is a Master's student in Intercultural Communication at Utrecht University in the Netherlands. She gained her Bachelor's degree in Languages (French, German and Dutch) and Management from the University of Cambridge in 2019. She now specialises in the study of multilingual interactions and language policies fostering inclusive multilingualism. Her MA thesis explored virtual conversations between native and non-native speakers, comparing the approaches of monolingual and multilingual native speakers to misunderstanding. She also works as an event coordinator and dialogue facilitator at Utrecht in Dialogue, a foundation bringing local people from different backgrounds into conversations, with the aim of creating greater mutual understanding and combatting polarisation in Dutch society.