

8.6

Urban TICASS Kilifi – primary schools (Kenyan experience)

Main aims and objectives	<p>General aim: The aim of the project is to develop the familiarity of the primary school students with visual language by using photographs to discover the details and contexts of a suburb in Kilifi.</p> <p>Specific objectives: Developing the ability to observe and analyse the context with interest; improving the use of a camera or a mobile phone as a camera to take picture; discovering the suburb of Mnarani through images; working in small groups with the approach of cooperative learning and learning by doing.</p>
Staff	<p>TICASS institution involved: UNIMC</p> <p>The research group was composed of two researchers, members of the project (Giuseppe Capriotti, art historian, and Rosita Deluigi, pedagogist), a photographer, and three teachers of pre-primary and primary schools of Mnarani (Kilifi, Kenya).</p>
Recipients	<p>A group of 25 primary school students (6 to 12 years old) was involved in the activities.</p>
Materials	<p>Paper and colours; cameras; mobile phones; a laptop (to show the digital versions of the photographs); printed photographs on plastic cards.</p>
Places/spaces	<p>The activity was carried out in Kilifi, Kenya, in the suburb of Mnarani. The meetings were held in the classrooms of a primary school and along the streets and public spaces of Mnarani.</p>
Timing	<p>The activity took place in December 2018:</p> <ol style="list-style-type: none"> 1. A preliminary meeting with the headteachers (1 hour); 2. A meeting with pupils and teachers at school (2 hours); 3. A meeting with pupils and teachers in the public space of Mnarani (1 full day) 4. A feedback meeting (half-day).

Description of the experience	<p>The four workshops were structured as follows:</p> <ol style="list-style-type: none"> 1. Preliminary meeting: Open discussion with teachers about the activity and identification of the target group. The proposal consists of using visual language to discover the values of territories, with a participative approach. 2. Second meeting: During the workshop each participant conceived a drawing of a meaningful place of the suburb where they live. The group discussed the individual results in order to create a map of the area, in which we have located all the places taken into consideration. The sketch of the map was made by one of the teachers and the pupils added their favourite places; to embellish the art craft, the pupils used fingerprints with different colours in order to express the vivid life of the area. 3. During the meeting we explored the suburb of Mnarani with digital cameras and mobiles to take pictures of details and contexts. We split the group into two teams and started the walking exploration by going in two different directions and regrouping at a point to continue the exploration together. After the lunch break, we came back to school and shared the pictures taken on the screen of a laptop, exchanging ideas and impressions. 4. The last meeting was split into two: In the first part of the morning, pupils placed their images (transferred in plastic cards) on the map; then we used the plastic cards as a visual memory game (each image was printed twice).
Assessment	<p>The aims of the project were fully achieved and we can add further considerations:</p> <ul style="list-style-type: none"> • Some pupils understood the difference between a detail and a wider context; in fact, some of them were attracted by details while others preferred to photograph broader spaces. • Some participants, from the start of the experience, demonstrated good storytelling skills. During the exploration of the territory, the students relayed episodes of daily life, also interacting with the people they met; afterwards, during the feedback at school, everyone was able to justify their choices. • The heterogeneous group showed good cooperation attitudes and the exploration in the city context aroused curiosity and interest also from the inhabitants.
Authors of the form	Giuseppe Capriotti and Rosita Deluigi



Figs 1–2. Preparatory meeting with teachers and children and mapping the urban spaces of Mnarani (Kilifi, Kenya, 2018)



Figs 3–4. Exploring urban space and open discussion with children about the details and context of Mnarani (Kilifi, Kenya, 2018)

