



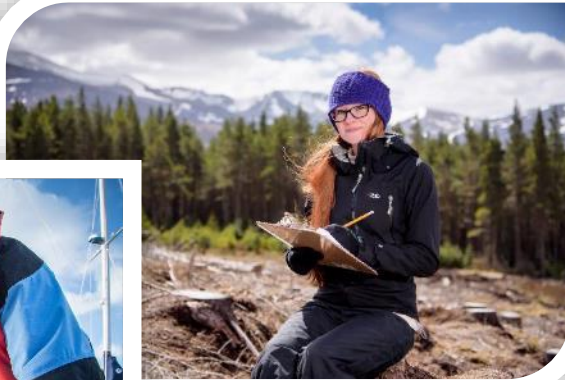
INTERNATIONAL WOMEN'S DAY
March 8 - #BalanceforBetter #ThinkUHI

WELCOME



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

International Women's Day at the University of the Highlands and Islands



Dr Susan Engstrand
Dean of Faculty,
Science, Health and
Engineering
8th March 2019

The University of the Highlands and Islands: We are young and connected



Images from UHI Image bank unless otherwise stated



How are we doing?

Equal pay?

- Education sector average 15%

Leadership?

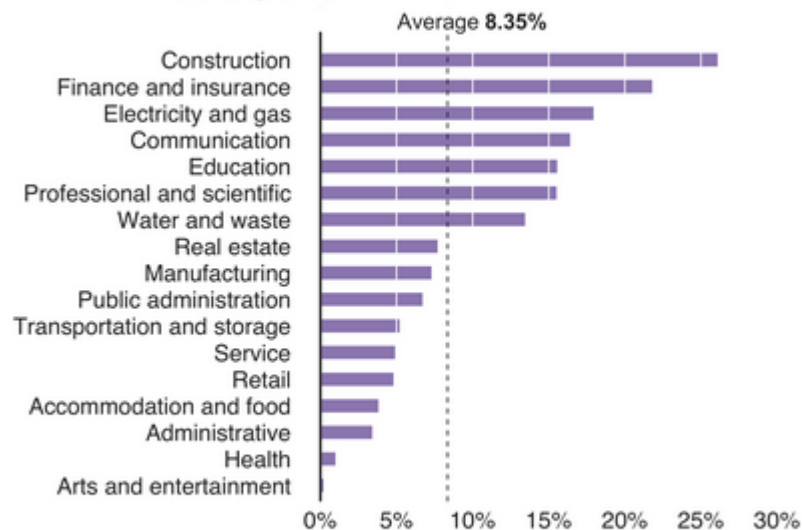
- UHI Senior Management Team: 12 males, 6 females.
- Academic Partner Principals: 9 male, 3 female

Commitment?

- Athena SWAN Bronze award 2016

Every sector pays men more on average

Median hourly pay gap by sector*



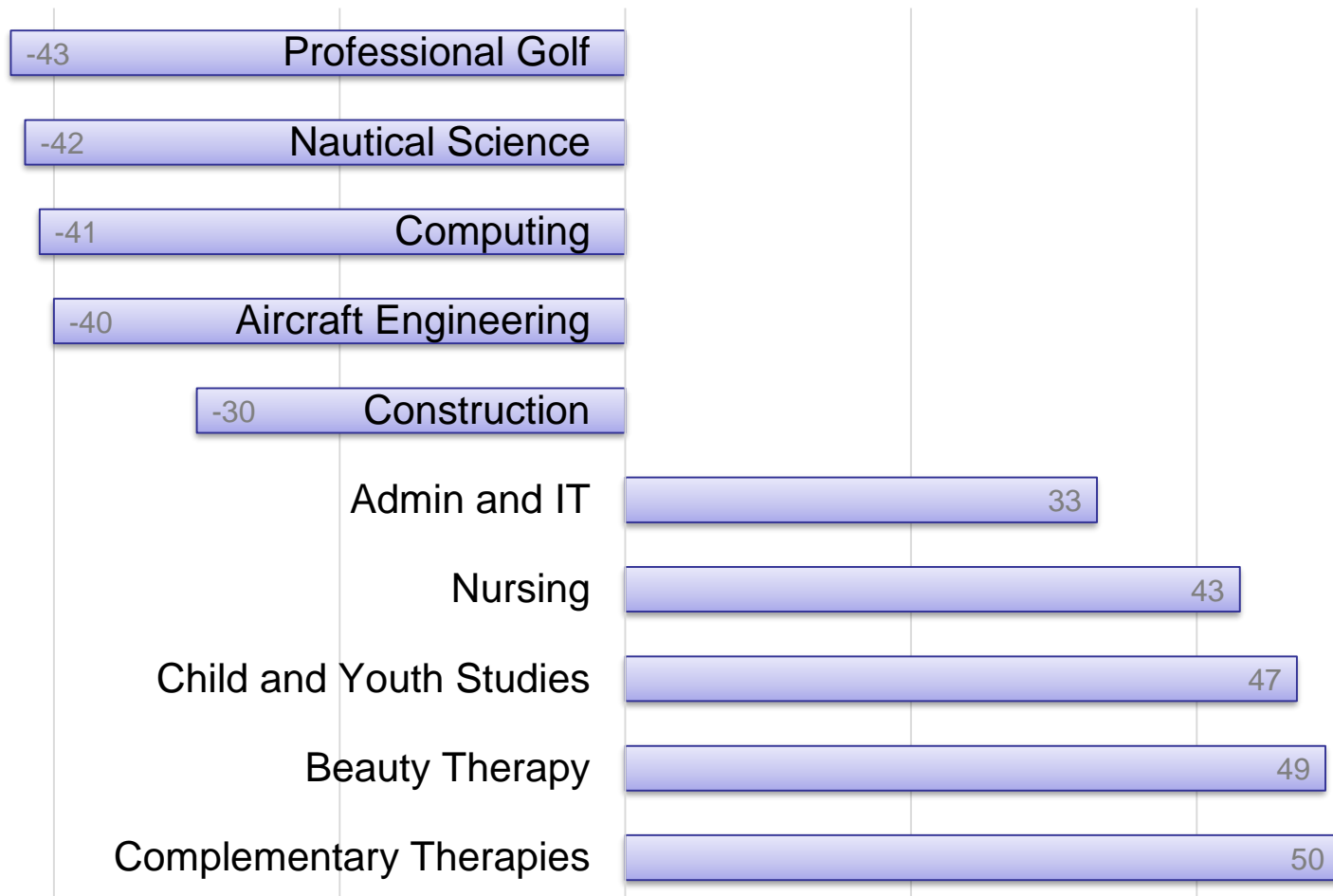
*Note: Only includes sectors where at least 10 companies have reported so far

Companies that have reported to gov.uk by 3.45pm Tuesday 19 February 2019 **BBC**



Our students: 51% of our 43296 FE and HE students are female, but considerable variation by programme

Gender balance



My inspiration



Image S. Engstrand





Image S. Engstrand





Image S. Engstrand



University of Oxford 1988-91



University of Stirling 1992-1996

A biological basis for gender differences in behaviour?



Tobias North



Nature or nurture?



Janet McKnight under Creative Commons



TWO No More Boys and Girls: Can Our Kids Go Gender Free?

[Home](#) [Episodes](#) [Clips](#)



Is the way we treat boys and girls the real reason we haven't achieved equality between men and women? Dr. Iyad Abdelmassih aims to find out by taking over a primary school

On iPlayer

Not available

On TV

No upcoming broadcasts

BBC



University of St Andrews 1996-2005

Barriers to women in STEM?



UHI 2006-2019

Juggling.....



In fond memory of Clara Dawson

Leadership development : space to think

- Senior Leadership Development Programme (UHI with Leadership Foundation 2012)
- Aurora Leadership Development Programme 2015 (mentoring)
- Senior Fellow Higher Education Academy through Alpine 2017





Learning to be inclusive



Integrated Land Use Conference 2012-2019



‘You have to see it to be it’



What can *you* do to shape UHI as an inclusive University?



Athena SWAN at Swansea University: Tackling the Gender Pay Gap

Professors Joy Merrell and
Diane Kelly
8th March 2019



Swansea University
Prifysgol Abertawe

Outline

- Background and Context
- Growing our own
- Gender pay gap
- Supporting Trans people

Background and Context

- Joined Athena SWAN Charter in 2008
- Achieved bronze award in 2009
- Gained Bronze renewal award in 2013
- Opened second campus in 2015
- Gained Silver award in 2017



Our goal and strategy



Swansea Surroundings



Growing our own

- Clearly defined, published career pathways for academic staff to progress from early career posts through to Professor
- Academic career pathways criteria are transparent, provide an indication of the standards required at every grade and are incorporated into our promotions procedure
- Promotions process linked to annual PDR process
- Achieved a sector leading 99% PDR completion rate, verified through the online system over last 5 years
- Staff are made aware of training courses available through an email following their PDR linked with their individual identified training needs

Promotion

- Introduced indicative performance levels at each grade to provide clear and transparent guidelines
- Provided examples of what is expected for promotion
- Applied the equality principles established in REF 2014 for individual circumstances e.g. consideration of parental leave, career breaks enabling staff to apply for promotion based on the quality, (rather than quantity) of their work.
- Held workshops on the promotion process and CV writing in each College.

Impact: Marked increase in applications from women and a significantly higher success rate for women (62% success rate for all posts compared to males 37%).

The Gender Pay Gap

Where is our gender pay gap?

- Between 2008 and 2016 we conducted 3 equal pay audits and found that within each of the grades 1-10A the mean pay gap is 2% or less.
- Two underlying issues have become apparent:
 - Occupational segregation with women clustering in low-paid, low-hours jobs (e.g. catering, cleaning).
 - An in-grade pay gap evident at grade 11 (Professors).



The Gender Pay Gap (Cont.)

1. Clustering of low-paid, low hours jobs.

- Participated in a Women Adding Value to the Economy (WAVE) research project (2014-16), from this we developed new gender neutral roles using a values based recruitment process.
- This broke down gender stereotypes and improved gender balance with the recruitment of more female team leaders.
- Recent pay examinations show that there is a 3.7% positive pay gap in favour of females across these roles and feedback has been positive and a 50:50 gender representation in this area.



Professorial pay gap

Following the 2016 THE gender pay statistics report, we established a task and finish working group to:

- a) Review in detail all professors by gender, college, length of service, role and activities
- b) Consider professorial banding and revision of starting salary
- c) Revise indicative performance levels for increases in remuneration
- d) Introduce clarity and transparency around discretionary and role associated pay
- e) Ensure gender balance on the remuneration committee



Tackling the Professorial Gender Pay gap

- Task and finish working group met 4-6 weekly over 12 months and group is ongoing
- Diverse membership chaired by the Registrar
- Utilised annual remuneration to begin to address the gender pay gap
- All professors have to submit an application for remuneration – reminded if no application received



Tackling the Gender Pay Gap (Cont)

- Increased the current professorial base pay for men and women by £3,939 from £61,625 to £65,564. Effective from March 1st 2019
- Will create a percentage change of approx. 10% to the professorial gender pay gap
- Ensures that our starting salary will be in line with the mean starting salary of the universities against which we benchmark.



Impact on Professorial Gender Pay Gap

- Lifting the base pay, impacts 40% of female professors
- Those already at a salary of £65,564 or higher at implementation, will remain on their existing salary.



Come and Visit us



SWANSEA UNIVERSITY
PRIFYSGOL ABERTAWE

www.swansea.ac.uk

Thank You/Diolch

Contact details:

Professor Joy Merrell

j.a.merrell@swansea.ac.uk

Professor Diane Kelly

d.kelly@swansea.ac.uk



Student Inspirational Story: Terri-Jane White, University of the Highlands and Islands

Presented by Sorcha Kirker, HISA Vice-President



INTERNATIONAL WOMEN'S DAY
March 8 - #BalanceforBetter #ThinkUHI

Keynote: Promoting Equality: from professional practice and organisational culture to personal commitment

Maren Deepwell, Chief Executive of the Association for Learning Technology (ALT) and Martin Hawksey, Innovation, Community Engagement and Technology (ALT)



ASSOCIATION
FOR LEARNING
TECHNOLOGY

ALT

ASSOCIATION
FOR LEARNING
TECHNOLOGY

ALT



Promoting equality

from professional practice and
organisational culture to personal commitment

#BalanceforBetter #IWD2019
#ThinkUHI

Maren Deepwell (@marendeepwell)
Martin Hawksey (@mhawksey)

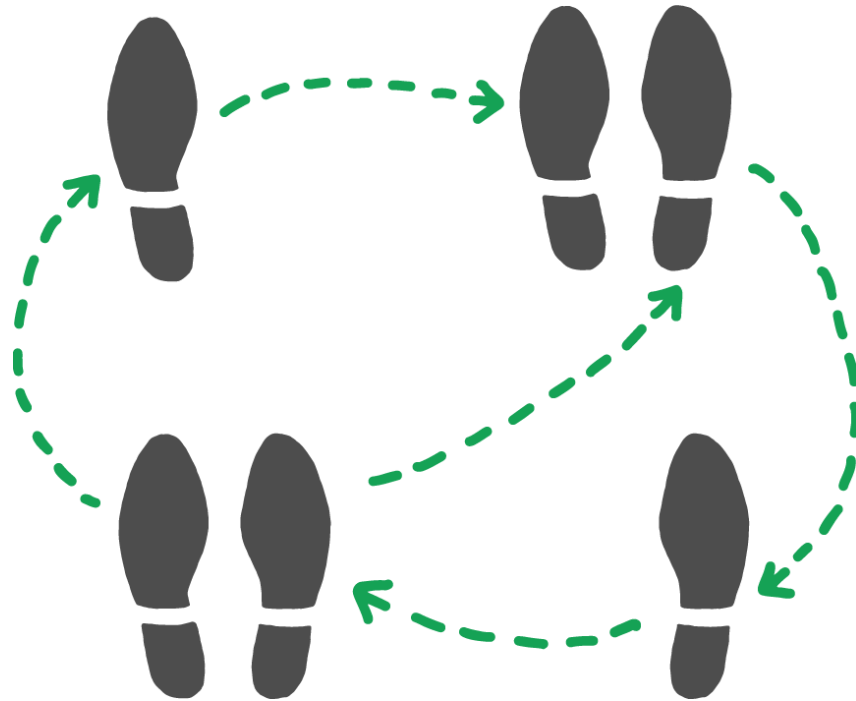


This document and images are licensed for reuse under a [Creative Commons Attribution-ShareAlike 4.0 \(CC BY-SA 4.0\) licence](https://creativecommons.org/licenses/by-sa/4.0/). You are welcome to adapt it for your own purposes, in which case please acknowledge this document as your source. March 2019. The Association for Learning Technology (ALT), ALT is a Charitable Incorporated Organisation (CIO). Registered Charity (UK): 1160039 <https://go.alt.ac.uk/IWD19altc>



Equality

We are facing a big challenge.



A joint keynote from a shared perspective
and what we each bring to this conversation

Equality as...

a challenge for Learning Technology professionals
a key value in organisational culture
a personal commitment



equality

as a challenge for
Learning Technology professionals

Changes in important current areas from ALT Annual Surveys in 2014-2018

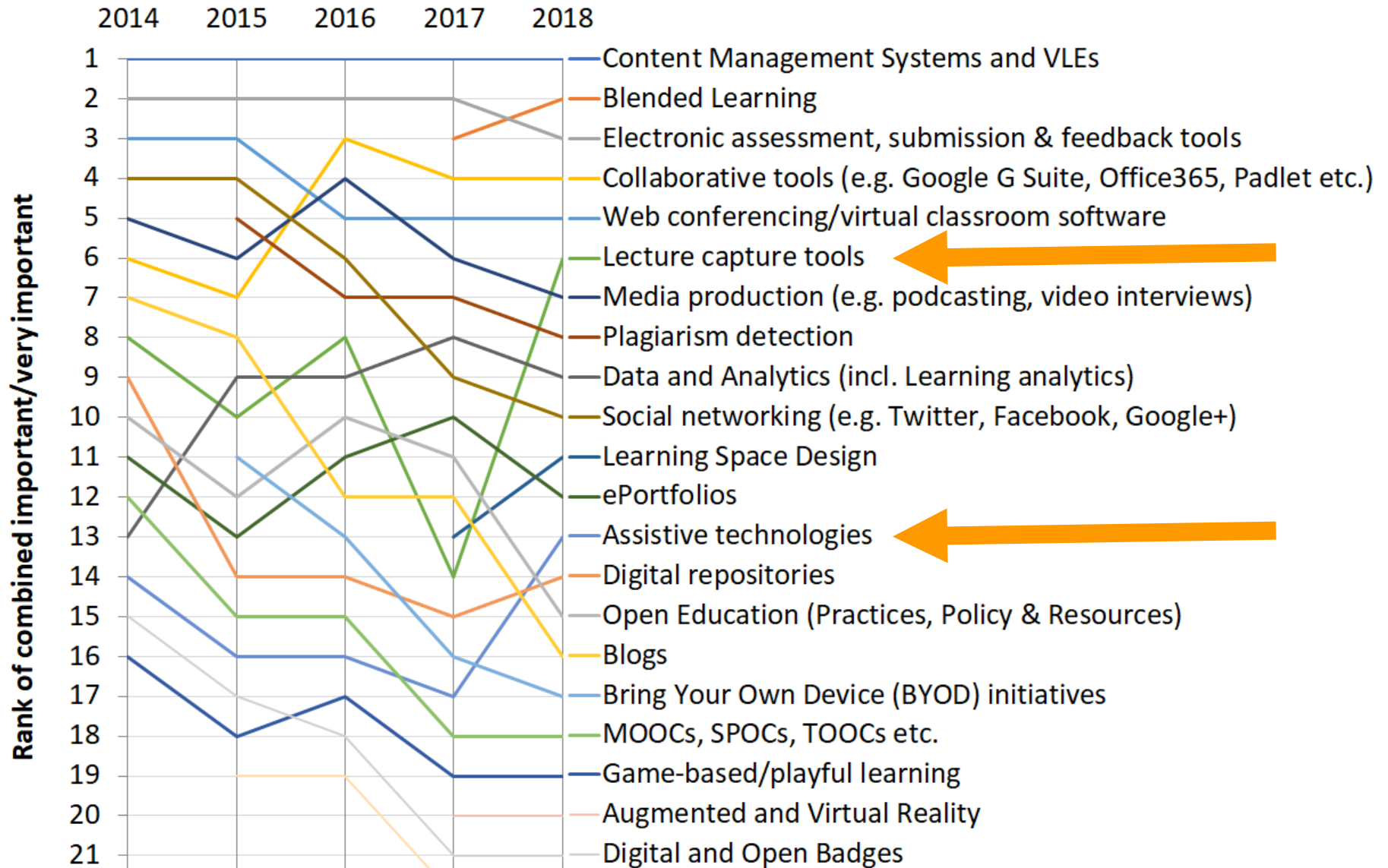


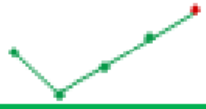




Table 2.1 Changes in current important/very important areas (2014-2018)²

Area	2014	2015	2016	2017	2018	2014/ 18 +/-	2017/ 18 +/-	Trend
Lecture capture tools	41%	40%	45%	35%	55%	14%	20%	
Learning Space Design				35%	43%	-	8%	
Assistive technologies	29%	18%	25%	33%	40%	11%	7%	
Digital repositories	41%	33%	35%	33%	40%	-1%	7%	
Blended Learning				65%	71%	-	6%	

<https://go.alt.ac.uk/Survey2018>

Changes in important future areas from ALT Annual Surveys in 2014-2018

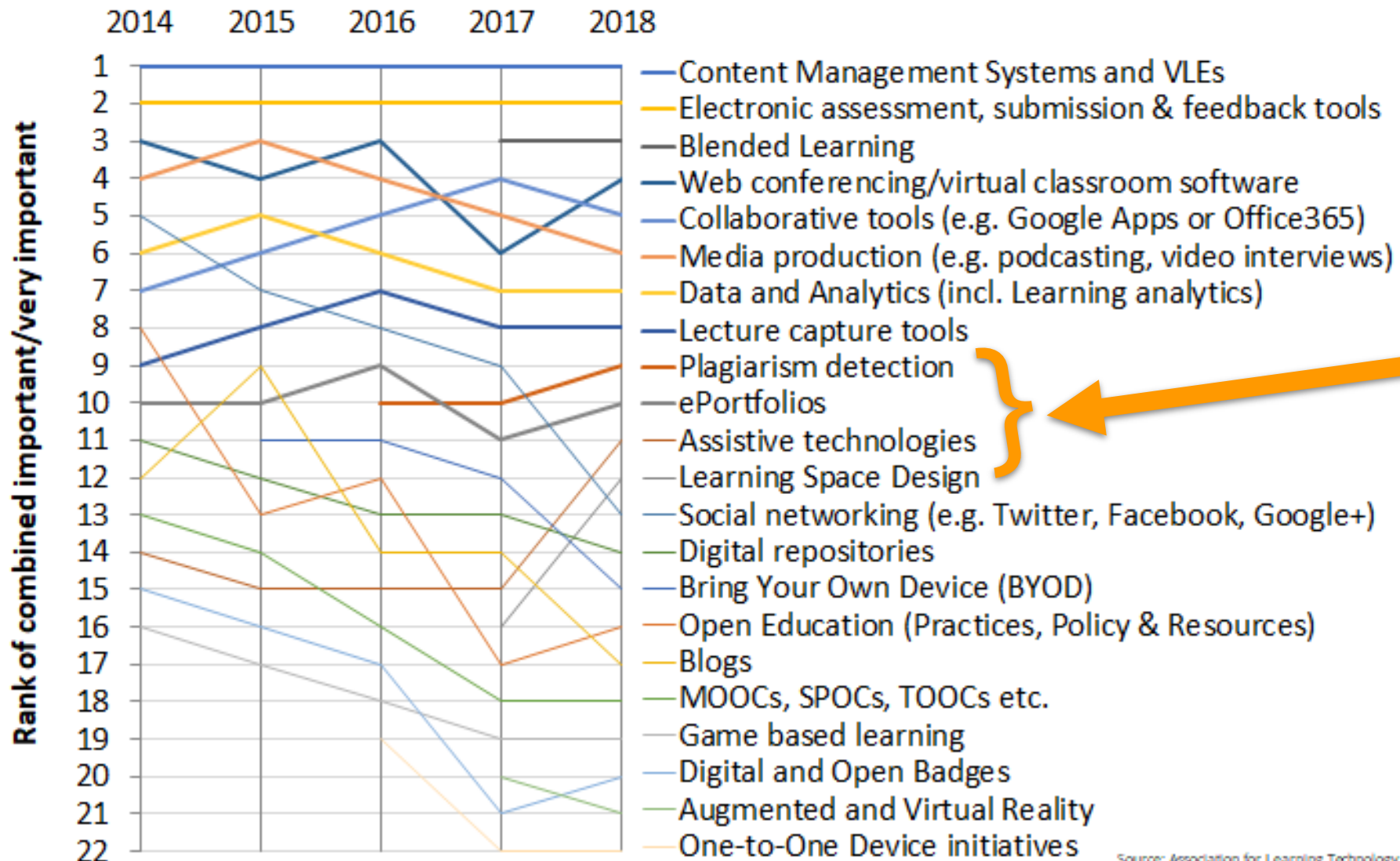
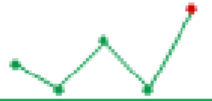
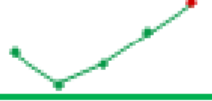



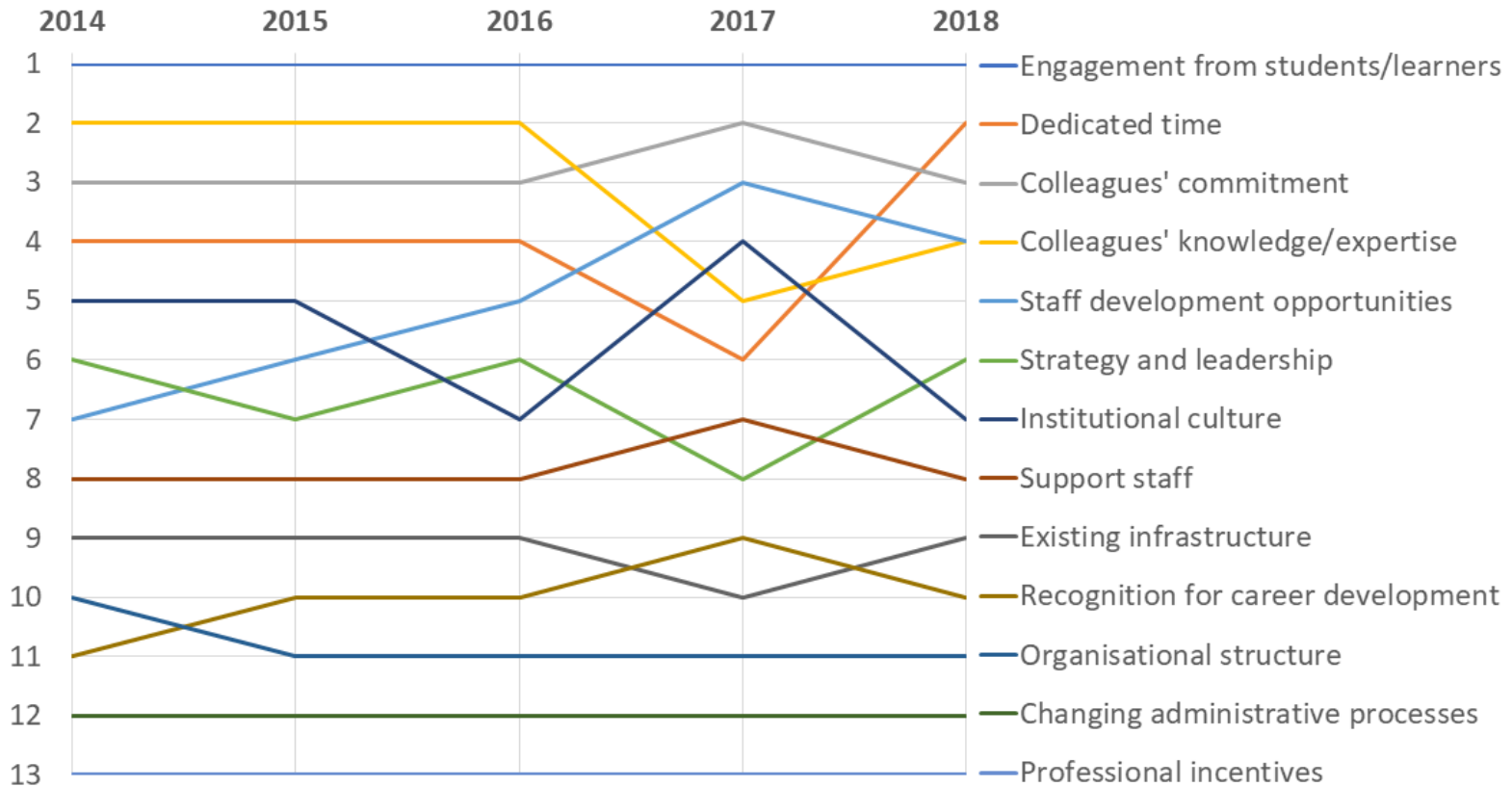


Table 2.2 Changes in future important/very important areas (2014-2018)³

Area	2014	2015	2016	2017	2018	2014/ 18 +/-	2017/ 18 +/-	Trend
ePortfolios	46%	43%	49%	43%	52%	6%	9%	
Assistive technologies	36%	28%	33%	41%	49%	13%	8%	
Plagiarism detection			48%	50%	55%	-	5%	
Learning Space Design				41%	46%	-	5%	
Blended Learning				69%	74%	-	5%	

<https://go.alt.ac.uk/Survey2018>

Ranked historic enablers/drivers for the use of Learning Technology - All



<https://go.alt.ac.uk/Survey2018>

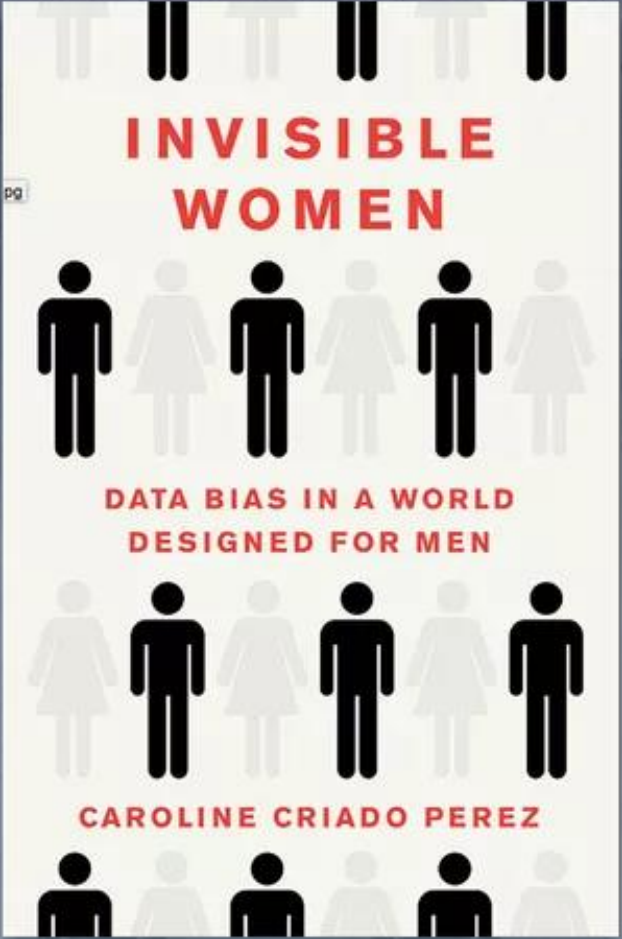
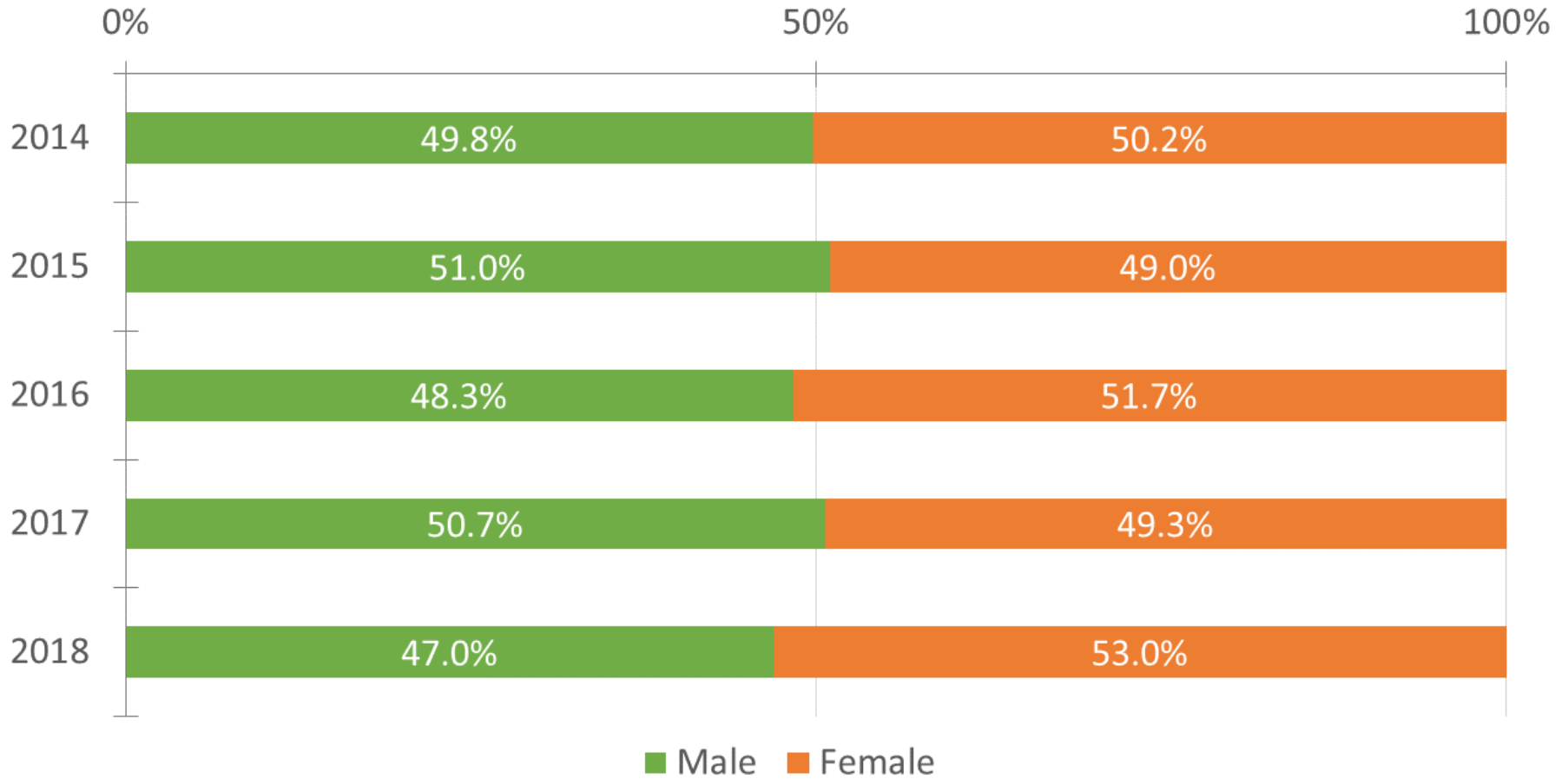
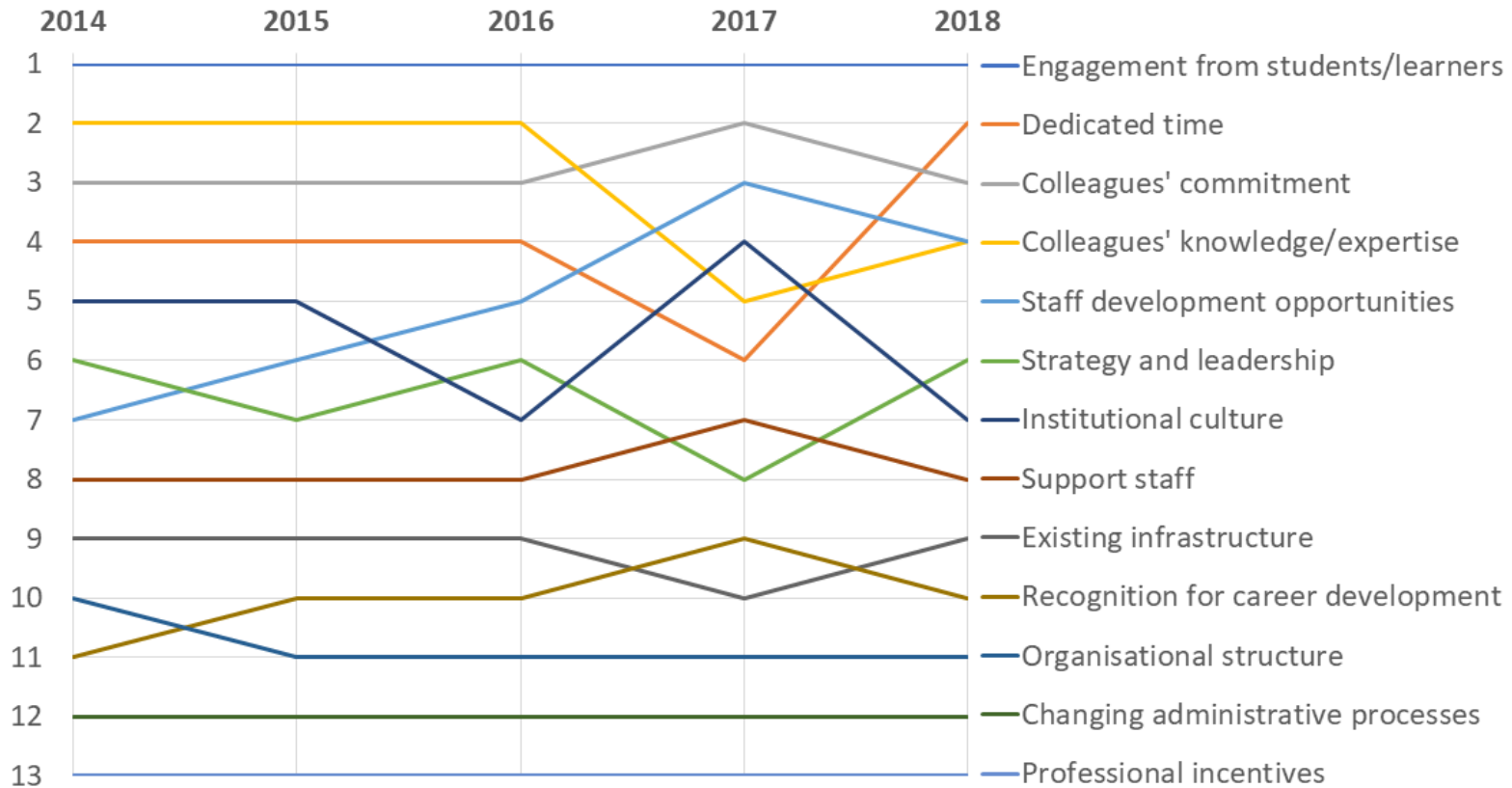


Image Copyright - Michele Doying

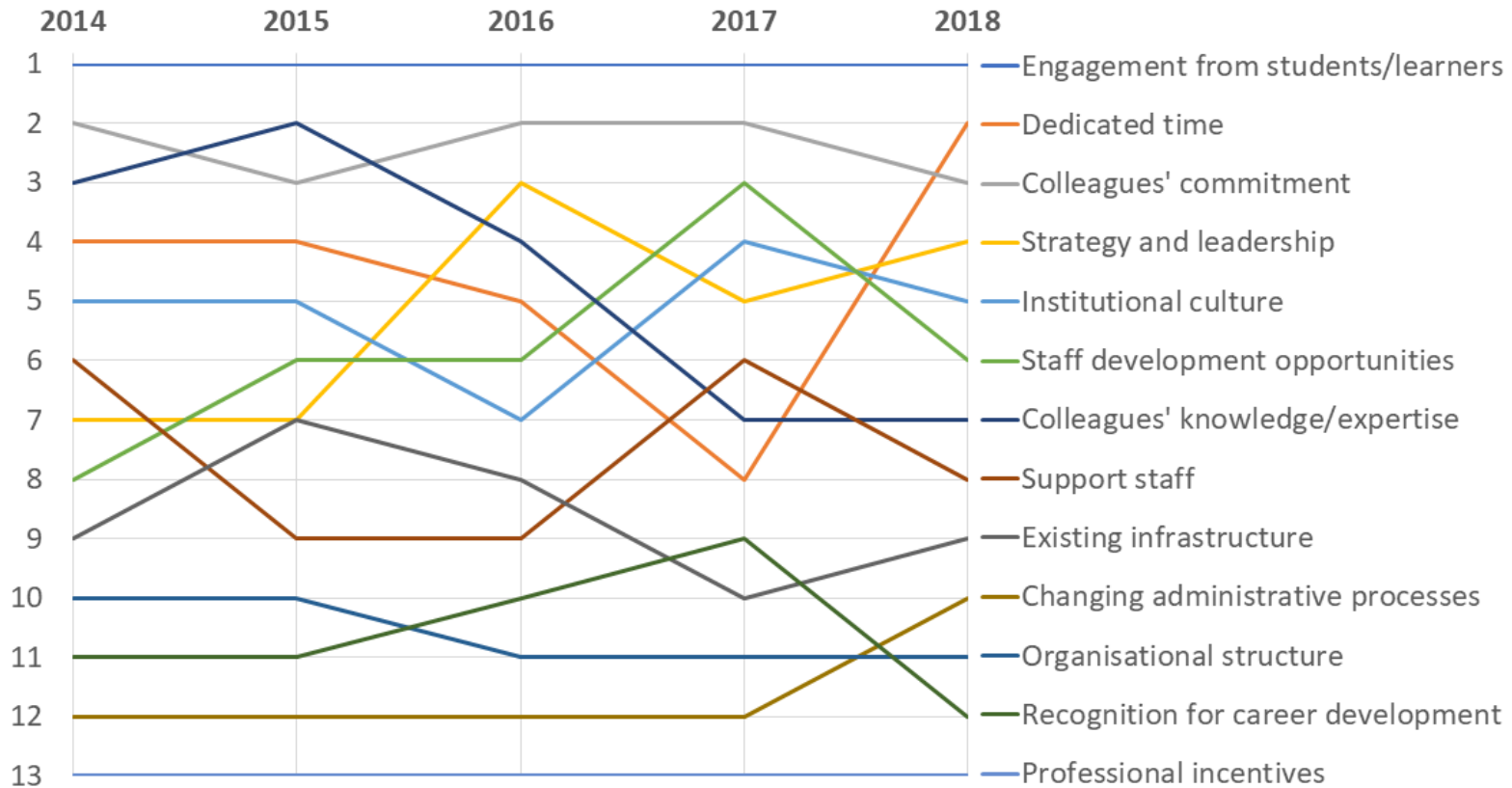
Respondents indicated gender (Male or Female)



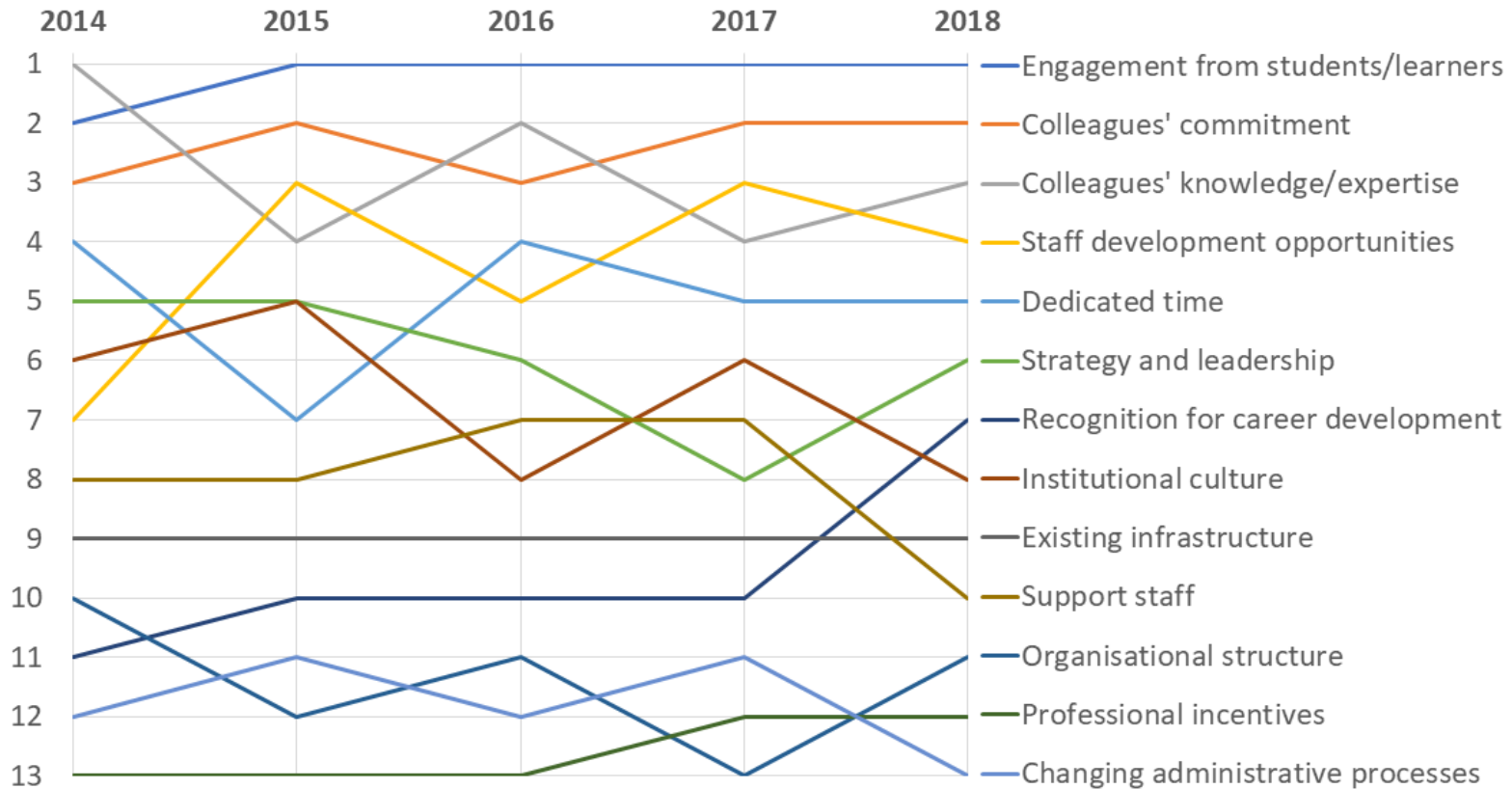
Ranked historic enablers/drivers for the use of Learning Technology - All



Ranked historic enablers/drivers for the use of Learning Technology - Male



Ranked historic enablers/drivers for the use of Learning Technology - Female



Comparison of Ranking of Enablers/Drivers for the use of Learning Technology 2018

Male

- Engagement from students/learners
- Dedicated time
- Colleagues' commitment
- Strategy and leadership
- Institutional culture
- Staff development opportunities
- Colleagues' knowledge/expertise
- Support staff
- Existing infrastructure
- Changing administrative processes
- Organisational structure
- Recognition for career development
- Professional incentives

All

- Engagement from students/learners
- Dedicated time
- Colleagues' commitment
- Colleagues' knowledge/expertise
- Staff development opportunities
- Strategy and leadership
- Institutional culture
- Support staff
- Existing infrastructure
- Recognition for career development
- Organisational structure
- Changing administrative processes
- Professional incentives

Female

- Engagement from students/learners
- Colleagues' commitment
- Colleagues' knowledge/expertise
- Staff development opportunities
- Dedicated time
- Strategy and leadership
- Recognition for career development
- Institutional culture
- Existing infrastructure
- Support staff
- Organisational structure
- Professional incentives
- Changing administrative processes

Comparison of Ranking of Enablers/Drivers for the use of Learning Technology 2018

Male

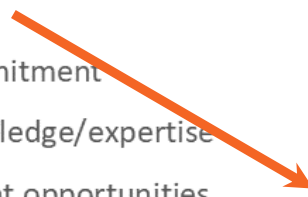
- Engagement from students/learners
- Dedicated time
- Colleagues' commitment
- Strategy and leadership
- Institutional culture
- Staff development opportunities
- Colleagues' knowledge/expertise
- Support staff
- Existing infrastructure
- Changing administrative processes
- Organisational structure
- Recognition for career development
- Professional incentives

All

- Engagement from students/learners
- Dedicated time
- Colleagues' commitment
- Colleagues' knowledge/expertise
- Staff development opportunities
- Strategy and leadership
- Institutional culture
- Support staff
- Existing infrastructure
- Recognition for career development
- Organisational structure
- Changing administrative processes
- Professional incentives

Female

- Engagement from students/learners
- Colleagues' commitment
- Colleagues' knowledge/expertise
- Staff development opportunities
- Dedicated time
- Strategy and leadership
- Recognition for career development
- Institutional culture
- Existing infrastructure
- Support staff
- Organisational structure
- Professional incentives
- Changing administrative processes



Comparison of Ranking of Enablers/Drivers for the use of Learning Technology 2018

Male

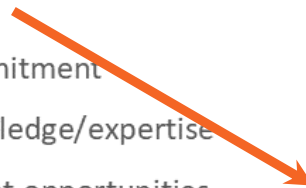
- Engagement from students/learners
- Dedicated time
- Colleagues' commitment
- Strategy and leadership
- Institutional culture
- Staff development opportunities
- Colleagues' knowledge/expertise
- Support staff
- Existing infrastructure
- Changing administrative processes
- Organisational structure
- Recognition for career development
- Professional incentives

All

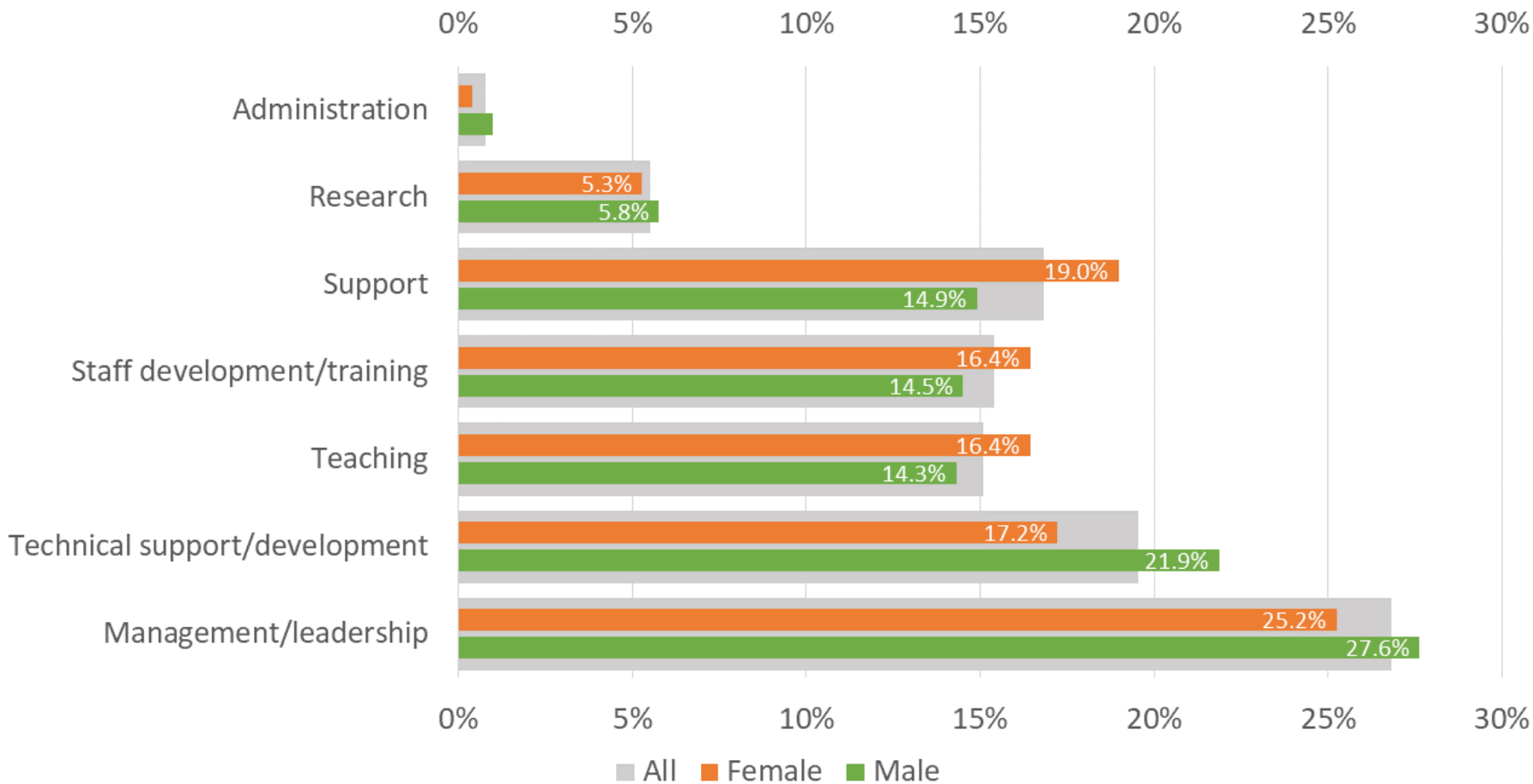
- Engagement from students/learners
- Dedicated time
- Colleagues' commitment
- Colleagues' knowledge/expertise
- Staff development opportunities
- Strategy and leadership
- Institutional culture
- Support staff
- Existing infrastructure
- Recognition for career development
- Organisational structure
- Changing administrative processes
- Professional incentives

Female

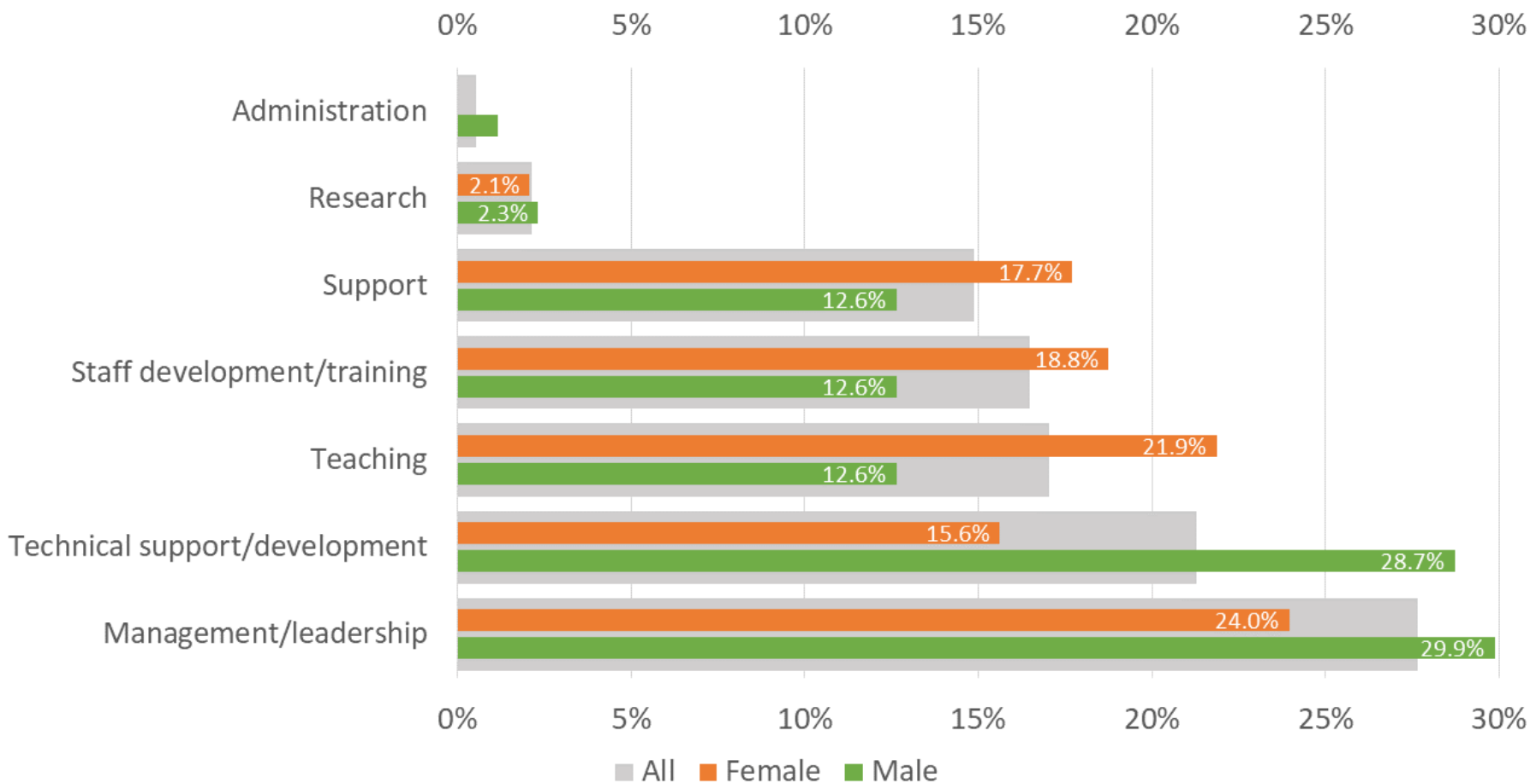
- Engagement from students/learners
- Colleagues' commitment
- Colleagues' knowledge/expertise
- Staff development opportunities
- Dedicated time
- Strategy and leadership
- Recognition for career development
- Institutional culture
- Existing infrastructure
- Support staff
- Organisational structure
- Professional incentives
- Changing administrative processes



What is the primary function of your role (2014-2018)?



What is the primary function of your role? (2018)



Job titles with 'Senior', 'Head' or 'Director' (2014-2018)

0 10 20 30 40 50 60 70 80

Director



Head



Senior



Female Male



Martin Hawksey

@mhawksey



hmm just realised that all of my line managers have been female ...
what are the chances of that? [#fote14](#)

♡ 1 9:52 AM - Oct 3, 2014



 [See Martin Hawksey's other Tweets](#)





Martin Hawksey

@mhawksey



hmm just realised that all of my line managers have been female ...
what are the chances of that? #fote14

♡ 1 9:52 AM - Oct 3, 2014



 [See Martin Hawksey's other Tweets](#)



TrabiMechanic

@TrabiMechanic



Replying to @amysampsonuk

[@amysampsonuk](#) [@mhawksey](#) interesting scenario when the
middle managers are all/mostly women but above and below
them all/mostly men...

♡ 2 9:55 AM - Oct 3, 2014



 [See TrabiMechanic's other Tweets](#)



equality

as a key value in organisational culture



SO IF YOUR JOB INVOLVES THIS...



WHAT WE VALUE



PARTICIPATION



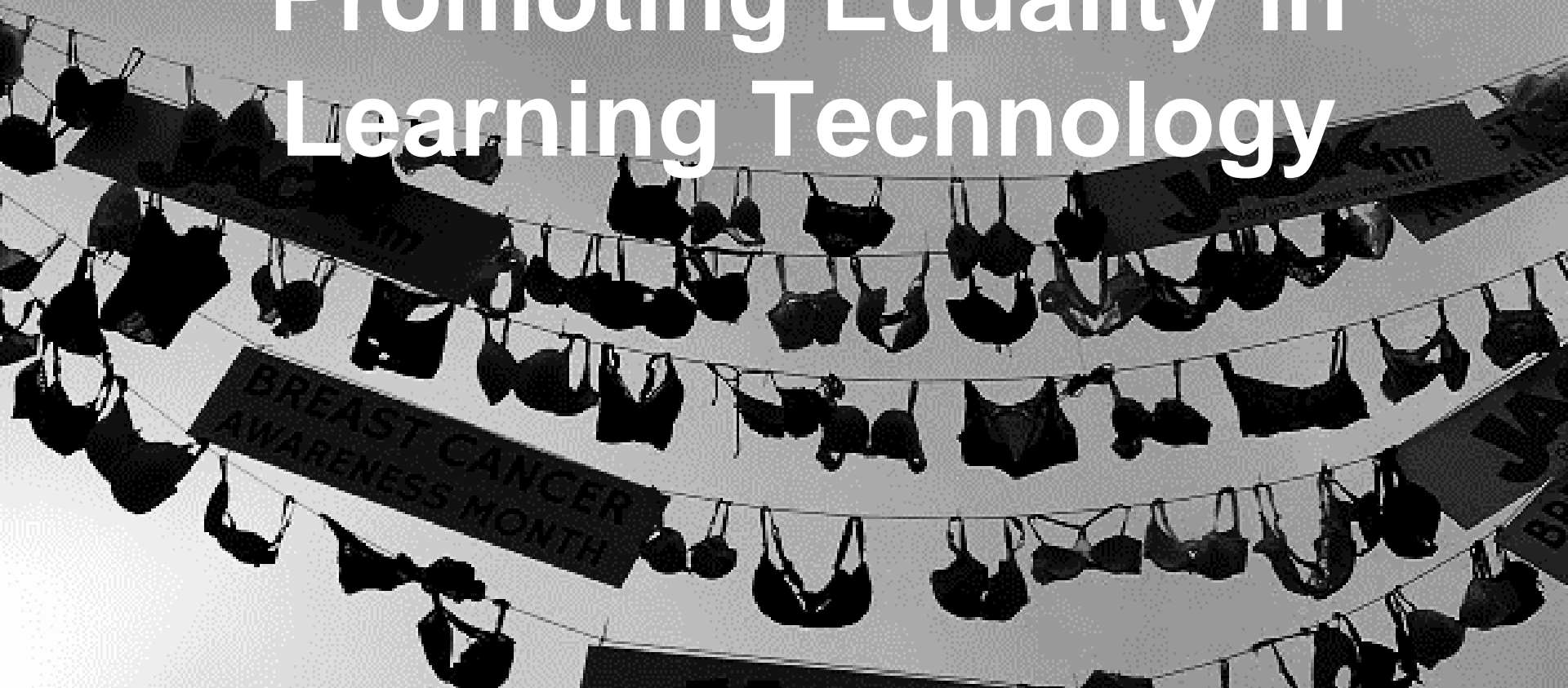
COLLABORATION



INDEPENDENCE

Maren's Senior CMALT Advanced area of practice:

Promoting Equality in Learning Technology



Fostering a culture of equality: governance and leadership

Chair of ALT			
	Male	Female	Other
2008	0	1	0
2009	1	0	0
2010	0	1	0
2011	0	1	0
2012	1	0	0
2013	0	1	0
2014	0	1	0
2015	1	0	0
2016	0	1	0
2017	1	0	0
2018	0	1	0

Table showing the [Chairs of ALT over the past 10 years](#).

Fostering a culture of equality: Professional recognition

Honorary Life Members				
	Male		Female	Other
2004	1		0	0
2007	1		0	0
2010	1		0	0
2011	1		0	0
2012	1		0	0
2015	0		1	0
2016	1		0	0
2017	0		1	0

Table showing the appointments of [Honorary Life Members 2004 - 2017](#).

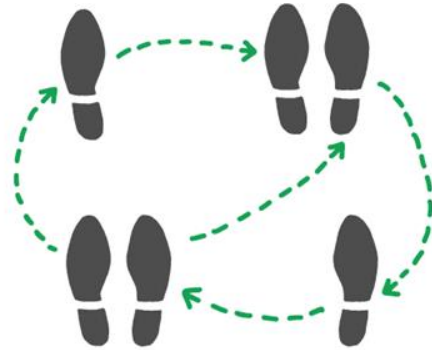
Fostering a culture of equality: Conference as a platform

Keynotes at the Annual and OER Conferences			
	Male	Female	Other
2009	3	0	0
2010	3	1	0
2011	2	1	0
2012	2	1	0
2013	1	2	0
2014	1	3	0
2015	2	1	0
2016	4	8	0
2017	1	5	0
2018	2	4	0

Table showing keynote speakers at ALT's Annual Conference for the past 10 years and the OER Conference since 2016.

CMALT CORE PRINCIPLES

A COMMITMENT TO
**Communicate &
Disseminate**
BEST PRACTICE



AN EMPATHY & WILLINGNESS TO
Learn from Colleagues



FROM DIFFERENT BACKGROUNDS & SPECIALISMS

A COMMITMENT TO
Explore & Understand

THE INTERPLAY BETWEEN:

T **OLD**
LEARNING
CH **Y**

A COMMITMENT TO
**Keep Up
To Date**
WITH NEW
TECHNOLOGIES



©bryantmathers

Why focus on promoting equality #CMALT?

CMALT is a peer-based accreditation framework that retains its value because there is a continuous cycle of developing our understanding of what it means to be a Learning Technologist and what we understand to be good or best practice through being assessors and updating our portfolios. I think promoting equality is a big part of what makes me a good Learning Technologist and I hope that this new section of my portfolio demonstrates that.

You can access my portfolio openly <https://marendeepwell.com/?p=1805>



Fostering a culture of equality: open leadership



Openly sharing our approach to leading a

VIRTUAL
TEAM




We produce a monthly blog posts, sometimes also podcasts, reflecting on our approach to leading a virtual team. We share the ups and downs, questions and reflections. We use the blog post as a prompt to review how things are going, process made.



[CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/)

equality

A night photograph of a city river, likely the River Trent in Nottingham, England. The river is the central focus, with its surface reflecting the lights from the surrounding city. In the background, a bridge with colorful lights (red, green, blue) spans the river. The city buildings are illuminated with warm yellow lights, and some buildings have blue and white decorative lights. The sky is dark, and the overall atmosphere is festive and urban.

as a personal commitment

Image: CC-BY-NC-ND Simon Varwell <https://flic.kr/p/b37nQH>

Sharing our experiences as #femedtech guest curators



Openly sharing our approach to leading a

VIRTUAL
TEAM



[CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/)



Openly sharing our approach to leading a

VIRTUAL TEAM



SPECIAL #FEMEDTECH PODCAST EDITION
- PROMOTING EQUALITY IN A
DISTRIBUTED ORGANISATION



[CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/)

MASHe

The musing of Martin Hawksey (EdTech Explorer)

 > [2019](#) > [February](#) > [Curating #femedtech \(trying not to be an arsehole\)](#)

Curating #femedtech (trying not to be an arsehole)

 [Martin Hawksey](#)  February 10, 2019 Share this:  |  |  | 

<https://mashe.hawksey.info/?p=18540>



Openly sharing our approach to leading a
**VIRTUAL
TEAM**

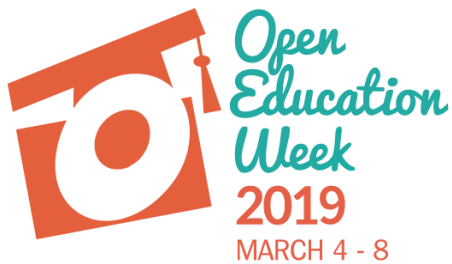


CHECKLISTS, KINDNESS AND
SECRET SANTA



My own domain <http://marendeeppwell.com/>

International Women's Day 2019 #femedtech voices



Networking through Networks


[Femedtech](#) benefits from its focus on Feminism, Education and Technology. Feminism celebrates difference, focusing “on the interplay of gender, race, disability, sexuality, class and power to make sure feminism is relevant to us all”. (Black et al 2019) But femedtech appears as predominantly UK, white, employed so how can we better celebrate difference?

Our current shared curation on Twitter was inspired by [IndigenousX](#). By networking through diverse networks and welcoming their connection to us, we can learn and celebrate difference better eg [#womenintech](#) [@FVTTPUK](#) [@The_WLN](#) [@EngenderScot](#) [#ReadTheOnePercent](#) [#GO_GN](#) [#ClearTheAir](#) [@IndigenousX](#) This is work in progress.

Black, A. *et al.* (2019) *Feminism is ...* Edited by F. Baines. London: Dorling Kindersley Ltd

This slide by Frances Bell is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#).

Utilising @femedtech to amplify voices

 **femedtech**
@femedtech Following

Trying something new today. I'm asking you all to give someone a boost. A colleague, friend, student, s/o in your network but not just a shoutout, please share an example of their work; blog post, case study, presentation, rant (I like rants) etc #femedtech #boostUp #QuietVoices

1:19 AM - 14 Nov 2018

6 Retweets 12 Likes

6 6 12

 **Rachelle O'Brien**
@rachelleeobrien Following

Replying to @AdvanceHE_chat

A3 I feel I might be banging the same drum here but by giving people the opportunity to have a voice and considering voices equally. #femedtech did a wonderful thing by encouraging people to shout out the achievements of others - that was huge for me and so appreciated #LTHEChat

12:44 PM - 28 Nov 2018

3 Retweets 8 Likes

3 8

This work by Clare Thomson is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Changing the Way the Stories are Told

Fewer than 15% people who edit English language
Wikipedia are women.

This leads to skewed coverage of topics.

If we create new editors who join the community
we can change the culture as well as the content.

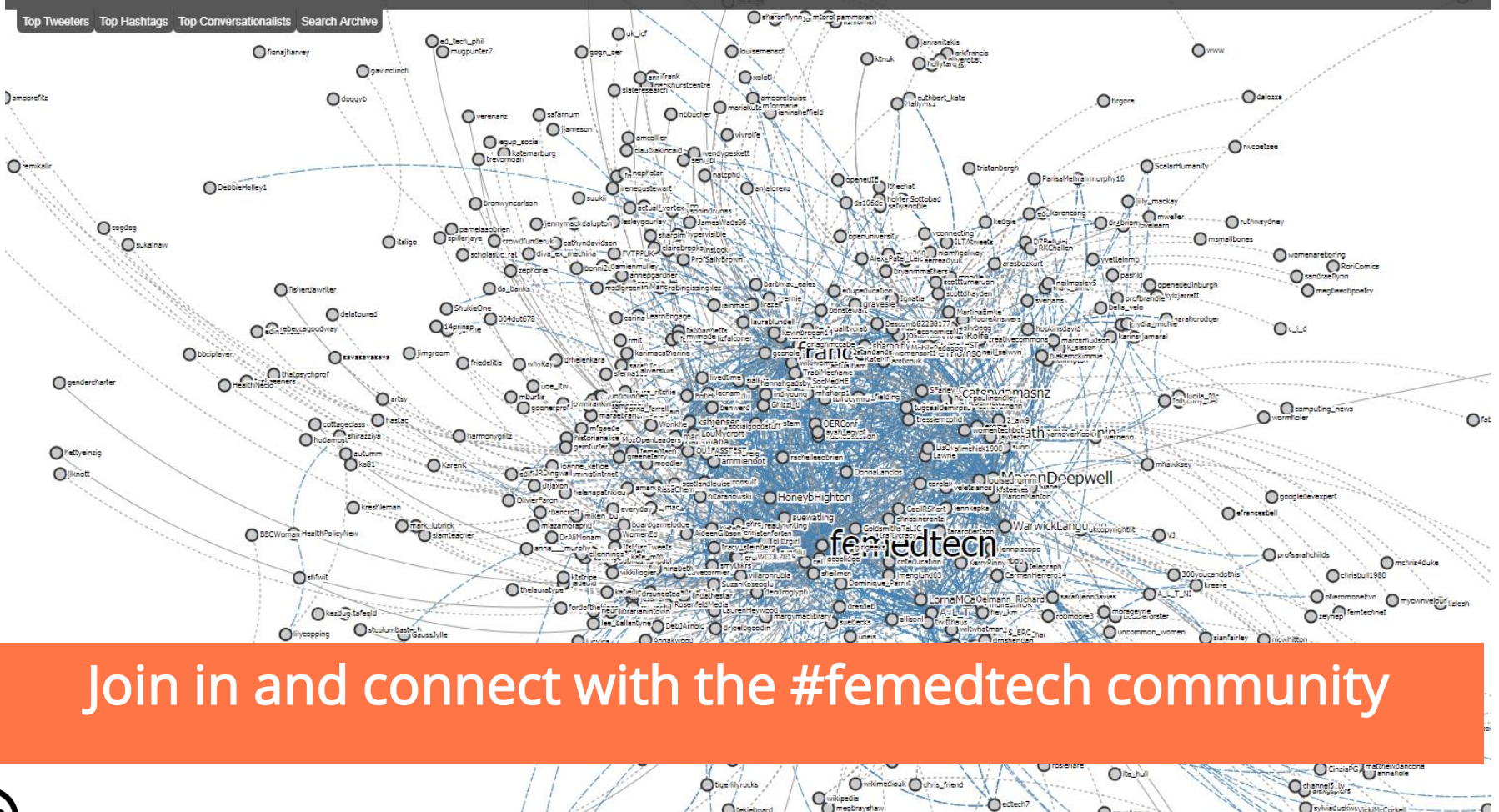


This slide was contributed by Melissa Highton under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).



“Open spaces and communities are not without their hierarchies, their norms, their gatekeepers and their power structures. We need to look around our own open spaces and ask ourselves who is included and who is excluded, who is present and who is absent, and we need to ask ourselves why. And those of us who are already inside these open communities need to take positive action to make these spaces, not just open, but accessible and inclusive. And to do that, we need Deeds not Words.”

This slide was contributed by [Lorna M. Campbell](#) under a CC BY SA 4.0 licence. [Photograph from Processions \(London\)](#), CC BY-SA 4.0, by Alice White, [on Wikimedia Commons](#).



Join in and connect with the #femedtech community





Thank you!

Slides <https://go.alt.ac.uk/IWD19altc>

More about ALT <https://www.alt.ac.uk/> and #altc on Twitter
Follow @femedtech on Twitter and join in #femedtech

#BalanceforBetter #IWD2019
#ThinkUHI

Maren Deepwell (@marendeepwell)
Martin Hawksey (@mhawksey)



Image: CC-BY-NC-ND Simon Varwell <https://flic.kr/p/b37nQH>



Learning from our Aurorans

Raeanne Miller - Postdoctoral Research Associate, Nicola
Smith - Head of Careers and Employability and Rosemary
McCormack - Head of Curriculum and Programme Leader
University of the Highlands and Islands



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Values in the Workplace

WHY DO THEY MATTER?

Identifying your values

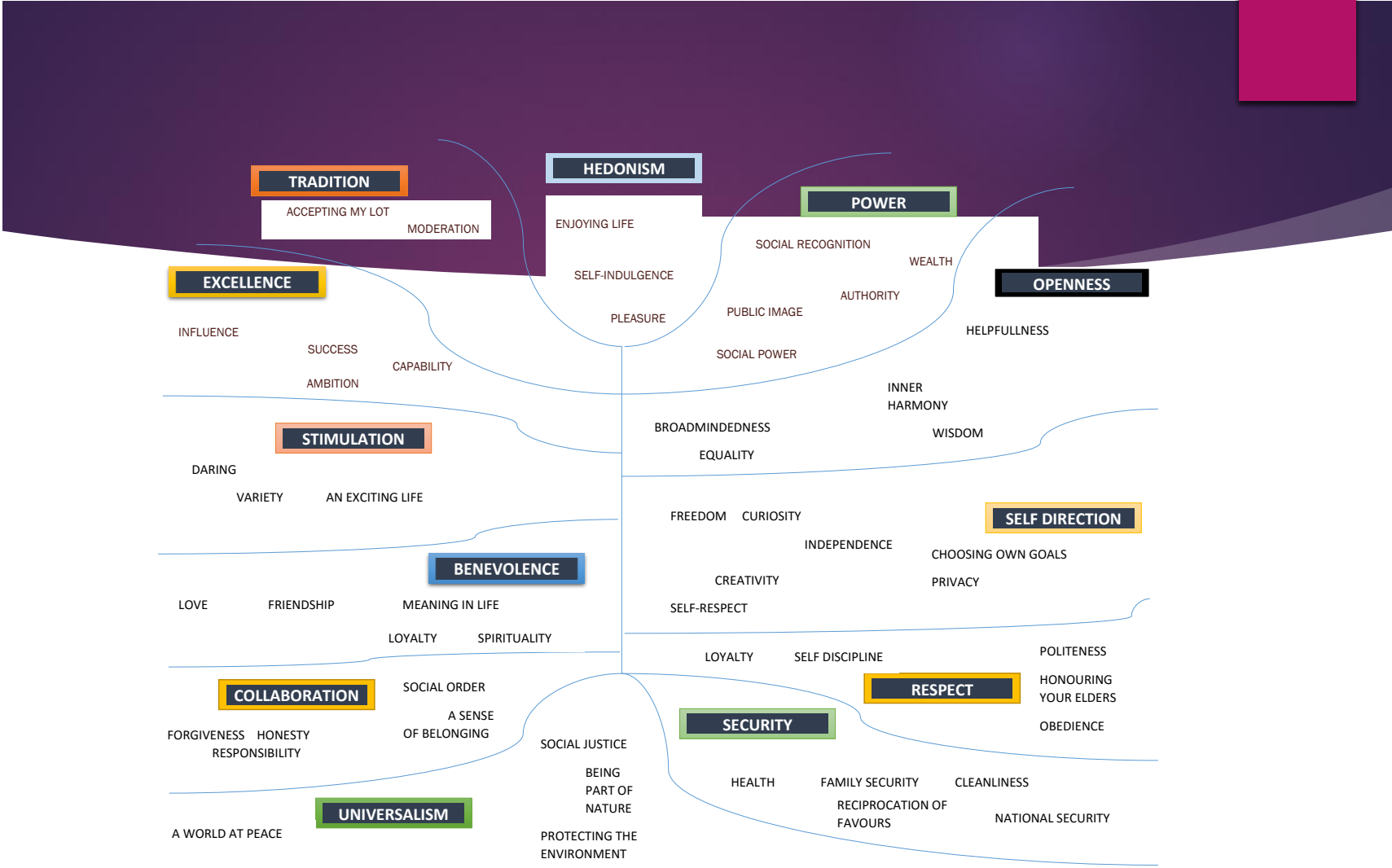


Creative Commons

Table Group Exercise

1. Individually pick 7 values from the Universal Human Values handout
2. Each member of the table ticks the values they have picked on the spider web diagram provided
3. Appointed spokesperson for the group feeds back on top 3 values

Output: as a staff group we identify our core values – how do these align with UHI values?



UHI Organisational Values

COLLABORATION

We will encourage working across organisational boundaries and seek to partner with others in order provide the best for our students and our communities.

OPENNESS

We will be open in our dealings with each other. We will be open and welcoming to all who can benefit from what we have to offerWe will be open to new ideas and new ways of working to achieve our goals.

RESPECT

We will show respect to each other and to others.

EXCELLENCE

We will seek to achieve excellence in everything we do

Why values matter



- Guide decisions
- Strengthen ability to influence
- Create clarity
- Reduce stress
- Guide actions



INTERNATIONAL WOMEN'S DAY
March 8 - #BalanceforBetter #ThinkUHI

Women working in the Rural Sector

**Deborah Halliday, Fourth-year Geography Student,
University of the Highlands and Islands**



Introduction

Presentation by Deborah Halliday

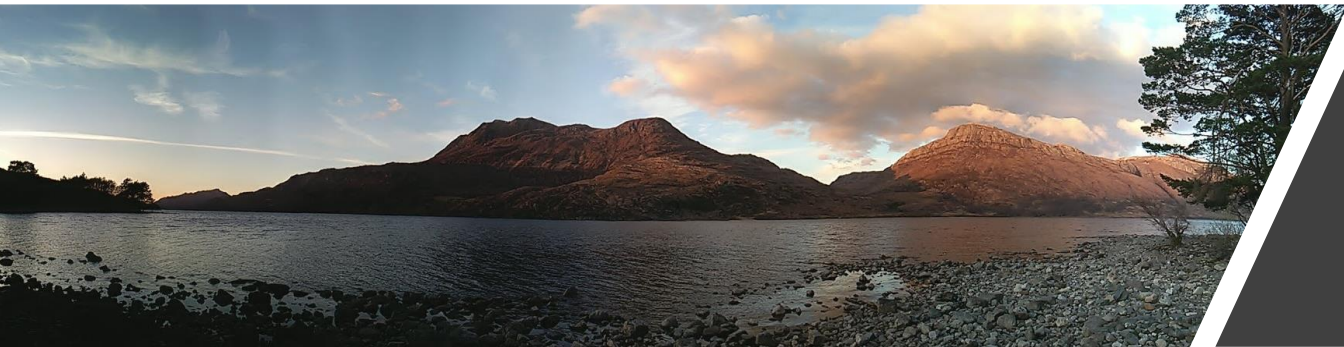




Knockan Crag – University Field Trip



Traveling in the Scottish Highlands





Work Placement

Abriachan








Cairngorms National Park Authority Photo Post Project



A9 Dualling Project at Queensferry Crossing



Carrbridge:
Volunteer Event



Forestry Talk:
Contin



Women in Wellies Event

“Official statistics for Scotland indicate that the rural workforce is predominantly male, around 74 per cent and across Scotland there is a deficit of young people entering land based careers”.

(CNPA 2015)

Women in Wellies Event



<https://cairngorms.co.uk/caring-future/education-learning/women-in-wellies/>



Volunteer Cairngorms

Cairngorms NATIONAL PARK
Pàirc Nàiseanta a' Mhòrtaidh Ruaidh

Volunteer for Nature and the Environment

- Meet over 20 groups and organisations that involve volunteers in the amazing natural environment of the Cairngorms National Park
- Speak with Cairngorms National Park Volunteer Rangers and apply to join the programme
- Get 'hands on' and try out environmental volunteering with the Cairngorms Capercaillie Project

Saturday 23rd February
Carr-Bridge Hotel 10am-3.30pm

Please let us know you are coming or find out more at
www.cairngorms.co.uk/volunteering
email: volunteers@cairngorms.co.uk or Tel: 01479 552222

Bring stout footwear and clothes to keep you warm
Lunch and refreshments provided

How To Find About These Events?

- ❖ Social Media
- ❖ Notice Boards
- ❖ Word of Mouth

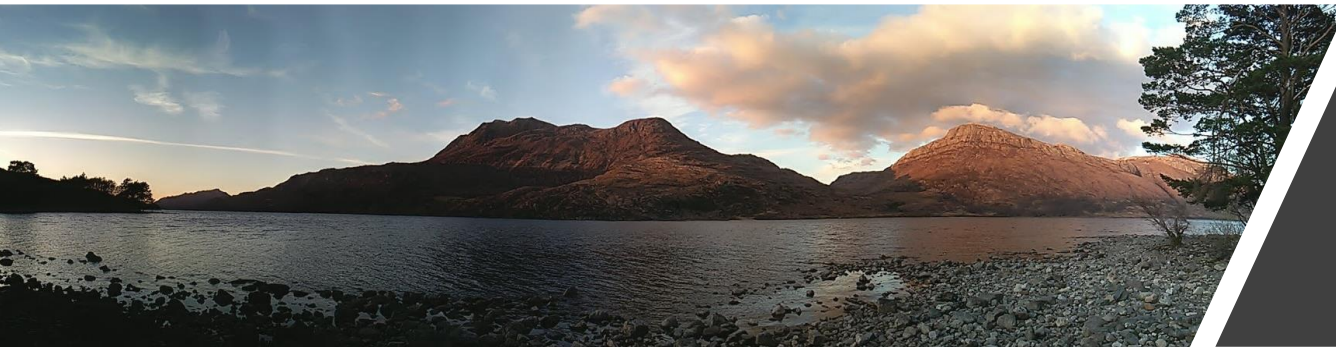


Conclusion

Thank you for
Listening!



Any Questions?





University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Music and Education
A personal journey

Anna-Wendy Stevenson

The Little White Rose

The Rose of all the world is not for me

I want for my part

Only the little white rose of Scotland

*That smells sharp and sweet and breaks
the heart*

A'e Gowden lyric

Better A'e Gowden Lyric

Than the Castle's Soarin Wa'

Better A'e Gowden Lyric

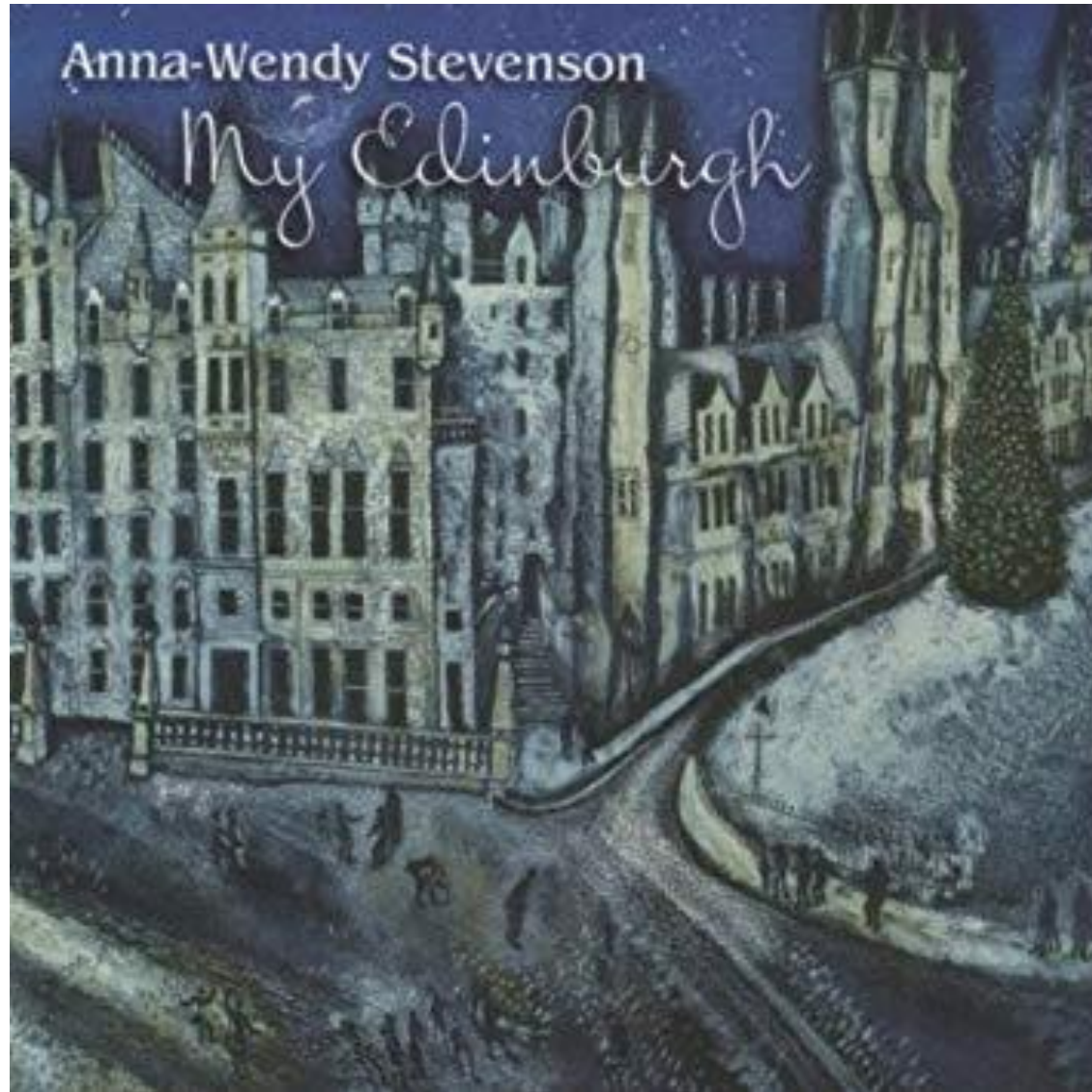
Than onythin else ava



Values

- Self Worth
 - Creativity
 - Healing
 - Community
-

Self worth



Self- Worth



Creativity



SoundStorm
music education agency

Creativity



Healing and Supporting



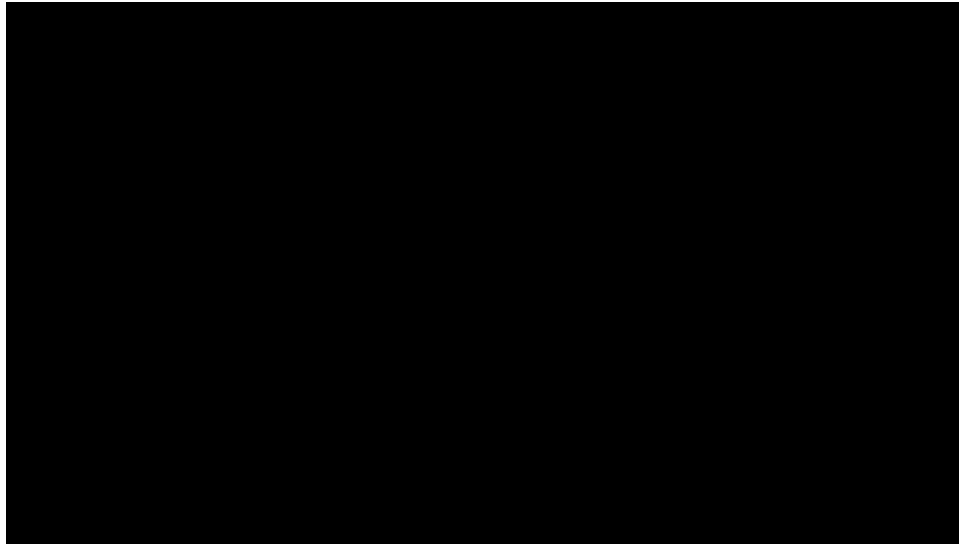
Commitment to community



Healing and Supporting



Commitment



Community Commitment



NEAD NAN CEOLADAIR
THE MUSICIANS' NEST

LEWS CASTLE COLLEGE UHI

Community



Values

- Self Worth
 - Creativity
 - Healing
 - Community
-