

Democratic

Education

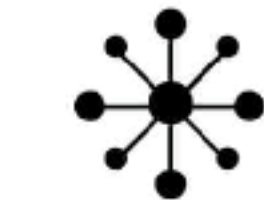
Network

Magazine

# *Acknowledgments*

This magazine would not have been possible without the participation, engagement and encouragement from so many students from the University of Westminster in general, and the Department of Politics and International Relations. Special thanks should be given to all the past and present members of Democratic Education Network for their collective approach and for believing and demonstrating that they can create their own world once they work together. There are so many names to include that we are likely to miss many and hence we cannot name all the students here and so we have included the main editors, designers and those who have contributed to the magazine.

While this is a student endeavour, we like to thank the staff in Department of Politics and International Relations especially Dr Farhang Morady, the founder and academic coordinator of DEN, Professor Dibyesh Anand, the head of Department of Politics and International Relations; Professor Andrew Linn, the Pro Vice-Chancellor and Dean of Faculty of Social Science and Humanities; Professor Roland Dannreuther, Deputy Vice-Chancellor; and Dr Thomas Moore, Director of Cross- Disciplinary Learning and Teaching. DEN is generously funded by the Quintin Hogg Trust since its launch in 2016 and we appreciate its vision and desire to support student initiatives.



**DEN**

**The Democratic Education Network**

*It is a great pleasure to be able to support DEN magazine, the latest initiative of the Democratic Education Network. In a time characterised by seemingly increasingly insular world views, DEN's commitment to engagement across any and every boundary is an inspiration. Our students have a lot to teach us when it comes to outreach and engagement, and I'm sure that the magazine will allow DEN to increase its reach further still and become an even greater force for positive change.*



**Andrew Linn**

Pro Vice-Chancellor | Dean of Social Sciences and Humanities  
Professor of Language, History and Society

# *Introduction*

## **Democratising Higher Education in the Era of Globalisation**

With the globalization of the world especially in the last 20 years, the Higher Education Institutions (HEI) have been going through tremendous change and the University of Westminster has not been an exception to this process. This period in the UK has coincided with an increase in the number and diversity of students in HEI – there are over 2.3 million students now, including many who have not been through a traditional educational path. This is staggering as in 1962 around 7 percent of school leavers entering university whereas the current figure is around 48 percent. The student population has changed its class origin, gender, and race. With this and the changes in the demography of London, the University of Westminster has attracted students from all over the world.

As a result of this, the whole sets of changes have been taking place in HEI from the internationalization of the curriculum to focus on various new aspects such as employability, student support, and engagement. There has been growing pressure on HEI to “empower” and encourage students to become “co-creators of knowledge”. In order to achieve this HEI have been saddled with different targets and challenges to maintain quality, retention, and progression through Key Performance Indicator, Students Education Experience and National Students Survey. It is hoped that this would contribute to public accountability, transparency and help students to make better choices and enhance their own learning experience.

Universities, therefore, have had to deal with prioritizing students’ engagement at both micro and macro level. Student engagement, apart from demonstrating students’ academic commitment and application, also reflects the quantity and the quality of time and energy that they devote to co-curricular activities. Hence, students by going through this process claim ownership over their own educational journey. However, engagement is neither an abstract concept nor the sole responsibility of students. HEI sector including the management, lecturers, and administrative staff have their own roles to play.

In the Department of Politics and International Relations at the University of Westminster, we have worked hard to experiment with various strategies that would work best to support the diverse group of students we have. We want

them to feel comfortable, gain confidence, acquire skills, recognize education as a right and not a privilege, engage with the wider world humanely, and flourish. In 2016 Democratic Education Network (DEN) was launched to offer a unique opportunity to galvanize students around their identity in the globalized world. By employing the university's strength as being one of the most diverse institutions in the world we recognized students could potentially become a bridge between the academia and the communities in London and the world around us.

DEN is a voluntary network that does not have rigid boundaries and embraces undergraduate and postgraduate level students and is supported by Ph.D. students as well as academic staff. It has been supported through seed funding by Quintin Hogg Trust. The network is now integrated with over 175 students and staff members. DEN now provide students a platform where students can combine their skills, passion, imagination and the knowledge gained in and outside the classrooms together. This has been very important not only because it encourages student engagement but also recognize their past, their work with the community and their important role as global citizens.

Over the period of two years, DEN has broadened its horizon and has supported numerous projects conceived and implemented by different students. It has grown every semester with more and more students participating, designing, developing and implementing their own projects whether it is an exhibition, production of plays, organizing workshops or developing community mentoring schemes. DEN has expanded and integrated into a coherent and effective network or what we can describe as different zones of learning that offer students clear pathways for the community and international participation, opportunities for experiential and community-based learning and a range of practical and employment-enhancing democratic Skills.

By not being restricted to just one mode of learning, students have been able to express themselves in multiple ways. They have been full of enthusiasm for their performance with no criteria or grading system imposed on them. Students have checked, balanced and developed their democratic skills by working in a friendly environment by encouraging each other and ensuring respect and equality are paramount to the success of their projects.

These pathways have also included exchanges, visits, and workshops with universities across the globe; we have developed our curriculum in a manner that facilitates the exchange of knowledge, skills, and experience beyond the

nation-state borders. The use of knowledge exchange activities with local communities and international universities has become a vital tool for all the students regardless of their nationalities and other identities. Through students, DEN has placed the University in a unique position where it provides much more than a comprehensive academic curriculum; it offers an education that goes beyond borders in a truly global fashion while being mindful of individual and local specificities.



**Farhang Morady**  
**Principal Lecturer in International Relations and Development Studies and Academic Coordinator of DEN**

# *Student Journey at DEN*

“**DEN** has given me the opportunity to meet really creative individuals and make friends I hope to keep for a lifetime. It has also been a booster for my confidence and a place I can develop my ideas.”

*Hawakiin Haji Ali*



"**DEN** means a lot for many of us. We got together and we turned our passion for politics and equality into something concrete. An amazing experience that I will never forget.”

*Lorenzo Cortinovis*

“In my second week at the University of Westminster, fresh-faced and channeling the ‘new-student awkwardness’ completely, I decided to drop by at a meeting of the Democratic Education Network (DEN). The DEN hangout at Wells Street was crowded, a circle of students listening raptly to a smiling Professor. Failing at my attempt to hide my entrance, Professor Farhang introduced me and soon I was a part of the circle, with everyone introducing themselves and making me forget that it was my first meeting at DEN. A term later, DEN continues to be that for me – a bunch of enthusiastic, lively, intelligent, creative young people who welcome you with hugs and warmth, give you a safe space and work together to create something even bigger, better, more impactful than themselves.

The focus being students, DEN provides ample space for students to experiment, learn, exchange, create and change. Collaborating with community groups who have practitioner expertise and international universities, DEN also works on improving employability skills of students, preparing them for their post-college future.

Through our stories and our projects, we hope to go beyond our university, to encompass student communities everywhere, to learn and grow. The magazine is a collection of our experiences of the last few years with details of the projects initiated by DEN members and their progress, and stories of our travels in UK, Turkey, Vietnam, Uzbekistan and India. A glimpse of life in DEN, from the students themselves, is what this magazine aspires to bring to its readers.”

Written by Anna Menon

Edited by Palakh Dutta





**DEN**

The Democratic Education Network

**PROJECTS**



**“A student-led departmental blog centered around global issues”**

Inside Westminster is a student-coordinated departmental blog centered around exploring and deciphering the intricacies of contemporary global issues while elucidating student perspectives. This is an opportunity for Undergraduates, MA and Ph.D. students to post their thoughts on current affairs and take part in discussions. Inside Westminster is more than a blog; it is a multifaceted network that enables the interconnectivity of students in the department. Networking within the department is imperative. The blog aims to be as student-oriented as possible. We would like to invite you to write, connect, and leave a topic to discuss, or even share information on event/seminar locations on this online student forum.



DEN facilitates dialogue and the sharing of knowledge between DPIR students, international universities and other communities in London. Home to a range of funded and student-led projects, DEN provides pathways for local and global participation, experience in field research, workshop, short courses, and conferences.

The network in an international university along with NGO links enable students to learn in a global environment and to share knowledge with practitioners, both in London and abroad. Dedicated to the proposition that democracy could mean so much more... especially in education. DEN works with students who want practitioner expertise, and international universities working on issues of democracy. DEN projects share knowledge, enable participants and develop employment-enhancing democratic skills.



## Meet the Inside Westminster Team

Palakh Dutta



Palakh Dutta is a Doctoral Researcher in the Department of Politics and International Relations at the University of Westminster, United Kingdom. She holds a Masters Degree in International Relations from the same university. An extremely enterprising student has been actively involved in various social projects. She has been vocal in espousing important social causes such as women's health and literacy. Palakh also holds a graduate degree in History from Hansraj College, Delhi University. Palakh is a big movie buff which is why you might find her to be a little over-dramatic, full of energy and agony aunt to all.

Pranav Ramesh

Pranav is a third-year History and Politics Student, with mad love for South Asia and a keen interest in researching and critiquing any fundamentalist right-wing ideology. He relishes the term 'anti-national' and would freely invite all comers to hold forth on the subject. When not moaning about writing blogs, Pranav writes a blog on travel and living outside his homeland. Also, Pranav likes hats and thinks they are awesome.



*Tallulah Patricia*



Tallulah Patricia is a third-year Politics and International Relations student whose passion for the arts and photography comes alive in many of our event coverages.

Born and raised in Switzerland, originally from Ghana and Egypt, T is very keen on promoting the celebration of diversity. She sees her future in the development sector “perhaps somewhere in Africa.” She currently interns for the Green Group at the London Assembly while drafting plans to set up her own NGO in South Tanzania.

*Tahira Bakhtiari*

Tahira Bakhtiari, a recent Politics and International Relations graduate who is interested in sustainability and the impact globalization has had on the Global South. Tahira’s editorial interest has been reflected during her time at university as an editor for the QH, and is shown in her position as an editorial intern at Race on the Agenda; a social organization pioneering for race and quality for BAME members of society.



*Marina Schmidt*



Marina Schmidt, recently graduated with a BA in Politics and International Relations, currently studies at the London School of Economics where she is pursuing her MA in Gender Studies. (More on the page...) Marina is that friend that no one really understands, but people stay around still. She is that person that will become political at the bar, at home, at a party and on a Sunday morning. Wherever she goes, she has a notebook and a pen. Her goal in life is to travel as much as possible and collect nice sunset pictures. Oh, she is a dog person, in case you are wondering (nothing against cats, though). She can get passionate about coffee and she might growl at you, but won't bite.

*Kawsar Gibreel*

Kawsar is a third-year Politics and International Relations, student. She loves to read fantasy and fiction novels and wastes countless hours watching TV dramas. She has a tendency to stupor off in the middle of work preferring rather to think up wild and unrealistic story plots. This seems to be having a negative effect on the completion of her assignments. She recently discovered reggae-ton and now envisions herself living in South America learning Spanish. She's a lover of food and photography but has not yet mastered either. Her spirit animal is Olivia Pope and her goal for this coming year is to finish her degree without any mental breakdowns.



*Kajsa Hallberg*



Kajsa Hallberg is a second-year undergraduate student of International Relations and Development with a love for traveling and books. Originally from Stockholm, Sweden, she moved to London 2 years ago to pursue a career in live music and event management. However, eventually, she realized her longing to understand and experience the real world (not only the world of entertainment and creatives) as well as writing essays was too difficult to resist. Therefore, she now spends her days obsessing over study plans, assessments, and future travel itineraries. Next stop is Melbourne, Australia, from where she hopes to stay in touch with you.

*Annapurna Menon*

Annapurna is pursuing her Masters in International Relations. Tries to write but is more successful at reading. History, Politics, fiction are her genres of choice with a little dash of poetry occasionally. Believes that humans don't deserve dogs. Traveled quite a bit in the Indian subcontinent, a newbie in London. Dealing with caffeine addiction, and is an integral part of her life. Considered a "radical" feminist by London standards.





# *How to write for us?*

## **1. Length-**

- Try to keep it short and concise! Approx. 600-1000 words.
- Check grammar and spelling.
- Keep in mind that the readers take your point more serious once it is professionally structured without any grave mistakes.

## **2. Structure-**

If you are not sure what a good article structure is, here's an easy formula:

- The title should invite the reader to your article.
- Lead, present the “Who, What When, Where, Why and How” Core! By reading the lead the reader should already know what it's about.
- Try to rank the most important paragraphs since the top ones are most likely to be read.

## **3. Extra-**

- If you like, you can find your own image to go with the article.
- Make sure you have checked the copyrights and that you can publish this.



# What does each section represent?

## *Home*

You will find all the latest articles on this page according to their date of publishing

## *Interact*

The interact section contains articles on and about events that took place in London and at the University of Westminster.

The DEN section within interact includes all the activities happening in DEN encouraging students to be a part of the DEN network. Networking is key not only outside but within the department as well. We hope to provide that platform and use this diversity.

## *House of Scholars*

This section is for all your graded research papers that you would like to publish.

## *Global*

This section essentially contains articles on various countries.

## Any other questions?

Email us:

[insidewestminster@gmail.com](mailto:insidewestminster@gmail.com)

## ***Plagiarism***

Have you presented someone else's content as your own? Make sure you reference and avoid plagiarism.

## ***Assessment***

Are you still in the process of getting marked? This content might show up as self-plagiarism if you have NOT been marked yet.

## ***Respect***

We value respect towards others on our website. So, should your article.

## **After you have sent us your work**

Our core team will review your work and edit any grammar/structural errors. We will never change your view. You will be contacted if we make substantial changes. Your article will then be scheduled to be published according to the urgency of the article or any other content we might have planned.

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# CALLING FOR WRITERS



**INSIDE  
WESTMINSTER**

**SHARE YOUR MARKED  
ESSAYS!**

**USE YOUR IMAGINATION  
TO WRITE ABOUT WHAT  
YOU LIKE!**

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[INSIDWESTMINSTER.CO.UK/](http://INSIDWESTMINSTER.CO.UK/)

## Queering Nations, Decolonising States by Prof. Dibyesh Anand

31st October 2017, 5 45 pm, Professor Dibyesh Anand who is about to deliver his inaugural lecture in less than 15 minutes can be spotted outside Regent Street Cinema, catching up with academicians, extending a warm welcome to his guests, breaking all conversations to greet his students. 6 pm, the cinema is jam-packed with more people scurrying for good seats, the stage is set and is being streamed live on Facebook to over ten thousand of Anand's followers. The Deputy Vice-Chancellor (Student Experience) Professor Roland Dannreuther, gives a brief introduction to Anand's career which encompasses various roles as an academician, lecturer, activist and many other perfectly accomplished feats within and outside the university. Finally, Anand takes the stage, smiling and donning a beautiful (Kashmiri embroidery) shawl gifted to him by Parveena Ahangar (Founder of the Association of Parents of Disappeared Persons, Kashmir) and takes us through his journey, right from a baby to today.



Anand gives us a brief glimpse into his childhood and college days, quickening his pace to reach London, where it seems his first interaction with politics of self-determination begin witnessing protests against Chinese brutalities against Tibetans. A fascinating change for the young Anand whose interest in Tibetan refugee settlements in India was mostly limited to a college getaway transformed to an extremely political interest in Tibet. Acknowledging the problems with bureaucratic and institutionalized knowledge, Anand shares his story of researching, teaching and learning within such an atmosphere, and eventually taking the role of Head of the Department of Politics and International Relations at the University of Westminster.

His interest in Tibet eventually resulted in his first book, *Geopolitical Exotica: Tibet in Western Imagination* which apart from centering on the Tibet occupation also explores identity politics and reviews functioning of postcolonial theory and states. Drawing a map between his personal and professional life, he traces the origin of his second book, *'Hindu Nationalism in India and the Politics of Fear'* to rage. Essentially going undercover in one of India's extremist Hindu groups, he analyzed them by living with them, potentially taking the most dangerous route.

Deconstructing his own identity as queer, Anand explores the meaning of 'Queering postcoloniality and its importance'. Hell-bent on questioning well-defined norms, Anand talked of queering the post-colonial with a three-step process. He asked the audience to queer the self; "un queer the queer", focusing on challenging imposed identities. Redefining the term from its hetero-normative lens, the second step involves queering the nation which involves an important understanding of the formation of nations that is based on a stark differentiation of the self and 'other' and taking steps to continue a violent expulsion of the 'other'. The final step involves decolonizing the state of mind, an excruciating process involving more unlearning than learning, where one has to "acknowledge the colonially but not affirm it".

## “UNQUEER THE QUEER”

Anand is unapologetic about his views and does not mince his words. His lecture was no different, using real images that displayed conflict, his family, his supporters and haters, his eagerness to be an active learner, his fight with mental health, and a heartening image of him with a small baby in Kashmir, his inspiration to strive forward every single day with work that's impact and change driven. Anand's unconventional choices and focus on conflict areas have, according to him, made him more empathetic but it has also made him a voice of the voiceless and a defender of their rights. His thank you note, similar to the image of a field full of yellow flowers bathed in sunlight that he used, felt heartening and warm. The audience broke out in applause, enraptured by the entire last hour. 7:05 pm. Anand is right in the middle of an ocean of his audience, being showered with compliments, questions, congratulations. The guests are indulging in wine and chips, waiting to speak to Anand. He looks relaxed yet enthusiastic, making time for every single person who's to speak to him, patiently addressing their questions and gratefully thanking them for their presence and compliments. We wonder if he knows how many people, not just the audience but the thousands of followers on social media, globally, he's inspired

today with his words, and more importantly his tireless work as a voice of resistance and dissent.

Text by Annapurna Menon, Pictures by Annapurna Menon; Edited by Palakh Dutta.

*An Inside Westminster piece- <http://insidewestminster.co.uk/queering-nations-decolonising-states-by-professor-dibyesh-anand/>*



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# SILENT OPPRESSIONS



**DEN**



International  
Women's Day

UNIVERSITY OF WESTMINSTER

**STUDENTS'  
UNION**

[WWW.UWSU.COM](http://WWW.UWSU.COM)

**UNIVERSITY OF  
WESTMINSTER<sup>®</sup>**

On the 24th March 2017, the student-led Democratic Education Network hosted an exhibition titled **Silent Oppressions** at the University of Westminster, London. **Silent Oppressions** is focused on promoting awareness and providing an artistic approach to the seemingly invisible issue of microsexism . Whilst it is a gender themed event, the exhibition explored the issues facing gender, race, and sexuality which are thoroughly interlinked into one another.

The exhibition closed off the Democratic Education Network's first series on gender-based issues and the University of Westminster Student Union's series of events in celebrating International Women's Month.

**Silent Oppressions** contributes to the #BeBoldForChange campaign by unearthing what is not usually seen as an issue to change and address in the first place - microaggressions and microsexism are these invisible issues. The art show and following roundtable discussion and conference brought together art and academia, showcasing new artistic student talent complementing academic research on gender presented by both established academics and students who have taken a specialized interest in gender studies thereby bringing together works from both social science and the arts. The exhibition featured canvas artwork, a curated photography series, interactive workshops, live performances and a short film screening.

**Since then Silent Oppressions has become a regular event that is run by the DEN students. It has been hosted twice since then and their new campaign is called #WEBLEED.PERIOD to fight all the myths and taboos surrounding periods.**



# SILENT OPPRESSIONS

@SILENTOPPRESSIONS  
24 MARCH 2017



STUDENT LED POP-ART EXHIBITION



Silent Oppressions is a visual art exhibition running on 24th March 2017 showcasing instances of gender based discrimination and violence. Silent Oppressions will be held in conjunction with International Women's Month 2017 and will round off the University of Westminster's and Democratic Education Network's (DEN) series on gender.

## DATE

24th March 2017

## VENUE

Portland Hall  
12 Little Titchfield Street  
London W1W 7BY

## PROGRAM

Show floor:  
Dancing Antiya Abdou Issa:  
Singing Keletso Kesupile:  
Singing Vimbai Chapungu:  
Closing remarks:  
Refreshment will be provided

## TIME

10am until 6pm  
5pm until 5.10pm  
5.10pm until 5.30pm  
5.30pm until 5.40pm  
5.40pm until 6pm



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# *Shackles: The Issue of Female Genital Mutilation*

The Oxford dictionary defines a “Shackle” as a pair of fetters connected by a chain, used to fasten a prisoner's wrists or ankles together or even as a situation or factor that restrains or restricts someone or something. This editorial is not just to emphasize a subject that has at last been brought to open dialogue but is rather to question ourselves for the delay in engaging with the subject.

**"Taboos surrounding mensuration and the problem of Female genital mutilation are real shackles for women even today when women empowerment is apparently, being given a top priority."**

As a writer, I ask all my readers to contemplate why even in 2018 there is a need to stress the dimensions and scale of mensuration taboos and female genital mutilation (FGM).

What took us so long? Why did we silently allow sanitary pads and tampon advertisements to desensitize us by showing that women bleed “Blue”? Did our education system not instill in us that menstruation is a natural process? How could we allow ourselves to believe that female sexuality is not natural? How could we forget that women, humans, bleed “Red”? In contemporary times, a lot has been written and spoken about the issues surrounding these two topics but the real question is what are we truly doing about them? Taboos surrounding mensuration and the problem of Female genital mutilation are real shackles for women even today when women empowerment is apparently, being given a top priority.

Mensuration taboos have often led women to be considered “dirty”, “impure” and even “unclean” during their mensuration cycles.

Mensuration taboos are not a problem of one city, state or a country but are in fact an international problem where women face obstacles due to these taboos in their daily lives. Female genital mutilation, a tangible

manifestation of these taboos, is the partial or total removal of the external female genitalia for non-medical reasons widely practiced in Asia, Middle-East, and Africa. Such dreadful acts are carried out for a range of ghastly reasons, usually centered around control over female sexuality and find their basis in religious or aesthetic justifications.

It is ironic to live in a world where women are often worshiped and then at the same time face such atrocious problems. The real question to raise here is not just how bad the situation is but what are we actually doing about it. Having mere discussions is not enough but what we now need is to bring words to action. As a part of the society, it is our responsibility to break these chains through education where educational institutes can play a massive role in not only breaking these taboos but also empowering women to be confident about their body.

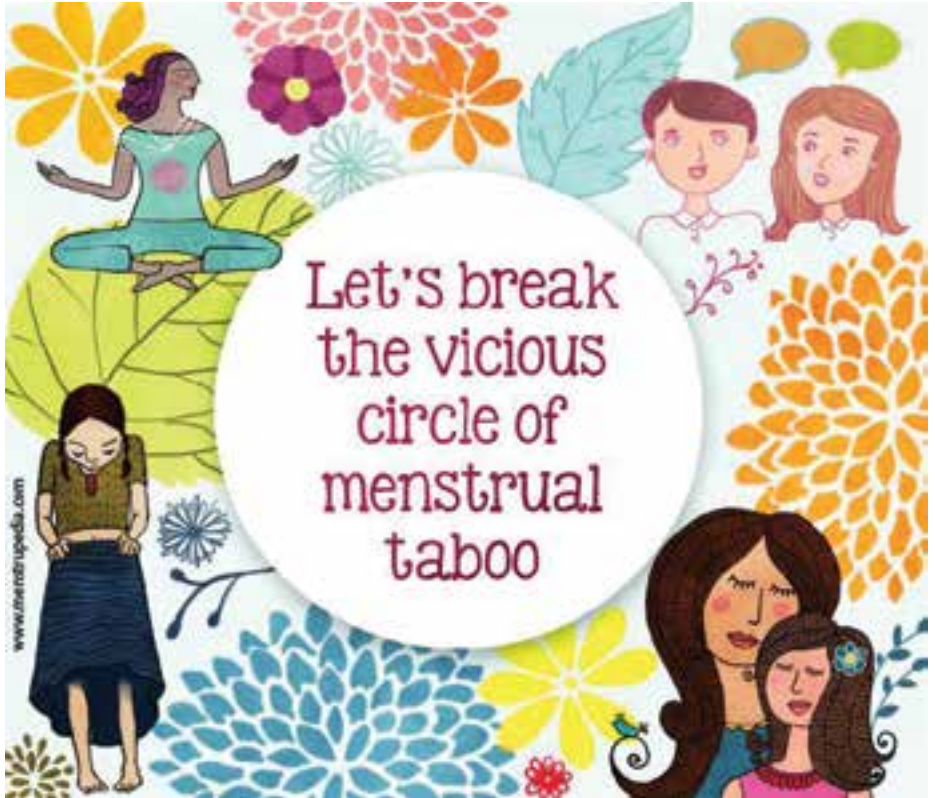
**"The entire exercise from purchasing a pack to using it is cloaked with secrecy. Girls in schools being forced to stuff them in their pockets. These are not trivial issues, they act as a drag on women's self-confidence by making them self-conscious needlessly."**

Women are often questioned and looked down upon with shame for a natural bodily function which is experienced by half of the population of the world. Due to these reasons, they are forced to hide their tampons, pads etc. given how entrenched the associated embarrassment is in our culture. The entire exercise of purchasing a pack using it is cloaked with secrecy. Girls in schools being forced to stuff them in their pockets. These are not trivial issues, they act as a drag on women's self-confidence by making them self-conscious needlessly.

They are also put under the knife (FGM) in the name of religion etc. giving them no say over their very own body. There is a lack of freedom to discuss, question and explore alternative views within practicing communities. Both these problems are deep-rooted in gender inequality further creating deeper problems in the society.

Education plays a huge role in confronting the shackles that women face in today's world. The younger generation spends most of their time in educational institutes including most of their crucial years are spent in gaining knowledge. Thus, it becomes important for educational institutes

to help break these shackles and educate the society about these problems. The fact that we are still facing problems shows that something is wrong with our education system that has failed miserably to teach such basics to our society.



### **The Way Ahead...**

Period poverty is not just a problem being faced in India but across the globe and even in developed countries such that of United Kingdom. It wouldn't be wrong to say that Period Poverty is a by-product of the taboos that have surrounded mensuration for years. Many women are forced to use unhygienic ways during their mensuration cycle and many girls are forced to skip school due to these taboos across the globe.

We are living in times where the government taxes are being imposed on sanitary pads considering them to be kept under the category of "luxurious

activities”. Didn’t something seriously go wrong with our education system that we need to wait for a Bollywood movie to bring this topic out for discussion? Or if not that but for a man to struggle for years to bring this problem into notice of many. Our society needs many more people like that of Arunachalam Muruganantham who would take matters into hands do something about it.

The University of Westminster started a campaign called #WEBLEED.PERIOD as a part of their effort to overcome such taboos. They hosted a pop-up art exhibition called "Silent Oppressions" highlighting the gravity of the problem and working with the Students Union to start providing free sanitary pads in the university. Such measures need to be taken by Indian educational institutes as well as only then we can hope for a taboo-free society for women.

By Palakh Dutta; Edited by Pranav Ramesh

An Inside Westminster piece-  
<http://insidewestminster.co.uk/shackles/>

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# SILENT OPPRESSIONS

@SILENTOPPRESSIONS  
24 MARCH 2017



STUDENT LED POP-ART EXHIBITION

## FEATURING:

**Carlota Vidan** "Skins"

**Ana Carolina Nunes** "Foul-mouthed, but polite"

**Aanchal Mann** "Just microaggressions"

**Baian Chen and Yue Hin Joshua Cheng** "A little girly mister"

**Harry Taylor and Ross Toomey** "The silent T"

**Antoniya Skuleva** "It's a boy vs it's a girl"

**Anliya Abdou Issa** "Free style"

**Keletso Kesupile** "Try"

**Oliver Mihell-Hale** "Soldier Shoot-Down"

**Kim Dela Cruz** "Science is for men"

**Raphael Koh** "Unveiling stereotypes"

**Vie Compton** "Liberation"

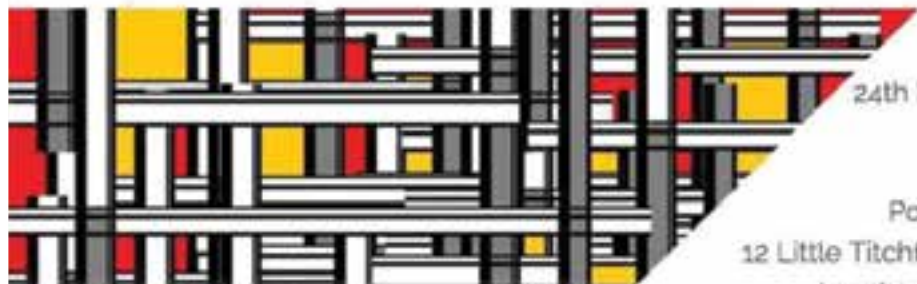
**Andreea Luliana** "When I am a woman"

**Vimbai Chapungu** "If I were a boy"

**Marina Schmidt** "March 4 women"

**Silent Oppressions Team** "Invisible" "The Subjection of Stilettos"

"The Chokehold of Ties" "The stigma of symbols" "Invisible numbers".



DATE

24th March 2017

VENUE

Portland Hall  
12 Little Titchfield Street  
London W1W 7BY



# *Student Action for Refugees*

**STAR** is a student-run organization that aims to raise awareness of refugee issues and promotes the integration of refugees and asylum seekers into society.

At Westminster STAR we are just getting started, we are looking for volunteers, activists and student leaders to take over the student group. We will be campaigning to ensure that people in the UK seeking refugee protection have equal access to higher education and can join us at the university as equals.

Our student activists and our Students' Union at Westminster are in a unique position to affect this change.

P  
SEP

# REFUGEES ARE WELCOME HERE





THE DEMOCRATIC EDUCATION NETWORK PRESENTS

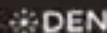
# THE END OF THE GLOBAL?



A STUDENT-LED CONFERENCE ON CURRENT EVENTS

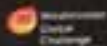
**5th - 6th MAY 2017**

**UNIVERSITY OF WESTMINSTER  
309 RECENT STREET  
LONDON, UK**



VISIT [DEMOCEDUCATION.NET/CONFERENCE](http://DEMOCEDUCATION.NET/CONFERENCE) FOR MORE INFORMATION.

OPEN TO EXTERNAL STUDENTS AND OBSERVERS. PREVIOUS REGISTRATION IS REQUIRED.



THE WESTMINSTER GLOBAL CHALLENGE IS A CONFERENCE ORGANISED BY DEN IN COLLABORATION WITH THE DEPARTMENT OF POLITICS AND INTERNATIONAL RELATIONS AND THE UNIVERSITY OF WESTMINSTER.

This conference was endeavored to examine the challenges being faced by our changing world and addressed a variety of issues, ranging from economics to politics, development, and international law. This past year has witnessed an unprecedented wave of anti-globalization sentiment around the world. Populist movements against traditional nationalist narratives have signaled the greatest challenge yet seen to global cosmopolitanism and the ‘triumph of liberalism’. In political discourse, protectionism and isolationism continue to dominate elections, policies, and discussions throughout the world. Anti-immigration stances have dominated the Western political scene as citizens perceive their identity to be under that. The once robust network of free trade agreements and economic interdependence are now being viewed with suspicion, despite the widespread benefits (real or imagined) global trade has brought consumers around the world. This is happening, not despite globalization, but as a response to it.



*“Our conference encouraged students from around the world to present on topics linked to globalization”*

Globalization is not just a political or economic process; it operates as a global movement, changing our accounts of what it means to be human. To revert to 20<sup>th</sup>-century understandings of global affairs is now practically impossible, so it is crucial to investigate how globalization functions across the world, highlighting the multitude of different lived experiences and human stories. In a truly ‘global’ fashion, we strongly encouraged participants **from around the world** to present papers which discuss the challenges facing a (post)-globalized world from their own unique perspectives. Too often, studies of globalization compartmentalize the phenomenon from the perspective of one discipline and one location. Our aim was to provide a forum for a wide range of scholars from several disciplines to understand the connections linking contemporary responses to globalization.



The conference encouraged students from around the world to present on topics linked to globalization: economics, political science, international relations, international security, gender and sexuality, international institutions, international development, sociology, social policy, media studies, philosophy, comparative literature, international law, criminology, and cultural studies.

**PANEL/PAPER/PRESENTATION THEMES COVERED:**

- Economics after globalization: are we witnessing growing inequality?
- The end of the global: Have we reached the end of the global?
- Dangerous worlds: What are the challenges, risks, and dangers encountered at the end of the globalization?
- Law: International humanitarian law and humanitarian intervention: are we witnessing the death of ‘universal’ human rights?
- Rethinking development: Is international development in crisis?
- Living globalization differently: what can we learn from the ‘non-West’?
- Rethinking intergovernmental cooperation: are we witnessing the end of global governance and liberal institutionalism?
- The responsibility of states and citizens: what duties do we have to those displaced, dispossessed, and alienated by the new forms of populism?
- Global capitalism: are we witnessing new forms of economic nationalism?
- Media and democracy: have ‘fake news’ enhanced or killed democracies?
- Alt-Right and the politics of backlash: how and why has the alternative right rejected mainstream conservatism?

## **BENEFITS OF ATTENDANCE**

- Recognition of your work on an international platform as a presenter.
- All accepted abstract/full papers will be published in the conference proceedings both print and online version.
- Potentially identify your future collaborative partnerships among the international, vibrant and scholarly audience.
- Sharing ideas and meeting with students from around the world, forging new networks and opportunities for post-graduate life.
- Certificate of participation for presentation for presentations; certificate of attendance for those attending only.

See the links below for the complete coverage-

Inside Westminster- <http://insidewestminster.co.uk/the-end-of-global-conference/>

Please check out Inside Westminster's Facebook page



This year the DEN returns with another student conference names “Global Crisis, Local Voices?”. Against the backdrop of global change, with the rise of new forms of populism and new modes of political backlash, this interdisciplinary student conference asks where are the local voices in this global crisis?

We are now accustomed to the politics of Trump and Brexit, representing a significant fracture from progressive, liberal narratives of global politics and liberal markets in the Western world as well as Global South. This way of thinking about the current crises—economic, political, moral—suggest that we are witnessing the voices of those who have been ‘left behind’ by globalization. This conference invites participants to engage with local perspectives (or “voices”) to make sense of the changing contours of our shared worlds.

Fukuyama famously declared ‘the end of history’ with the collapse of the Berlin Wall, signaling the triumph of liberal democracy over communism. But are we now witnessing the confirmed end of the liberal history which has been sustained by globalization, neo-liberal markets, and racialized models of economic and political wellbeing?

While there have been some benefits from greater economic interdependence, this liberal approach has not been able to provide answers to the discontents of globalization such as growing inequality within and across countries and environmental degradation. In the name of further economic integration, ‘localized’ problems have been often side-lined. And this has contributed to the rise of populism and anti-immigration sentiments across ‘the West’. The Global South

has not been immune from similar trends of populism, xenophobia and violent identity politics and the post-colonial dream of building inclusive new nation-states have become secondary to the emergence of majoritarianism.

This phenomenon has driven global justice and international development into new areas and reverting to old paradigms now seems impossible. The conference asks what spaces exist to think creatively, critically, and compassionately about our current and future worlds?

Can a new approach lead to a more equal and more just global economy? Can we empower new voices and include the voices of the 'left behind' subjects? Are Brexit (and its demand to 'take back control') and the election of Trump just the beginning of a more divided, polarized, and racialized world? Is the right-wing populism the new "end of history" moment? How are identity politics around gender, race, and/or sexuality responding to and influenced by the right-wing populism?

In order to bring out different voices (from a range of diverse perspectives) we encourage undergraduate and masters students from around the world that discuss the challenges and responses to this new phase of globalization. The old approach has shown that the new debate on globalization or post globalization should include many and diverse points of view. For this reason, we encourage students from around the world to present on topics related to the issue such as: economics, political science, international relations, international security, gender and sexuality, international institutions, international development, sociology, social policy, media studies, philosophy, comparative literature, international law, criminology, and cultural studies.

**Stay tuned to our Facebook for more updates. Date: 11<sup>th</sup>-12<sup>th</sup> May 2018 Venue- University of Westminster**



# GLOBAL CRISIS LOCAL VOICES



ROOM UG04-UG05, UNIVERSITY OF WESTMINSTER, 309 REGENT ST

11<sup>TH</sup> - 12<sup>TH</sup> OF MAY  
CALL FOR PAPERS

### WHO SHOULD ATTEND?

THIS CONFERENCE IS DESIGNED PRIMARILY FOR UNDERGRADUATE AND MASTER'S STUDENTS AS TOO OFTEN THERE IS INSUFFICIENT SPACE GIVEN TO PRESENTING RESEARCH AT THIS LEVEL.

EARLY-CAREER RESEARCHERS, ACADEMICS AS WELL AS THINK-TANK REPRESENTATIVES ARE ALSO WELCOME TO ATTEND.

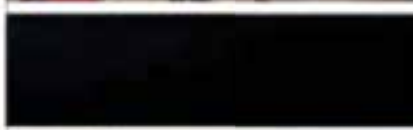
WE REQUEST YOU TO SUBMIT A 250 WORDS  
ABSTRACT OF YOUR PAPER TO  
DENCONFERENCE2018@GMAIL.COM  
SUBMISSION DEADLINE - 11<sup>TH</sup> OF APRIL

LAST YEAR WE WELCOMED STUDENTS FROM AROUND THE WORLD TO DEN'S GLOBAL CONFERENCE AT THE UNIVERSITY OF WESTMINSTER.

THIS YEAR WE ARE PLANNING ANOTHER GREAT CONFERENCE WITH STUDENTS COMING FROM BOTH UK AND INTERNATIONAL UNIVERSITIES, INCLUDING TURKEY, UZBEKISTAN AND VIETNAM.

IT WILL BE A PLATFORM WHERE WE CAN EXCHANGE OUR IDEAS, DISCUSS NEW POSSIBILITIES IN POLITICS AND INTERNATIONAL RELATIONS, AND HEAR NEW VOICES AND PERSPECTIVES.





**Doing things  
differently,  
asking different  
questions,  
making a  
difference.**

UNIVERSITY OF  
DIVERSE CULTURES  
DIVERSE THINKING  
GLOBAL CITIZENS  
WESTMINSTER®

WORDS  
HEAL THE  
WORLD

*WORDS HEAL THE WORLD is a digital platform to find institutions that fight extremism all over the world. In our website, you will be able to search for them per continent, know the activities developed by the institutions and you will also find information about what has been done to tackle extremism and radicalization.*



<http://www.wordshealtheworld.com/>

# THE HORN OF AFRICA

Mentoring Project is a ‘Three Generation Mentoring’ project. The project allows professionals and academics from the Horn of Africa; Somalis, Ethiopians, Eritreans, Djiboutian, Sudanese and South Sudanese, as well as those who are familiar with the region to mentor University of Westminster’s students from the Department of Politics and International Relations (DPIR), who will in return mentor secondary school students. This project arose out of the difficulties that many young people from the region face; which is a network of family and friends who don’t know and understand the education and employment routes in the UK. Many families are often unable to help and guide them and/or provide opportunities for ‘networking’, support, internships and volunteering to enhance their prospects to compete for higher education and job opportunities.

Recently, they had their first official meeting for the project on 20/02/18 at the Wells Street Campus. The meeting was a meet and greet between all the mentors and mentees. Prior to the meeting, each student in the project was assigned a mentor. They were all given their mentors’ contact details and were responsible for making contact and meeting their mentors before the event on the 20<sup>th</sup>. Most of them were therefore familiar with their mentors and some had even been given some work opportunities like internships and volunteering through their mentors. The aim of the meeting was to revisit the ideas behind the project and to reaffirm the necessity of having a mentor and a support network for students.

They had the opportunity to meet other mentors which was very valuable as the mentors came from different backgrounds and were specialists in different fields. The students came away feeling very satisfied with their mentors and the project. Moving forward, the plan is for the mentees to meet with their mentors at least once month upon planning what the goals and aspirations are of the student. This relationship will last until after summer where the mentees will then be trained to become mentors for secondary school students. The aim is to transfer the skills we’ve learned and to assist younger students in things like applying for university and guiding them to do what they want in both their studies and careers.







# VIETNAM

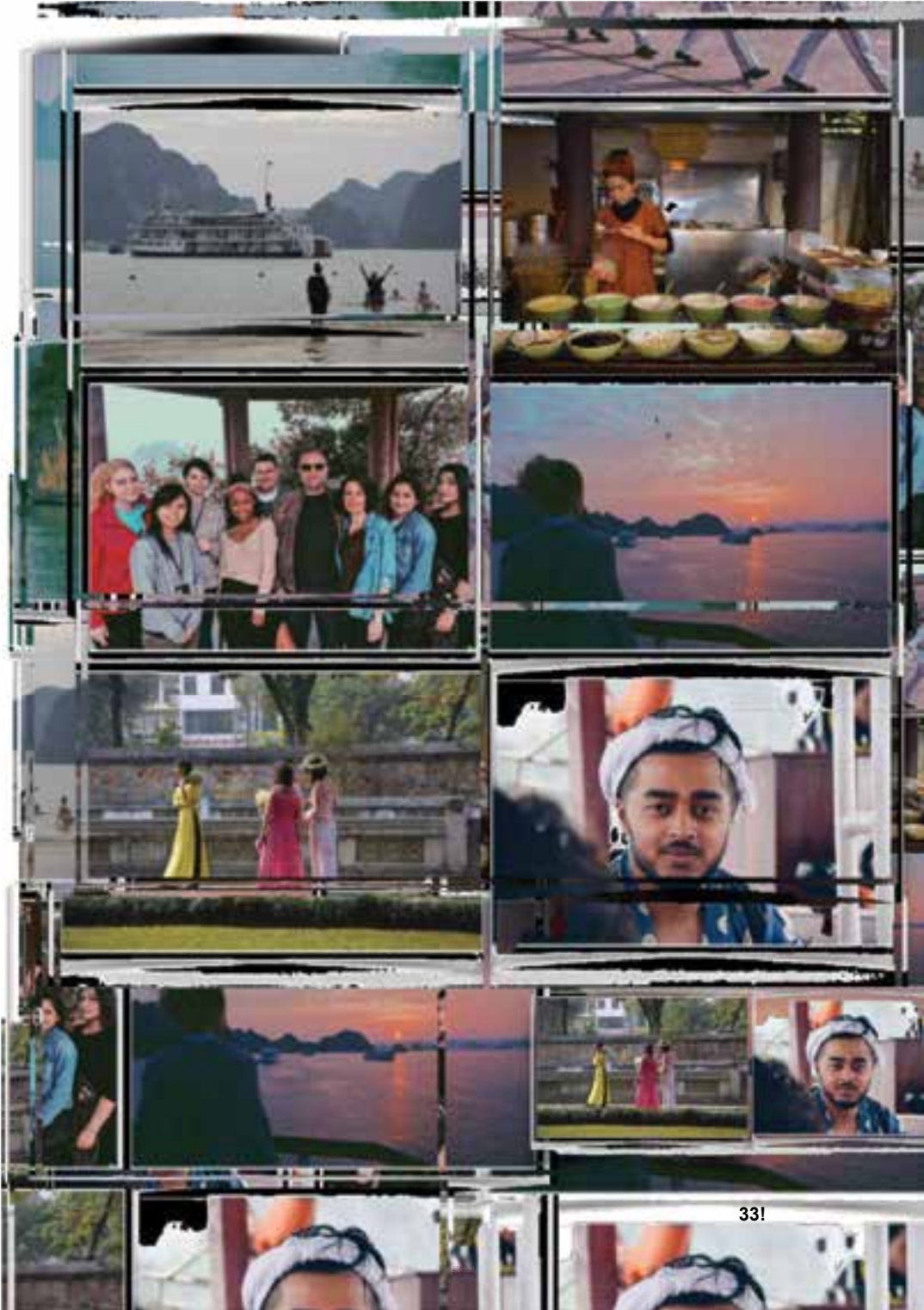
In collaboration with DEN and IDS (International Development Society), the Inside Westminster team, along with 20+ Westminster students, visited Ha Noi, the capital of Vietnam. This excursion marked the second time that UoW and Hanoi University have partnered up.

Led by Dr. Farhang Morady, the students had the opportunity to investigate and explore this fascinating South-East Asian country. Vietnam has a lot to offer and our students did our best to report about all the exciting happenings from six time zones away!

The purpose of this trip was to view globalization in action and to put into practice the theories learned throughout the academic year. Right away students realized that much of Vietnam is perceived through a Western-centric lens. Therefore, it was interesting how the students witnessed the breaking barriers and how they critiqued the occidental perceptions of Hanoi by engaging with the students and residents of Ha Noi.







# INDIA



**Reflections on the trip to Delhi, India through the eyes of a student who had never visited a country outside the European continent before...**

**Due to various reasons, the trip to Delhi can be labeled as the ‘trip of my life’. Firstly, I had never visited the Asian continent before, so it was a new experience and an environment completely new to me. There are various reasons why this trip was memorable for me. Firstly, the University and department have always been supportive to all students regardless of their background and helped them deal with any economic issues. Hence, the trip was essentially a gift to all of us- a deposit of £150 is all that we were required to pay. We were even provided with a refund of our visa fees. The flights tickets, accommodation and often, even food and beverages were paid for by the university or by the academic staff members who were accompanying us.**

**If this was the first trip I participated since I am a student in London, it means I could not participate in other trips because of the higher costs the students were supposed to deal with. I believe that a University that looks after those who have less economic autonomy, is a university that put into practices those principles that we are taught about since our first year as the principle of equality and the right for education regardless of income. On a practical note, we have all to be grateful to the DPIR and its staff, without them we would not have been able to get this exciting experience.**

**Coming to the trip itself, I believe it was one of those experiences that you never forget in your life, especially if you come from a European Background, where poverty, social and wealth inequalities are still minor if compared to what people are facing in countries like India. If I had to describe India in one word, I would say Contradiction, because India is all about that, extreme beauty on one hand, and extreme suffering on the other. What kind of ‘shocked me’ the first day we arrived (or what really opened my eyes) was the number of people and families I was seeing living in the streets, or in fictitious buildings, and their condition. At first, I did not expect to see so many people living in a condition of impoverishment and hunger. I was not ready to be surrounded by kids begging me for food. Often, we study the consequences of marketization, Neoliberal policies, colonization and the effect of the constant economic war that we live**

in. Less often, we can see the effects of those actions in practice. The trip to India helped me a lot in understanding how the colonial legacy has affected deeply the colonized country and their people, and in this case how the British have justified colonization in the name of a Eurocentric superiority that they attributed to western 'liberal' societies. The trip, made me think more about overpopulation and hunger, in a country that alternate extreme poverty and extreme richness (as some temples and locals that we went to). The trip also made me think a lot about what a system based on caste is, where you can be in one caste, or in a completely different one, just depending on the family you are born into. Or also, the way in which the widespread corruption undermines any possibility of enforcing parliamentary laws, or how environmental unsustainability is difficult to reverse when you do not have control on the effects of your policies. On the other hand, this trip was a trip of a lifetime as it taught many of us the meaning of living in such harsh conditions and still smile while being surrounded by friends and family. Or while eating food from the street, It taught us how much we tend to be selfish and how we complain about small things as if they were the end of the world, and tend to be ignorant and not question an economic system where the core states exploit the periphery states, where the stronger exploit the weakest, where the richest get richer and the poorest get impoverished.

Overall, this was a great gift. I will never forget India (for what I had the time to see), its people, its food, its culture, its contradictions. The Indian culture is an amalgamation of personal and collective struggles, fight, resistance. Indian's languages, religions, dance, architecture, music, and habits are different depending on the place you are and on the social class you are dealing with. India is one of the most ethnically and religiously diverse countries in the world, how can you not enjoy a word that is so different, so new and so changing?



By  
*Lorenzo  
Cortinovis*



# TURKEY

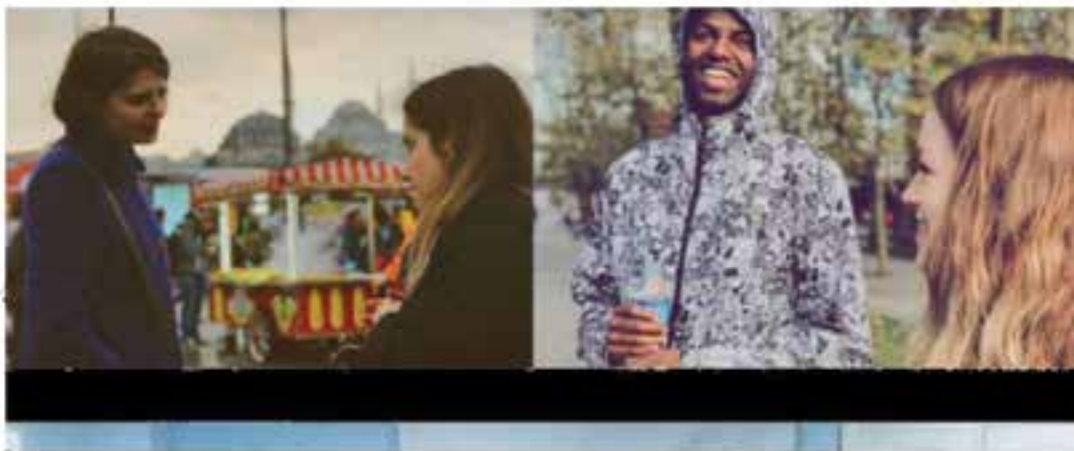
Reading is one thing, but seeing, hearing and the feeling is a completely different mode of learning and enhancing the understanding of how these individuals live. From seeing the nationalism in the hearts of the people of this nation and feeling the respect that they offer to everyone, Turkey has made me look at the world through a different lens.

No matter who tells them what to do, how to live, the Turkish are lively and full of love. In every corner of the street, on every bend, every shop, I could feel the culture, I could hear the laughs and unfortunately, for some, see the tears. Lectures in Kocaeli made us feel as part of this big warm family, we, University of Westminster, could empathize with their pain, how heartbroken they were. This experience made me realize how lucky we are to express our opinions and how free we are and appreciate our imperfect democracy.

The smell of the cooked seabass fish from the city streets of Kadikoy. The lively streets and alleyways blinding people with the fruitful smells of the smoke of shisha, the aroma of the Adana kebab, Iskender Kebab, Kofte filling my nostrils. Music of the clarinet and the baglama guitar sounding sweet to my ears. Kadikoy streets were restless, never slept, everything always open. Despite the political and social issues, the Turkish face, Kadikoy streets showed me how much of life there is to appreciate and love. Istanbul showed me no matter what, we must; eat, dance, laugh, sing and live!

By Beatrice Dudulanu





KASHMIR SOLIDARITY SOCIETY  
WELCOMES YOU TO:

# MEET AND GREET

j



REGENTS STREET 358 OCT, 27, 2017 | 17:00-19:00 PM FB:  
UOW KASHMIR SOLIDARITY SOCIETY

PHOTOGRAPH BY: RUMAN HAMDANI



## THE PERSONAL: THE LOCAL AND THE GLOBAL

**Time: 6PM-10PM**  
**Date: 4th/DECEMBER**

Join the students of Politics and International Relations as we set off on a journey to interpret the world around us (accompanied by drinks and light refreshments OFCOURSE)

On the agenda is a photo gallery, a pop up exhibition and, rounding out the evening, **HANDS UP!** by DENIZEN Productions.

**Portland Hall, LTS**

By Hazal Akilli

39!



[www.denwestminster.com](http://www.denwestminster.com)



@DemocraticEducationNetwork

@DENWestminster



The poster below is just one of our many flyers that would invite DEN students and friends of DEN to **celebrate our diversity** and to mutually appreciate culinary diversity. The many different backgrounds of our students usually come alive the most when we have a jolly time eating, laughing and connecting.



## DEN FOOD FESTIVAL

The mid-term break is only around the corner!  
Join in the fun, rest from your assignments and celebrate with  
us DEN's II Food Festival!!!

Date: Thursday, 23rd February, 2017

Place: Wells Street- Students Common Room

Time: 6:30pm onwards

For more information email:

Andrea Montalvo at [A.Montalvo@westminster.ac.uk](mailto:A.Montalvo@westminster.ac.uk)



The Democratic Education Network

UNIVERSITY OF  
CHANGE  
FOR GOOD  
WESTMINSTER



# *STUDENT JOURNAL*

The success of the Democratic Education Network Conference in 2017 inspired students to create a student-led academic journal, featuring original work and research carried out by students from the University of Westminster, as well as students who attended the conference from the other UK and international universities. The journal covers discussions ranging from globalization, world systems, to war and human rights. We wanted it to be truly a representative of the voices of our generation, so the publication will also include artistic interpretations relating to global issues; such as monologues written and performed by university students addressing themes of social and racial injustice, as well as drawings, photography, artwork and, of course, some fantastic dissertation pieces from the final year students.

It is an amazing opportunity to learn the essential skills and techniques required for editing and publishing, and we have been busy planning, editing, writing, and designing. Yet the ultimate reward is seeing a project all the way through; from the initial ideas and discussion to having a physical book made! It is a project we hope to be able to pass on for students to continue publishing after our time at Westminster comes to an end. The journal

will be available in print at the next DEN student conference, in May 2018.



**A few words from a few**

# DEN Alumni

ANTONIYA SKULEVA

ELERIE TAYLAN

PALAKH DUTTA



**DEN**

The Democratic Education Network



What did you enjoy the most about being a member of DEN?

“The wide network of students and getting to know and work with people from all over the globe who have different backgrounds, cultures, interests, and stories. Each person who joins DEN will bring something new to the table which you may not have come across before whether its new food for the international food festivals, a different way of thinking or different skills. DEN is the epitome of diversity and I loved it.” - Elerie

“What I enjoyed most about DEN was getting the opportunity to work with some incredible people, both peers and university staff who provide constant support and guidance. It was an amazing and memorable experience meeting such inspirational people and working alongside them to create something that speaks to many, others.” Antoniya

“I have enjoyed every bit of being a part of DEN as it broadened my horizon of knowledge and is responsible for my overall professional development.” - Palakh

# What skills did you develop during your time at DEN?

“Social Media, Blogging and Public speaking.”  
- Palakh

“Leadership, teamwork, identifying problems and finding solution for them” -  
Antoniya

Event management, teamwork, communication and developing your creativity. “ - Elerie

PARTICIPEDIA

CENTRE FOR THE  
STUDY OF  
DEMOCRACY

QH

*Quintin Hogg Trust*

UNIVERSITY OF  
WESTMINSTER

rota

*Race on the Agenda*

POLITICS AND  
INTERNATIONAL  
RELATIONS



# DEN Theatre Production

*The theatre is a platform we need to use to express social and political issues that affect us as people and show who we are, make the stage belong to us. With these small steps along with the energy and love we had tonight, we can show the world, we, the young people matter, and step by step we can change the world we live in!*

## MY FAVORITE LINE IS.

**"We trusted you to teach us"**

Black history is relatable to everyone, no matter where you are from or the colour of your skin. Sometimes some issues are hard to talk about, hard to open about. Theatre allows us to express anything, especially social issues like fitting in society and issues regarding the colour of our skin.

The stage is where the actor can be oneself in character and own the stage, own the audience and own the night. Space belongs to whoever is on that stage and every single member of the audience, will experience a different ride, a different roller coaster. They will understand this production in relation to themselves, and in a way appreciate whoever is on the stage of forming this sort of thought bubble they will be stuck in their head the whole night.

Beatrice Duduianu



*“I am alone here in this world. Away from home.  
Away from what matters to me. I try to fit in here.  
To look like them”*

The purpose of the production is what made me eager to join in and be a part of it, even though it's 2017 and we might think these issues don't exist anymore, it does, it really does. This production is trying to raise awareness to one of the issues that still exist. The experience we all gained from this production was unforgettable, it created a long-lasting bond between the cast.

Hazal Akilli



*“I feel light, literally feel it. It's that light that connects me to you, because physics GCSE taught me that everything is touching, so in a way, the light on me and the light on you mean that we are touching So, did you feel me? Did you believe me? Did you trust me enough to listen?”*

I've joined the production because of what this quote means to me .... rarely do we get the chance to speak out and let our voices heard, especially in a creative manner like this .. and the fact that we are all of the different races, ethnicity, ages, but still we are the same coming together for one purpose: to be heard, makes this more than a production or project for me but a movement.

Keletso Kesupil



*“(Ziyad carries Kay off stage)”*

“There's really no such thing as the 'voiceless'. There are only the deliberately silenced, or the preferably unheard” Arundhati Roy. I think traditionally theatre has been one of the places that the “deliberately silenced” or “unheard” voices can be heard. I joined just for that reason to make the audience hear us. Even if it meant to be for very few people. Khalil Rahman Sabawon



*“How deeply do you need to know yourself, who you are, your history; to be in front of people and not be putting on a performance”*

This line is very relatable to many people. But for the context of the play, it highlights just how grave the issue of not teaching black history is. It is erasing a culture that has been violated by many different societies. The loss of your culture can make you feel lost in who you are. I joined the production as its something that intrigued me from the very beginning. The play itself is about Black history and how it's not being represented well within the system of the western world when both; reality and histories are intertwined. If we don't do plays or write any sort of Literature on the failures of the western society in teaching black history, then it will just disappear over time. That would be a tragedy. The production has evolved to talk about the many failures of the multicultural society that we exist in. Rosema Nawaz



*“Perhaps I was speaking in the wrong language, or perhaps YOU were told my language is not understandable”*

I joined because the production is an amazing way of raising awareness to the fact that past injustices are still very much alive. And while we can celebrate the accomplishments of historic revolutionaries we should also learn from them and become the revolution of today. Safaa Attiah



*“Try not to see what happens here as good or bad, but as a way of getting through”*



The reason why that this is my favorite line is that it reflects survival being the only option regardless of what methods you use to survive. Interacting with new people and getting closer to friends, a lot of people do things or have done things that are seen as bad. However, they never saw it as that but the only way to survive from their darkness or the darkness surrounding them. The only thing you can do is not judge because you can see their pain when speaking of these events. I'm doing the production because the script practically highlights my life and my perspective on life. The production also allows me to express myself in another creative manner. Additionally, it will help me boost my confidence.

Jamal Wilson 

*"I think that is the hardest thing in the world to do, to just be you"*

Why I decided to join this group is because of the message it aims to get through to people through with the use of creative arts which I find to be powerful, being used as a platform to discuss injustices against black people but to also celebrate black excellence- both of which are crucial to addressing in today's society. Anah Butt




*"Can you actually say you truly know someone, when we're always changing?"*

Going to the Tate exhibition really changed the way I perceive the world. In such harsh world to live in you would think that all traces of hope and happiness would disappear. But I was pleasantly surprised. The artwork made me more determined and positive that the world can change. Ibrahim Seedat







Edited and Designed: Tallulah Patricia B, Julia Lemcke, Anna Menon, Hazal Akilli, Beatrice Duduianu, Pranav Ramesh and Pelakh Dutta

**Contributions** by Adrian Billie, Joe Blazquez, Alex Ice White, Beatriz Buarque, Callum Hurley, Eihel Tam, Gehna Kapoor, Georgiana Marut, Khalil Sabawoon, Hawakim Haj Ali, Mariajose Arellano, Keletso Kesupile, Kajsa Halberg, Andrea Galba, Muna Hassan, Roderno Nawaz, Liam Bemrose, Ray Ellis, Ana Sofia De La Cámara, Ibrahim Sedat, Livia Cuciurean, Tessa Olivia Caplen, Sara Mebrahtu, Jamal Wilson, Shamair M Rahman, Shelina Akhtar, Ludovica Siniscalchi Bernabo, Rares Hanson, Nausheen Khan, Sofia Chotreva, Sasha Alexandra Sternik, Victoria Wall, Leticia-Dimplex Synger, Anah Butt, Safaa Attiah, Vanessa Kartesi, Kaniya Abubakar, Jake Sampson, Ziyad Yusuf, Rory Sanchez, Lorenzo Cortinovis, Tenzin Jinkol Tashi, Defta Eleonora Sorina and Millie Bushell, Harry Rawson, Mina Maddy, Nasim Khorasani, Rebecca Price, Krasimir Trifonov, Adeela Ejaz, Lubaba Khalid, Kyle Todhunter, Reneta Gorzal, Inci Stephanie Stoleru, Jahed Uddin, Nadia Alnahi, Bertany Berty Mounkele, Samatar Ozzy, 2020 Owusu and William Ward.