



EQUALITY



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Background

Equality is a human right. Both men and women are entitled to live with dignity and with freedom from want and from fear. Whether this be gender equality as a precondition for advancing development and reducing poverty: empowered women contribute to the health and productivity of whole communities, improving the prospects for the next generation. Or more general human rights for minorities, those under threat of being suppressed or living in fear because of who they are or what they believe.

The challenge

Can you think of a way to change current behaviours and inspire people to understand the value brought by treating everyone equally?

You may simply want to raise awareness, or perhaps you can think of a way to actively change human behaviour and understanding.

Creative Conscience themes

Your project should fit into at least one of our six impact themes:

- Community
- Education & Learning
- Environment & Sustainability
- Equality & Justice
- Health, Wellbeing & Disability
- War & Crisis

Submission guidance

Entry is open to individuals and teams of up to six people.

Please upload a PDF (15mb or less), or for video entries please include a link to your video in the submission form. Also include at least three key images from your project (at least 800px as either jpeg or png).

There is a £10 admin fee for entries by individuals and teams of two, with a £5 fee for every extra team member after that.

Remember to keep your entries clear and concise.

How it'll be judged

If your project is shortlisted, it will be judged based on your creative approach and its potential impact by a panel of industry experts.

Brief

The Creative Conscience Equality brief stood out as an interesting and topical.

For Major project I've been keeping a close eye on the news. More and more news of the Rohingya Crisis was coming up. This is the perfect example of something to increase understanding of.

This had the potential to fit with three things from the themes:

- Education and learning**
- Equality and Justice**
- War and Crisis**

NEWS / ROHINGYA

Activists launch 'Justice for Rohingya' campaign in London

A legal campaign launched to initiate prosecution of Myanmar officials behind alleged crimes against humanity.

by Aina Khan f t
11 May 2018



TRENDING

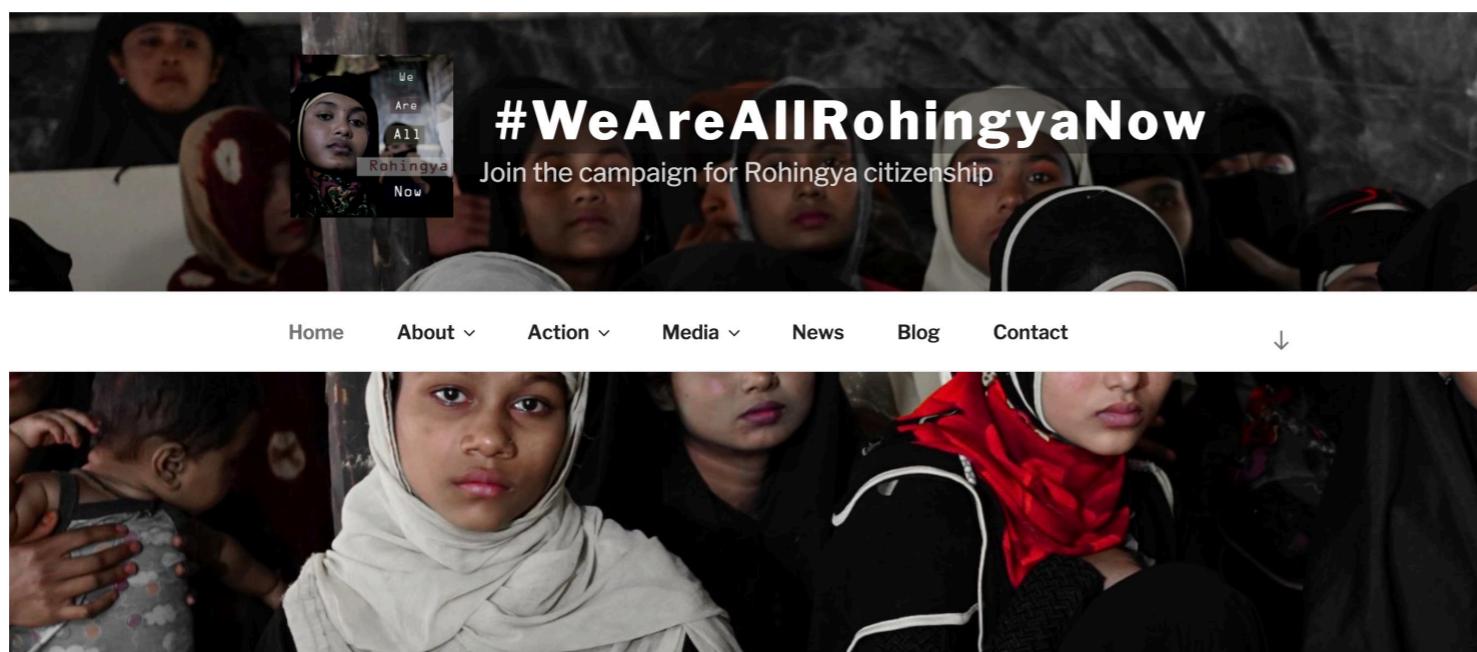
Three injured after car rams into people outside London mosque

Overworked.

Research

There are several large campaigns running to raise awareness and money for the relief.

The UN are heavily involved in stopping the situation escalate.



Tom Lansdown

Telegraph

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News

Rohingya refugee attempts suicide as repatriation fears rise

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FINAL SAY SPORT CULTURE VIDEO INDY/LIFE INDYBEST LONG READS AIDSFREE

Rohingya ASIA



Myanmar detains over 100 Rohingya refugees in boat off coast
Capture of vessel raises fears of a new wave of dangerous voyages

BBC Your account News Sport Weather iPlayer Sounds

NEWS

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Rohingya return to Myanmar: Confusion and fear in refugee camps

15 November 2018 [f](#) [t](#) [e](#) Share



Rohingya survivors: 'Why do they want to destroy us?' - in pictures

Research

Most large news outlets have a specific page just for new developments.

1. The Muslims (Rohingya) are not to be provided with citizenship cards by identifying them as insurgents
2. To reduce the population growth of the Rohingyas by gradual imposition of restrictions on their marriages and by application of all possible methods of oppression and suppression against them
3. To strive for the increase in Buddhist population to be more than the number of Muslim people by way of establishing Natala villages in Arakan (Rakhine State) with Buddhist settlers from different townships and from out of the country
4. To allow them temporary moment from village to village and township to township only with Form 4, and to totally ban them travelling to Sittwe, the Capital of Arakan State
5. To forbid higher studies (university education) to the Rohingyas
6. No Muslim is to be appointed in government services
7. To forbid them from ownership of lands, shops and buildings. Any such properties under their existing ownership must be confiscated for distribution among the Buddhists. All their economic activities must be stopped.
8. To ban construction, renovation, repair and roofing of the mosques, Islamic religious schools and dwelling houses of the Rohingyas
9. To try secretly to convert the Muslims into Buddhism
10. Whenever there is a case between Rakhine and Muslim the court shall give verdict in favour of Rakhine when the case is between Muslim themselves, the court shall favour the rich against the poor Muslim so that the latter leaves the country with frustration
11. Mass killing of the Muslim is to be avoided in order not to invite the attention of the Muslim countries.

Research

After researching further, I found it isn't a recent thing. The crisis has escalated recently but the Rohingya have been persecuted for decades.

This is the 11 point extermination blueprint. The Burmese government released this in 1988.

It for the most part has escaped the news and certainly escaped public knowledge.

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NEWS

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Asia China India

Myanmar Rohingya: What will happen next after damning UN report?

⌚ 27 August 2018

f Share

Asia migrant crisis

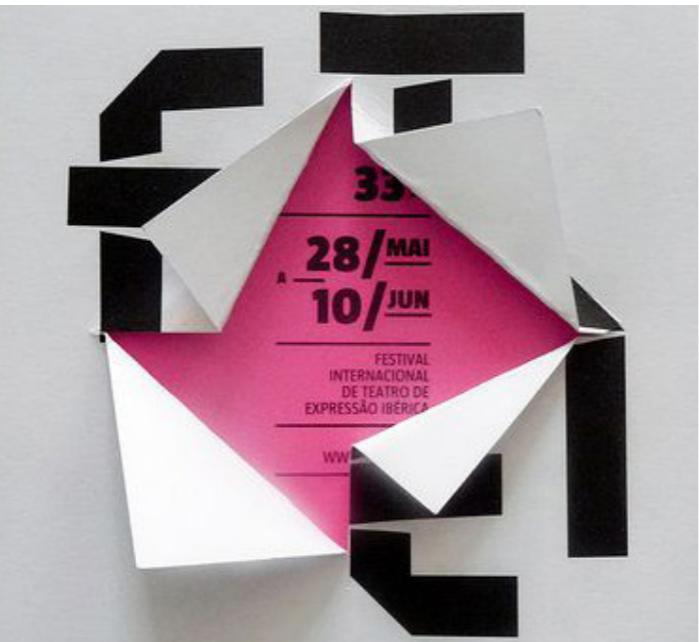


Research

As researching was undertaken a large UN report was released, outlining a plan for help.

The UN classed it as a genocide and that immediate intervention was necessary.

Tom Lansdown



Interaction

I felt that engaging the public was the way forward.

Finding a method of revealing what was being hidden came to mind as a powerful way of showing what it happening.

Tom Lansdown

Research

Reading and sharing stories can: help **your child** get to know sounds, words and language, and develop early literacy skills. learn to value books and stories. spark **your child's** imagination and stimulate curiosity.

Reading and storytelling with children | Raising Children Network
<https://raisingchildren.net.au/babies/play-learning/literacy-reading.../reading-storytelling>

This lead to thinking about teaching.

Teaching in different forms. I had considered several areas of how to introduce people to new information. Then realised that to fit with the brief even more I could actively change behaviour.

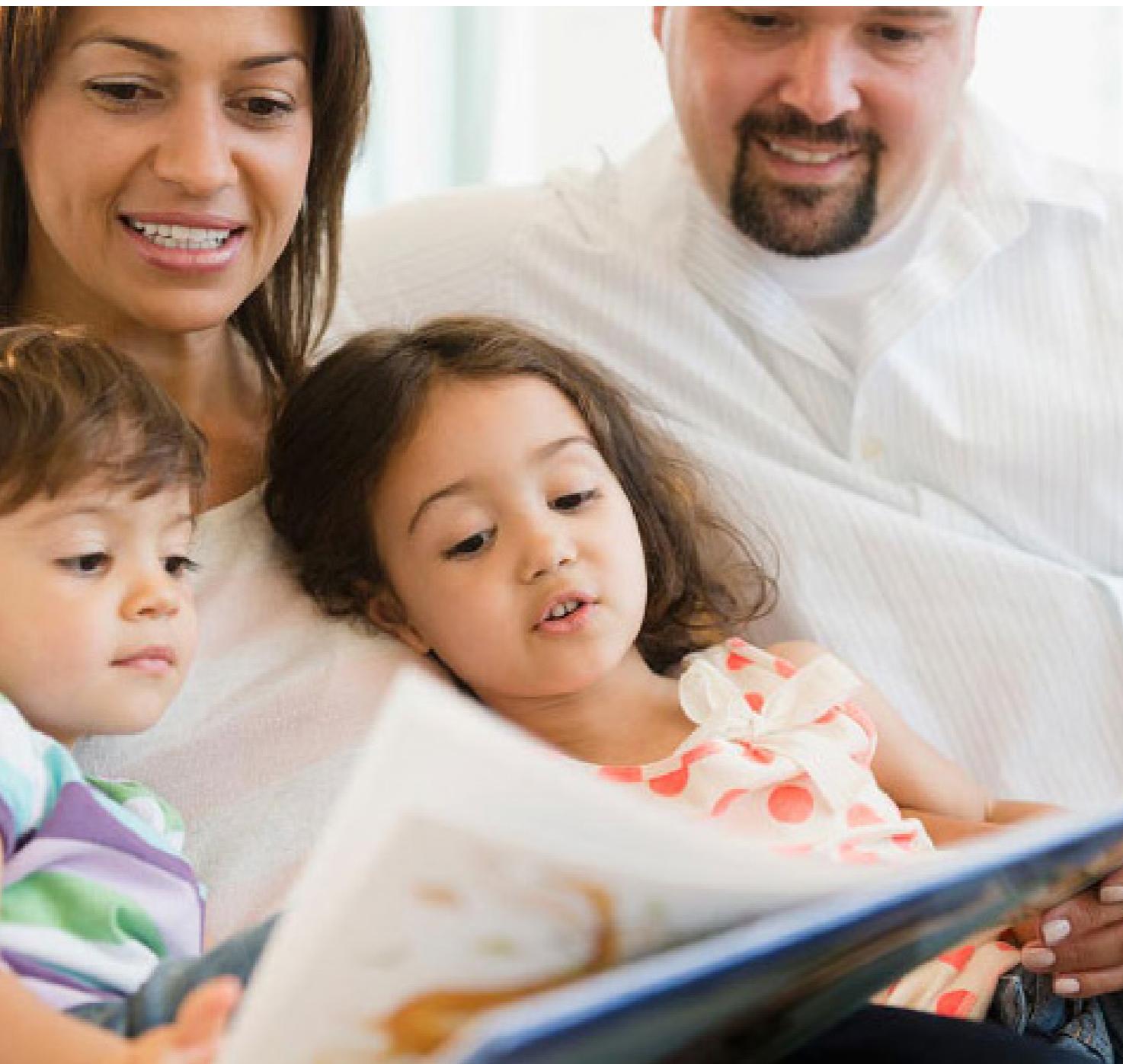
Why you should read to your child?

^

Reading books aloud to **children** stimulates **their** imagination and expands **their** understanding of the world. **It** helps them develop language and listening skills and prepares them to understand the written word. ... Even after **children** learn to **read** by themselves, **it's** still important for **you** to **read** aloud together.

Reading with Your Child | Reading Rockets
www.readingrockets.org/article/reading-your-child

This change in behaviour will come through teaching children through reading. From a young age they will be exposed to inequality and will learn how to treat others equally when they grow up.



Research

The more I looked into this the more interesting it became. The bond between child and parent is really strengthened by reading together. This opened up the potential to teach both adult and child about equality in different ways.

Adults learning more about the current Rohingya situation and children about the harms of not treating others equally.



Kids Book

Finding a manageable style to illustrate was the main problem.

It is a large ask to concept, script and produce a children's book in six weeks. So setting definite styles will help speed this process along.



Kids Book

Scandinavian design is fashionable at the moment.

Minimalist illustrations, with the look of screenprinting.

I felt striking a balance between these two examples would be reasonable considering the time constraint.



Kids Book

Again this idea of rough shapes, representing something came through.

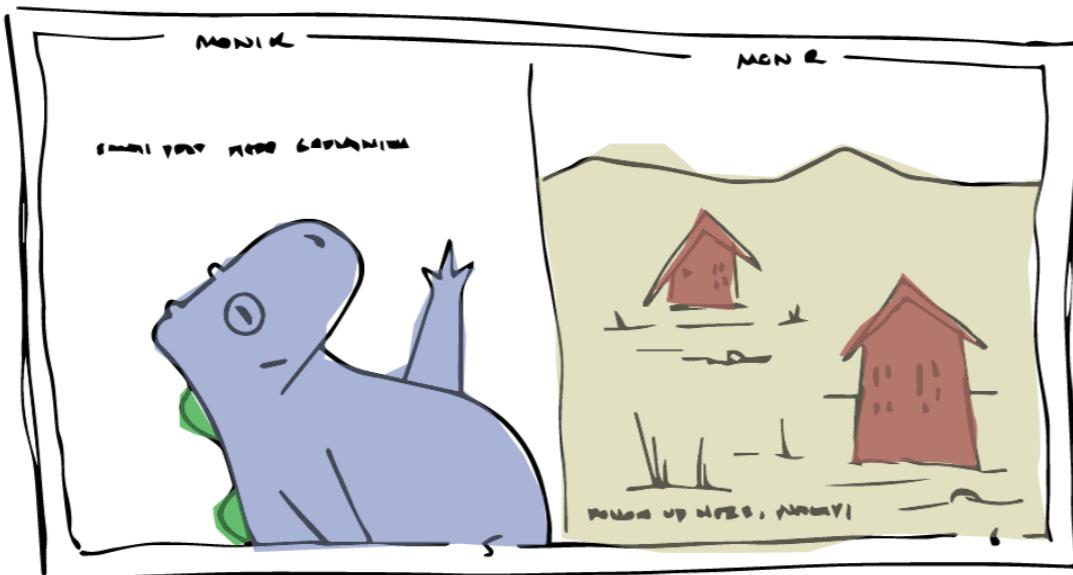
It would take a lot of work to make the illustrations fit but seem natural.



Concept

This is an early sketch of the first pages.

Introducing a “dinosaur” character as to not directly be representing a human. Purposefully avoiding caricatures of any group.



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1. Mummy said we need to go

2. The adults aren't holding hands anymore

3. Their are lots of new children who i'm not allowed to play with

Four. We've stopped going to the big market

Five. Mummr said I have to call myself Monir at school

6.Daddys stopped wearing his suit

7 More people leaving with bags, houses empty

8.All the village workers have stopped

9.Their are lot of new fancy temples being built

10.The man on the street has been taken away.

11.Mummy says more people from the village are going on holiday.

Concept

Strong copy would be vital for the potency of the book.

For this I decided to base each spread on a point of the extermination blueprint. The twist being that it is told from a child's perspective. This view will be sheltered by the characters parent, giving reasons for the scary things happening around them.

Story order

No longer going to the market -
New children and villages -
Called Monir at school -
Fancy temples built -
Village workers stopped -
Adults aren't holding hands anymore -
Daddy's stopped wearing his suit -
People are leaving -
Nice street man has been taken away -
Lots of people going on holiday -
We need to go - just the two of them

Illustration

Empty food basket/shadows
New villages in distance
Looking sad in uniform
Outline of temple
Icon probably hammer
two hands double page not touching
Hanger with suit
Silhouettes at door
Drag lines? Police, evidence of military
Empty houses boarded up
Bird gates, smoke over hills

Concept

This is further copy development, trying to iron out what type of illustration would go on each page.

The combination of the two should allow children and adults to take different things from them.

Hello my name is Noori I am seven years old and I live in Myanmar's Rakhine state.

Three. Their are lots of strange looking children from a new village over the river, daddy said I shouldn't play with them.

Nine. New fancy looking temples are appearing near the village.

Four. We've stopped going to the big market, we can only eat what mummy and daddy bring back from the field.

One. I've been put in a different class at school because mummy lost my pink card. All my friends are in the other class.

Two. The adults aren't holding hands anymore, I'm still the youngest in the village, I can't wait for some new freinds to play with.

Five. Mummy said I have to call myself Monir at school, my class has got much smaller. Some of my friends are missing, mummy says they've moved to the ...

Six. My uncle has stopped wearing his suit, he now helps on the field with my parents. He looks sad.

Seven. Lots of the houses in the village are falling down, i've not seen anyone in them for a while. I can see fire dancing in the sky at night.

Eight.The big men have stopped fixing things in the village, they are all packing to go to the big city. I can hear mummy and daddy talking late at night.

Ten.The man on the street has been taken away by men with squeeky boots.

Eleven. We need to go on holiday now, Mummy said their is no time to say goodbye to my friends.

Concept

This is a refined list of the blueprint converted to the child's view. Focusing on things a child may pick up on, like new children being around or large temples being built nearby.



Concept

The image and text can come together using metaphors for what is happening.

For example “I could see the people dancing around the fire all night in the distance”. Representing the villages being burnt and people running from their homes.



Before Monir Ahammed was allowed enrol in a school, he had to use the name "Maung Maung Ni" and conceal the fact he was a member of the Rohingya ethnic minority.

"There was no other way," he told the Dhaka Tribune at Jamtoli refugee camp in Ukhya, Cox's Bazar. "We had to change our names if we wanted to study."

Monir, from Maungdaw's Kyein Chaung village, said the situation had been like this since the passage of the 1982 citizenship law under which the Rohingya were effectively denied citizenship. He passed his grade 10 exam from Kyein Chaung's Basic Education High School in 2001.

"Before 2012, we were not allowed to enrol in schools with Muslim names. So, we had to change our names into Burmese ones," he said. "Our certificates were also issued against our Burmese names. This trend started in the 1980s."

Concept

An important extra detail was to do with the child's name in the book.

The book would be called Monir a homage to a real child who had to change their name to study in Myanmar.

For the story purposes the child's name would be Noori, meaning 'Brightness of the Faith'. Adding another subtle layer to the books meaning.

Najeeb	Of noble descent	Naajy	Safe
Najm Udeen	The star of the Faith	Naa'il	Acquirer, Earner
Naasih	Advisor	Naseem	Fresh air
Nasser Udeen	Protector of the Faith	Nawfal	Generous, Old Arabic name for the sea
Nazeeh	Pure, Chaste	Naathim	Arranger, Adjuster
Nooh	A Prophet's name	Nu'man	(Blood) Old Arabic name
Noori	Shining	Noor Udeen	Brightness of the Faith
Omar	Life, long living	Omran	Solid structure
Omeir	Long living	Ossama	One of the names of the lion.
Qasim	Divider	Qatadah	A hardwood tree

Endnote

This story is based on the persecution of the Rohingya people. Each point in the book is a child's interpretation of the 11 point extermination blueprint introduced in 1988 to oppress the Rohingya. When this book was made, over 1 million Rohingya have fled to Bangladesh and villages in the Arakan region are still being burnt.

Sixty percent of the refugees are children, what would you do if that was your child?

Monir



Blabbermouth Regular

They danced around the fire
all night long.

We watched them run
through the fields.

Avontuur Regular

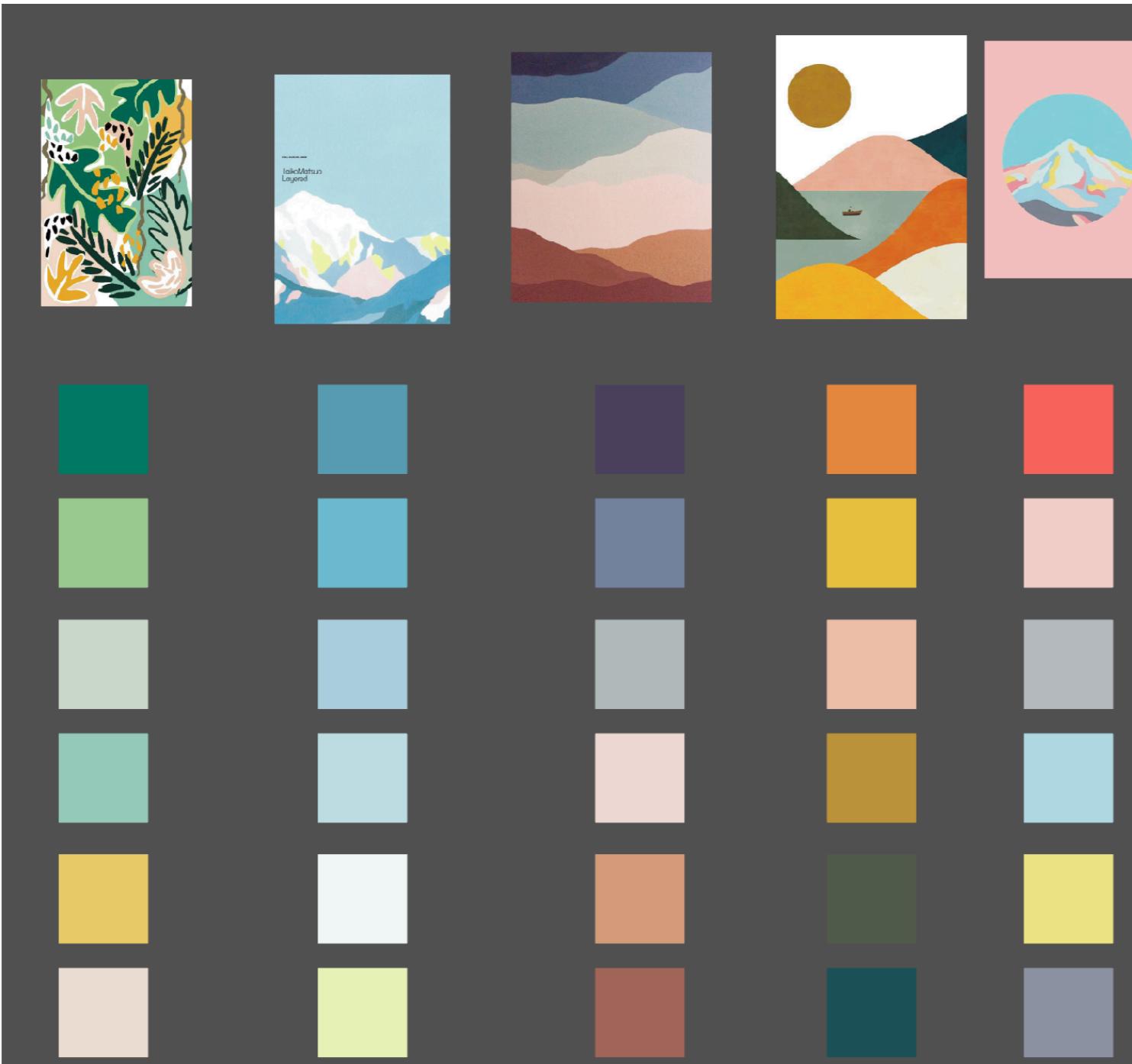
They danced around the fire
all night long.

We watched them run
through the fields.

Development

Designing the book in a way that it would be engaging to read and desired to be kept was important.

It was difficult to make it feel like a children's book as well as a well designed object. Development of text and character would be important for attaching to a child.



Colour

Continuing the idea of wanting to keep the book. Use of colour was vital.

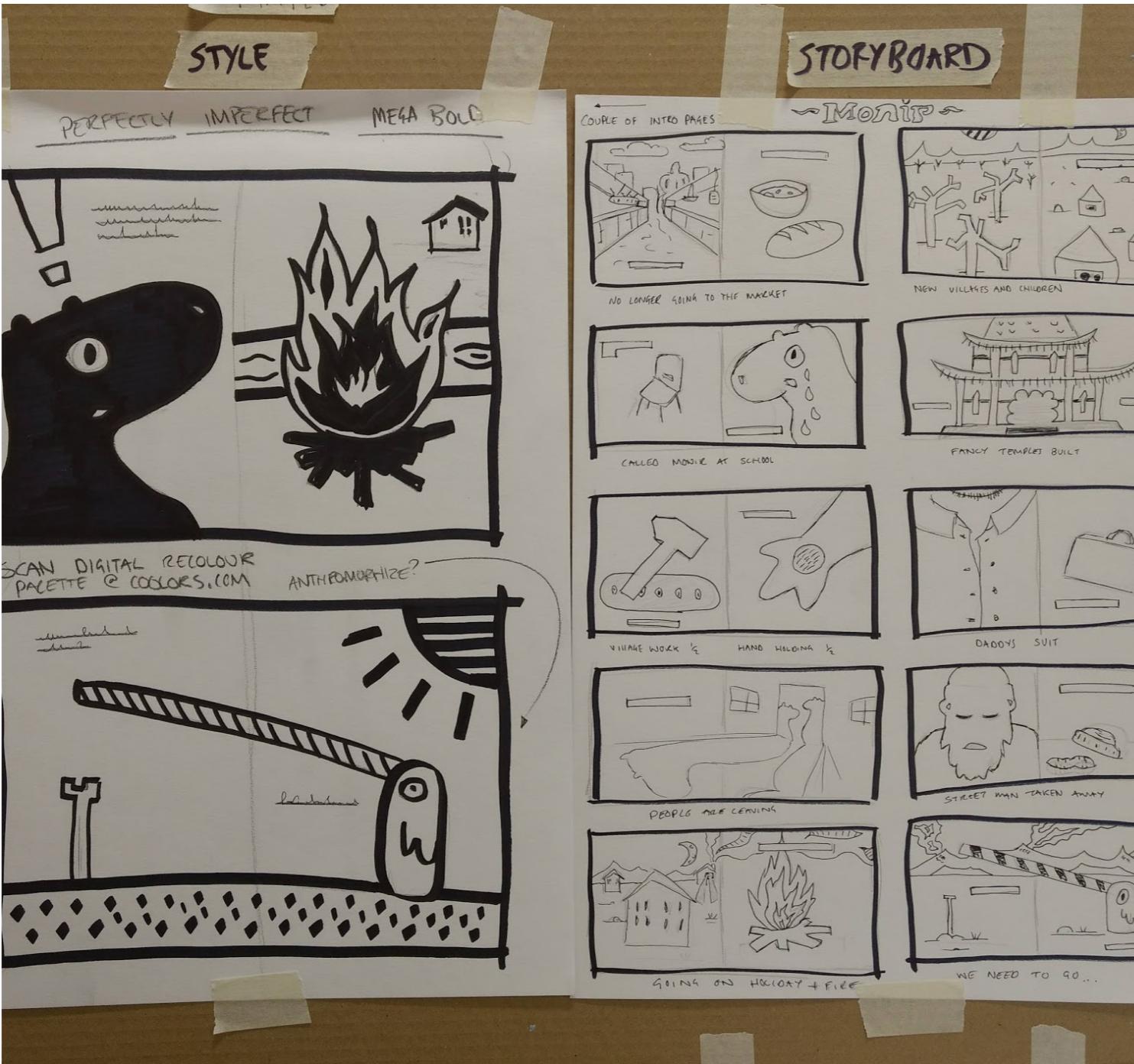
I looked at several pastel colour examples. I ended up using a mix of each. Taking a couple from each.



Development

These are example illustrations I did to fit with the planned copy.

There was a debate as to whether to keep the pen lines, giving it an aspect of authenticity.



Development

It was helpful to sketch out a whole plan for the book.

This allowed me to easily see what spreads were weaker.

As seen in the bottom corner, anthropomorphising aspects of the story is a often used theme in children's books.

I would keep this in mind while developing the spreads further.



Construction

Here is a close up of the anthropomorphic image.

This really felt like a strong way to push the idea of it being a child's point of view.

Construction

This was another consideration; using blocks or outlines.

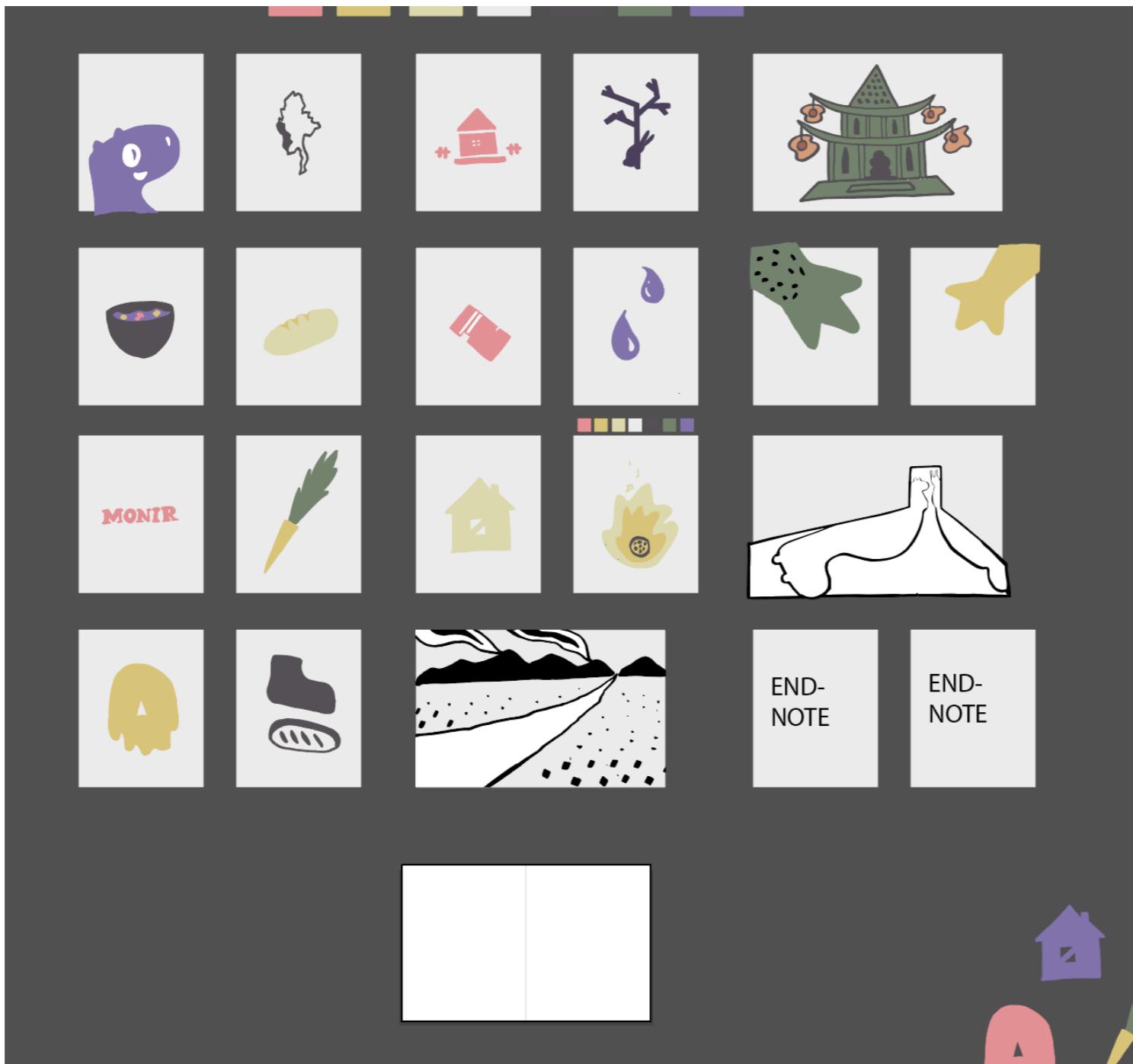




Construction

These are scanned in versions of early illustrations.

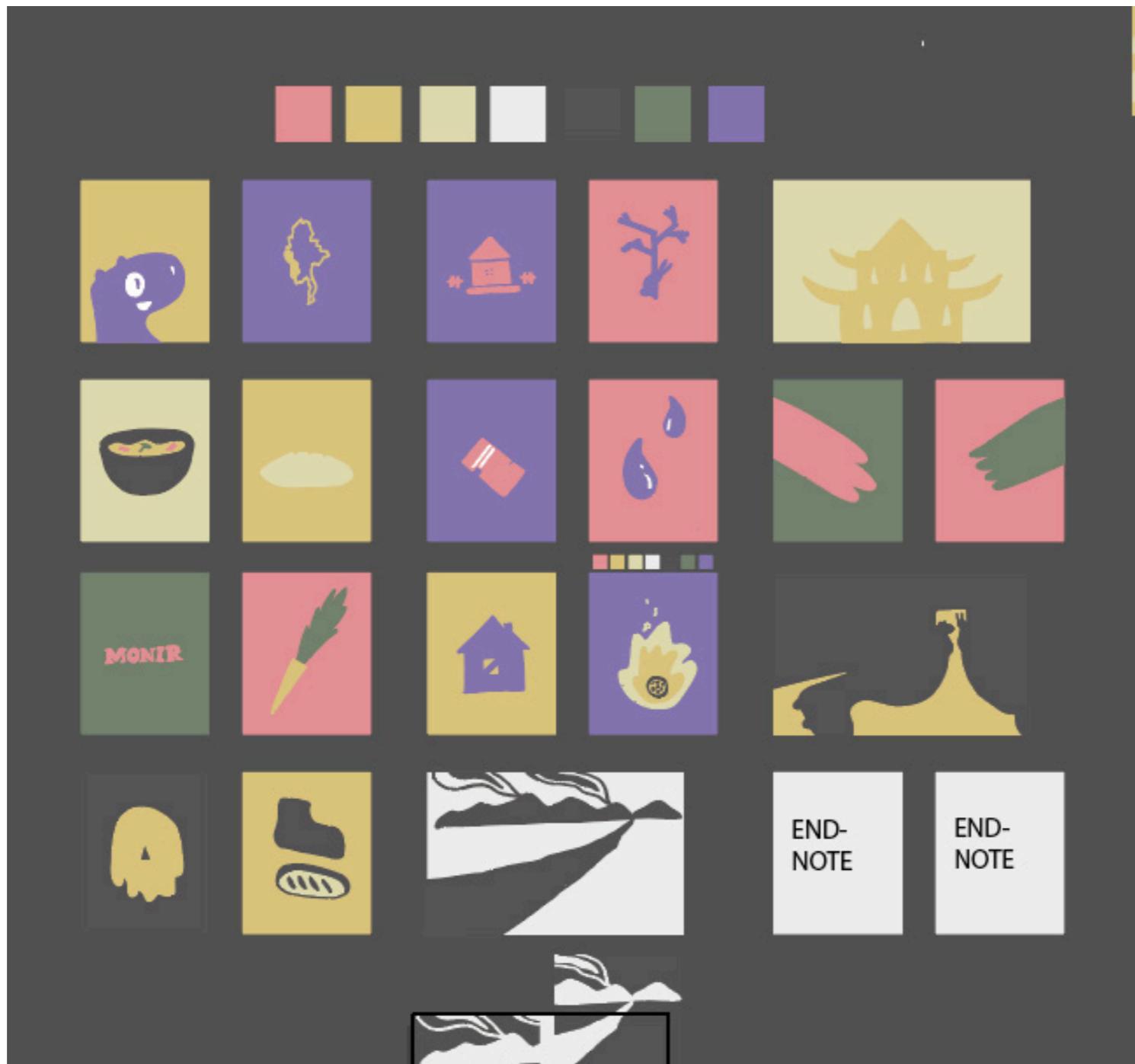
Some are obviously more complex than others, this quickly became messy, so simple style illustrations were prioritised.



Construction

First full book with images.

They are very simply coloured, but a lot of them turned out well.



Construction

Introducing background colour really made the images pop out.

I decided to use around three colours per spread. By doing this their would be consistency throughout.



Outcomes

These are some tests of how the illustration elements could be used for other materials.





Icons

More examples of isolated illustrations, cleaned up in Illustrator.

AVONTUUR MONIR Monir

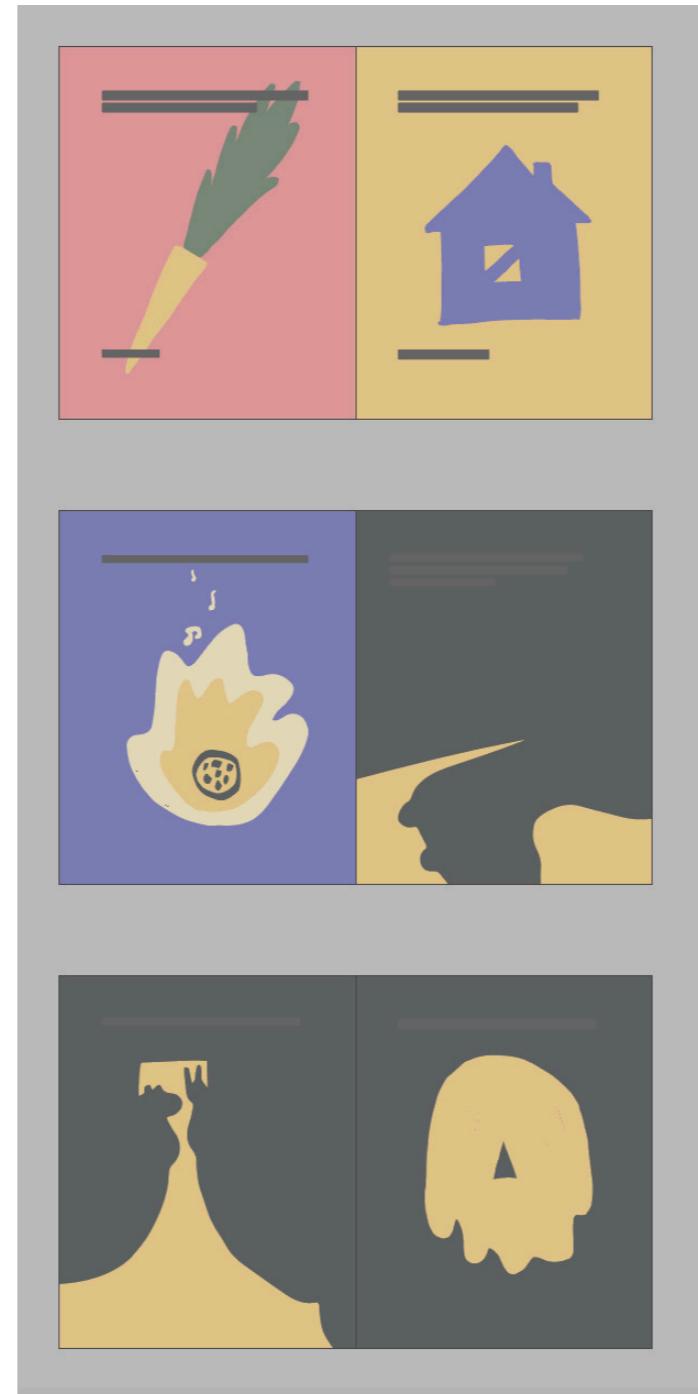
~~Blabbermouth~~
~~MONIR Monir~~

Type

Choosing a typeface was important for creating an attachment to the book.

The top example is versatile, simple but childlike. The bottom is too whimsical.

However I kept the bottom in the project as an alternative to see how it would look.



Spreads

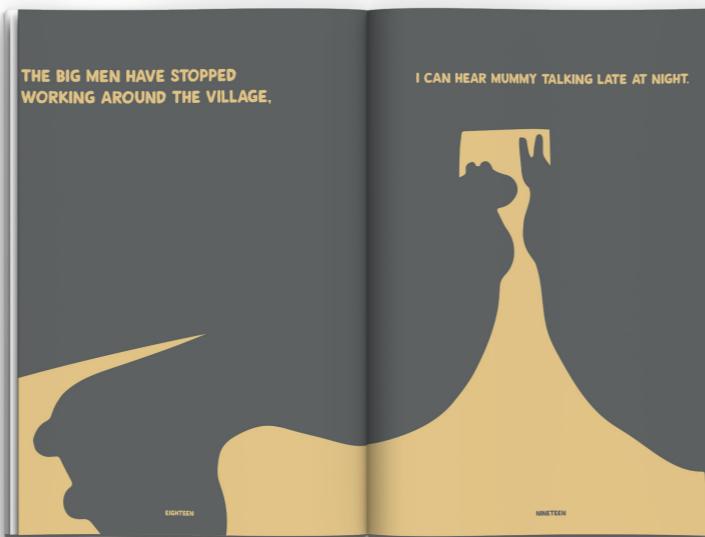
Again these are refined spreads. It really started to feel like a book at this point.



Spreads

Close up of one page.
Sticking to using three
colours here allowed a
colour language to appear.

Blurb (book printing site)
was helpful to show live
mock ups of the pages.
This helped iron out minor
mistakes and allowed me to
think of it as a book rather
than individual spreads.



Spreads

Example spreads on digital mock ups, to see how it would look. Colour coordination was very effective.



Iteration One

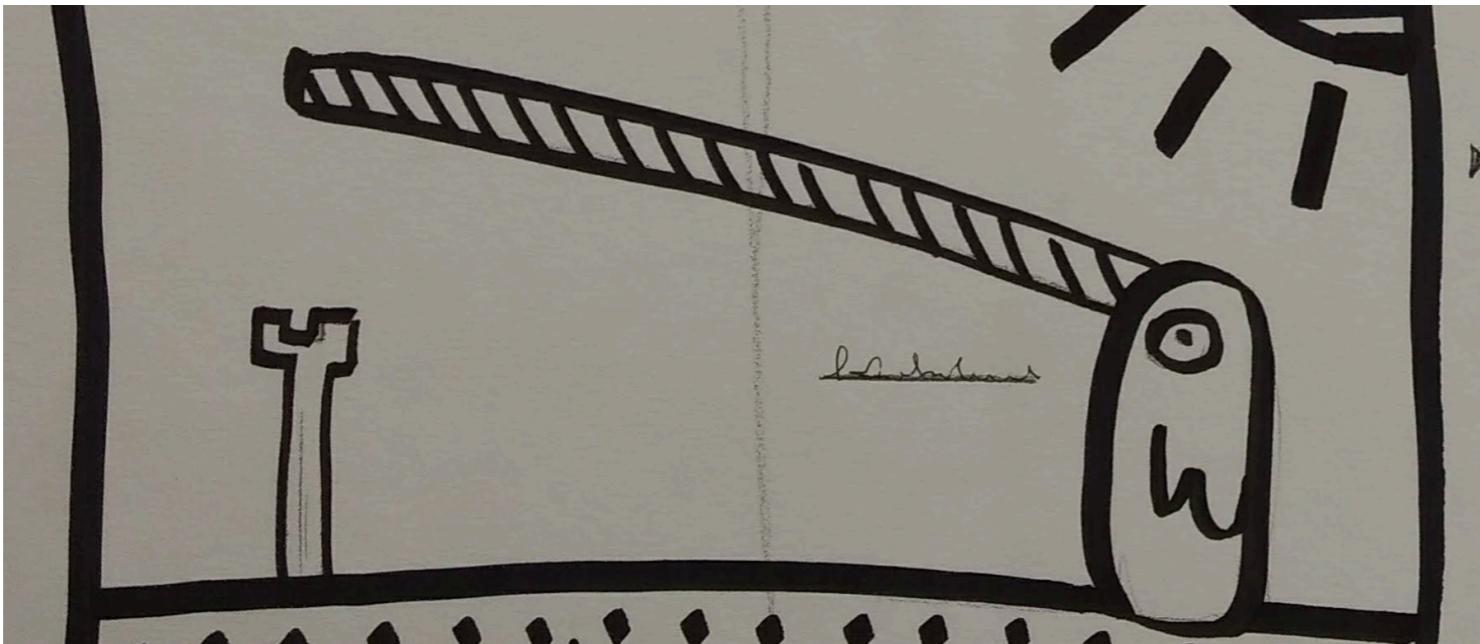
This was a printed concept book to see how the book would feel. Produced for assessment one.

The mistakes were fixed and the copy refined.



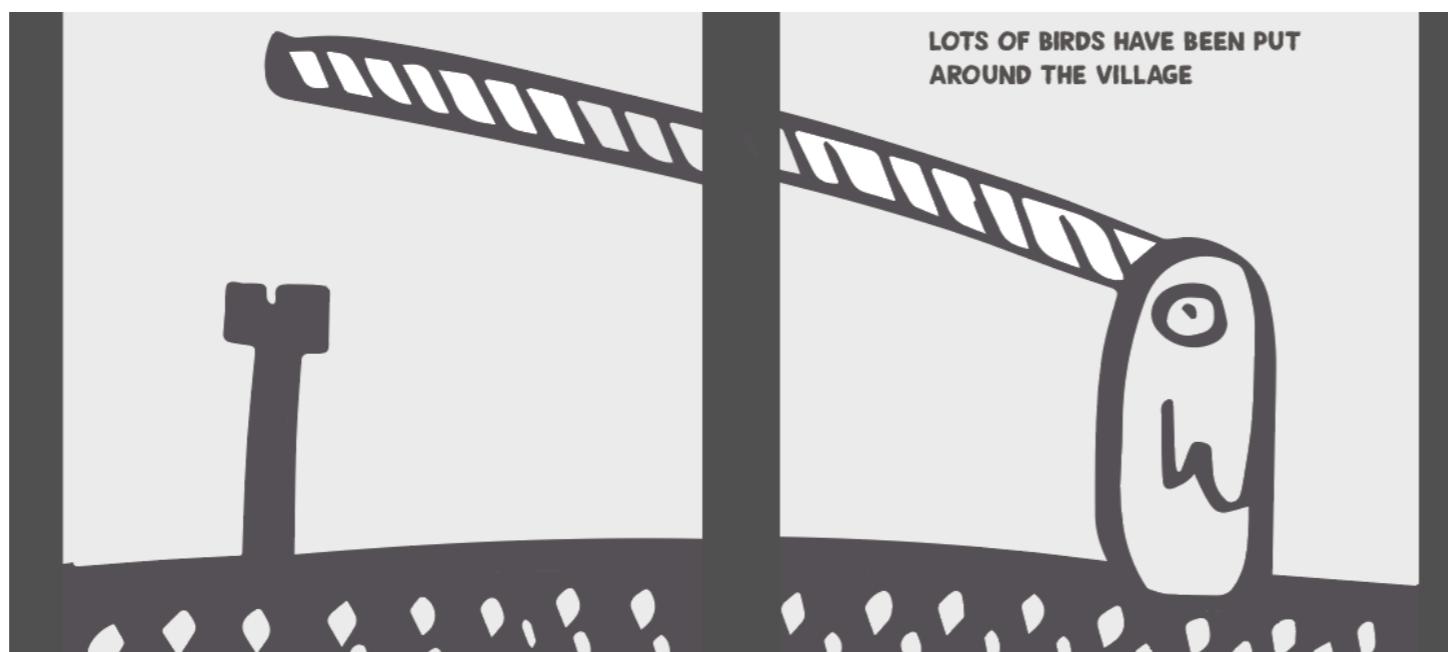
Iteration One

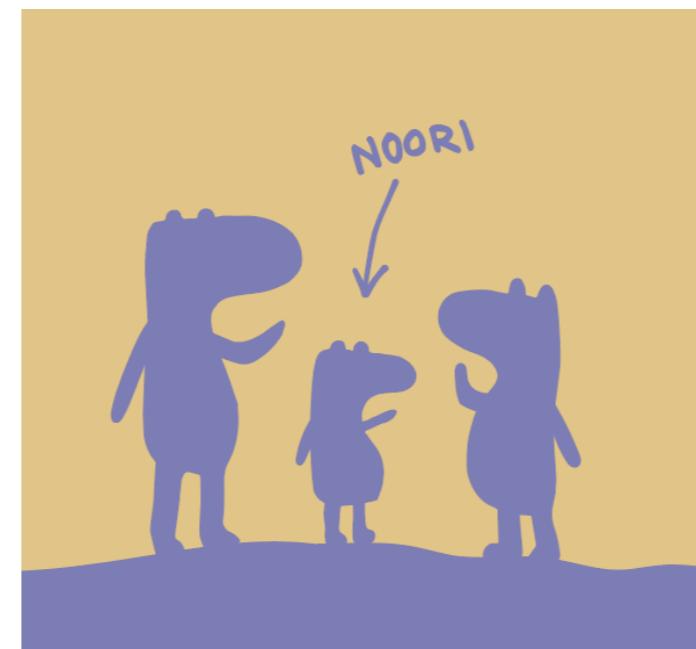
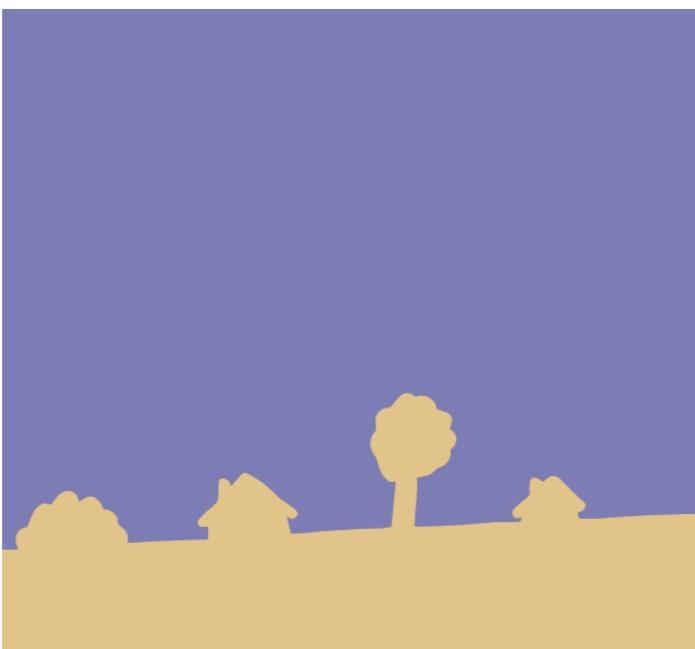
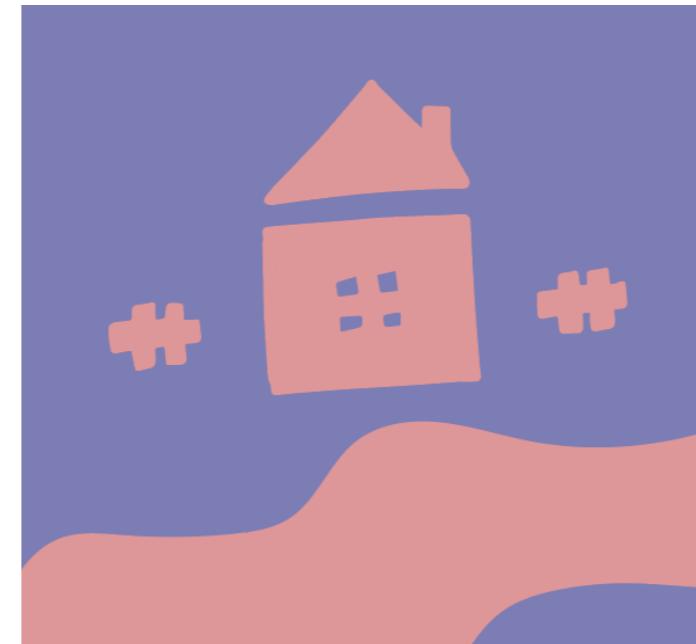
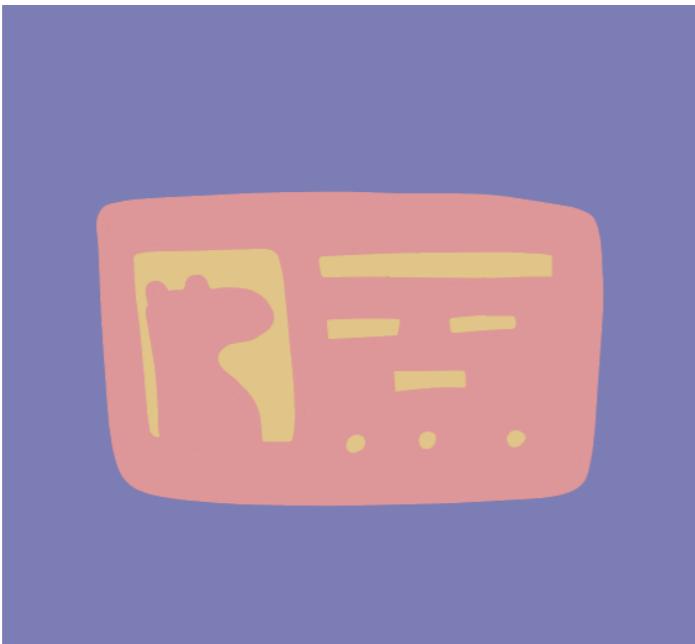
Another view. Very much more conceptual. The book was bound with thick metal bolts, representing the oppression of the Rohingya people.



Development

When editing the contents, spreads like this were refined, edited and added in. Ensuring they stuck with the story.





Edits

Here are some examples of updated illustrations, these presented the message in a better way. As well as giving the story a bit more structure.

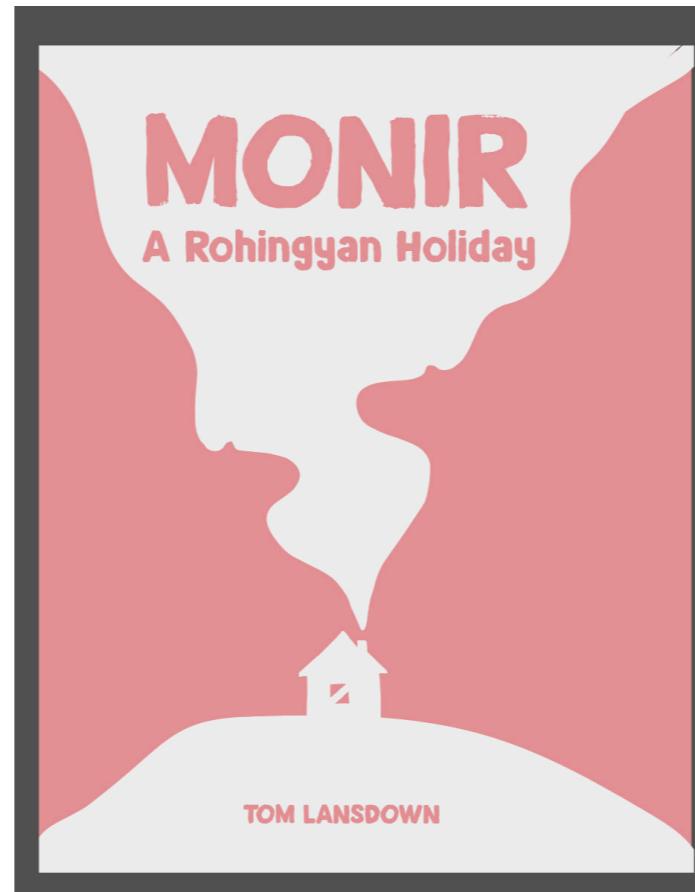
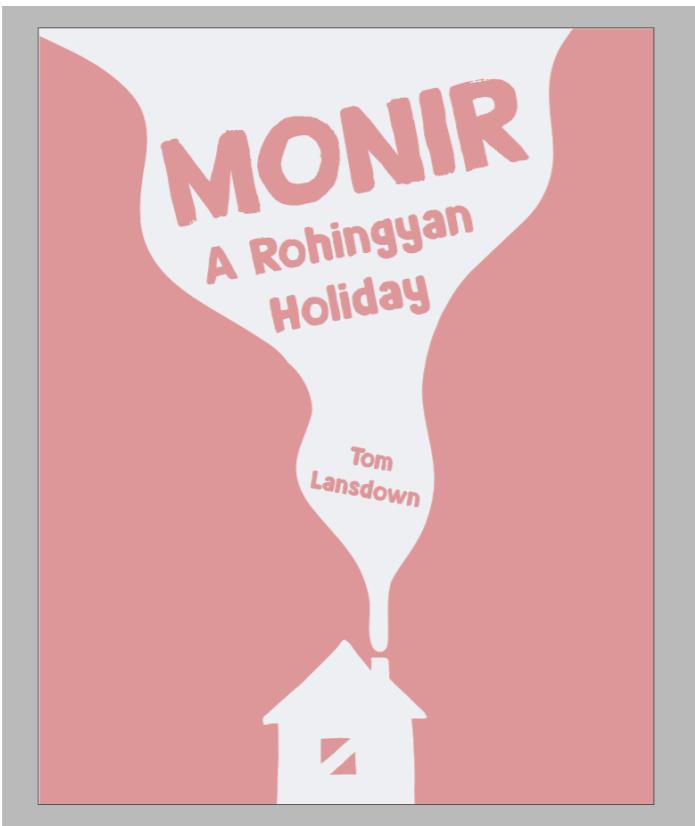


Edits

Subtle and slight copy edits were made to push the child's perspective more.

Adding in reflection from the child really brought the copy to life.





Edits

The cover was amended. It now tells a story. The smoke rising from the house, the window boarded and the figures in the smoke.

This was a more engaging cover for the book. Using negative space worked well to add illustrations from other sections without it seeming forced.

As well as this, it is limited to two colours. The soft white and pink used throughout the book.



Spreads

Example spread, copy worked, images edited and coloured paired back.



Spreads

Example spread, copy worked, images edited and coloured paired back.



Spreads

Example spread, copy worked, images edited and coloured paired back.



Spreads

Example spread, copy worked, images edited and coloured paired back.



Concept book

This is a digital mock up where the whole cover is visible. It helped to get a final view of what the book would look like when produced physically.

The book can be viewed [here](#). Click preview to see the inside.



Home ► Study with us ► Bursaries and scholarships ► Small Project & Mobility Grants

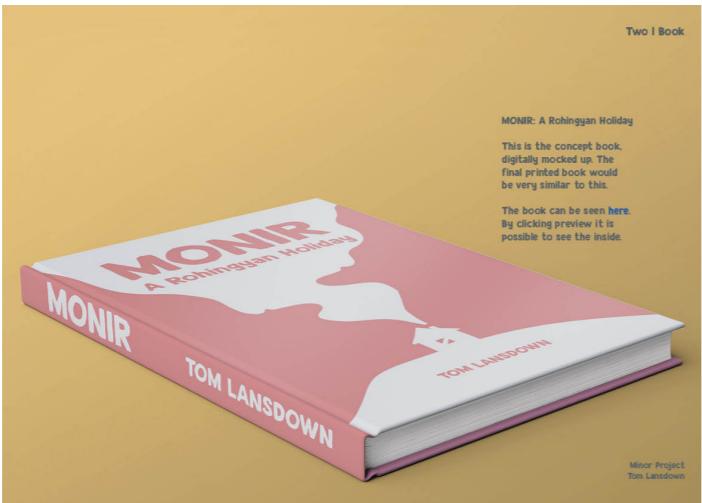
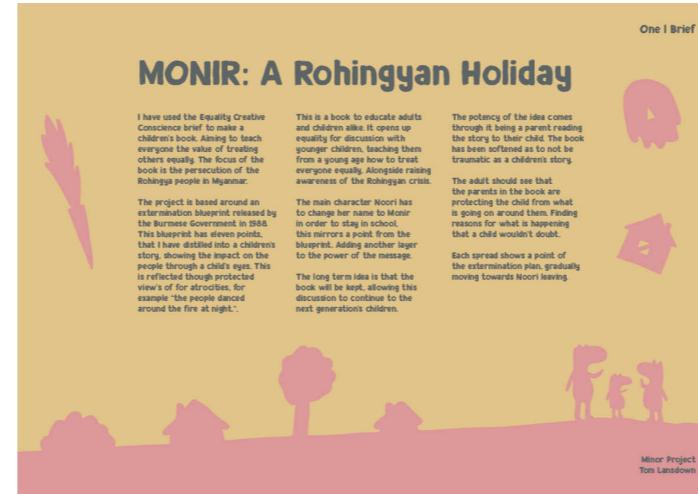
Continuation

I applied for a Small Project Mobility Grant and was awarded Ninety pounds for production costs.

This is very exciting as it opens up the possibility for embossing and textured paper printing.

This allows the project to continue before submission to the competition.

Tom Lansdown



Presentation

These are the presentation slides. Summarising the concept, linking to the online book and showing spreads.