Journeys - Empowerment through Exploration of Cultural Heritage (Executive Report)

Karl Murray

October 2023

JOURNEYS - EMPOWERMENT THROUGH EXPLORATION OF CULTURAL HERITAGE (JEECH)

Co-funded by the Erasmus+ Programme of the European Union

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Journeys could not have been completed if not for the collaboration of the partners involved; if not for their time, effort and commitment to the process, the quality and range of cultural experiences would never have been possible were it not for their professionalism.

The partners contributing to the 'journey' were:

Ramona Rosu and Gabriel Plosca, Sindicatul Liber Al Lucratorilor Din Invatamant Si Cercetare Stiintifica Neamt (Romania)
John Lachman and Clarence Creebsburg, Stichting Interlock (Netherlands)
Eren Sezgen, Gamze Yorulmazer, Bahar Turkay, Salih Kusluvan, Semra Polat, Istanbul Medeniyet University (Turkey)
Drew Sinclair and Mo Gedia, The Ubele Initiative CIC (UK)
Robin Dewa, Drustvo Bodi Svetloba (Slovenia)

The interpretations and views expressed in this report are those of the author and not necessarily those of our funder, Erasmus + or the British Council, the national agency.

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The Ubele Initiative is an African diaspora led, infrastructure plus organisation, empowering Black and Minoritised communities in the UK, to act as catalysts for social and economic change. To achieve this, Ubele works with community leaders, groups, and organisations in the UK and beyond to strengthen their sustainability, resilience, and voice. Ubele is taken from Swahili meaning 'the future'.

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INTRODUCTION

The protection of cultural heritage is an important and vital precept in the creation and sustaining of identities and a sense of belonging for millennia. Critical to that understanding are the twin questions: 'How do you preserve cultural identities and why is it important that we do so?' It is against this backdrop that the Erasmus funded KA2 project[1], ***Journeys – Empowerment through exploration of cultural heritage*** (hereafter Journeys), sought to better understand from a transnational perspective.

The project sought to explore, share knowledge and information on Europe's diverse creative traditions and cultural heritage with educators, youth workers and leaders across five partner countries. Many European countries have migrant communities, and the priority of European Cultural Heritage will be promoted at local, national and international levels by putting diversity at the heart of the project. There is no one way to express European identify, as it is made up of diverse traditions, languages, and cultural heritage and it is felt that youth workers, educators working with students and tour guides need to be encouraged to explore what this means (e.g. the food we eat, languages spoken, the passions we hold and the artifacts, places and spaces are all expressions that reflect the history and culture of a community). The project was designed to understand the challenges related to the preservation and promotion of European, African-Caribbean, Indo-Javanese, Roma and other ancient cultural Heritage using both formal and non-formal learning processes.

The aim of the project was to support the development of an inclusive society with cultural heritage as a shared source of knowledge, education, and experiences, mediated through an exploration of learning and training opportunities across five countries involved in the partnership. In so doing, to develop training and learning materials that could be used more widely across European partner organisations and institutions working with children and adults. The project programme would include study visits, non-formal education and learning workshops, formal activities and instructions, sharing of good practice, development of learning materials and the piloting and testing of the digital media for the mapping and sharing of non-traditional cultural heritage opportunities and insights.

The materials (or outputs) produced would be targeted to educators, youth workers and leaders across Europe's diverse creative traditions and cultural heritage communities and will provide a sense of belonging and identity. The outputs will be a toolkit, digital map linked to a mobile application that would cover ancient cultural heritage preservation and promotion of diasporic communities in the UK, Netherlands, Romania, Slovenia and Turkey: African-Caribbean, Javo-Indonesian and Afro-Surinamese, Roma and Gypsies, Java-Indonesian cultures in Slovenia and Afro-Turks).

[1] KA2 - Cooperation for innovation and the exchange of good practices: KA201 - Strategic Partnerships for school education

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Objectives

In the delivery and realisation of the aim and underpinning rationale for the project, the objectives against which the activities were designed and implemented included:

1. To enable educators, youth workers and youth leaders to understand and take some responsibility for sharing knowledge on cultural heritage;
2. To develop the capacity of educators, youth workers and youth leaders through their engagement in innovative non-formal learning opportunities (e.g. dialogue processes and appreciative learning models).
3. To develop and test a learning and teaching toolkit resource and other learning and awareness opportunities that will be widely shared to a wide European and global audience (e.g. development of a digital application highlighting spaces and places of cultural importance across the five cities initially in scope to the project).
4. To undertake a series of local dissemination events including a final multiplier event in Turkey, where the lessons learnt, and achievements can be widely shared.

Learning outcomes

1. Outcome 1: Educators, youth workers and youth leaders participate in new non-formal educational opportunities that broaden their perspectives and develop new skills and attitudes that are applied in practical activities to the benefit of their communities.
2. Outcome 2: Educators, youth workers and youth leaders gain new knowledge and skills about the importance of the ancient cultural heritage preservation and promotion including their interconnectedness.
3. Outcome 3: The project learning is documented in Intellectual Outputs - toolkit; digital map; mobile application

The project partners and context

The project partners[2] involved five different organisations or agencies involved with formal and non-formal education settings across Europe with knowledge on their respective cultural heritages. Ubele, for example, through their seminal report*, A Place to Call Home* (2015), which attained considerable national media attention in the UK, highlighted the need to engage young people in developing, preserving and sustaining cultural artifacts, places, spaces and stories. The ongoing youth work by Stichting Interlock, with Surinamese, Indonesian, and Antillean communities in Amsterdam, and the work undertaken by communities in Romania, which had been selected as the European Capital of Culture for 2023. Coupled with the academic research by Serap Kanay on the historical background of Turkish people of African Heritage, provided a strong foundation for the project in exploring cultural heritage across a number of diaspora communities hitherto unrecognised. The Istanbul Medinyet University (IMU), additionally, has expertise in Tourism and heritage alongside research started by Bodi Svetloba on the Indo-Javanese communities in Slovenia,

[2] See Appendix 1 for a synopsis of the partners.

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ensured a wide and diverse cultural backdrop to the learning journeys. Together, the partnership covered a large group of communities that would not have been possible if they were to act in isolation.

The project partners fulfilled a need that exists about knowledge, signposting, cross-border cooperation and new working methods as educators, youth workers and youth leaders with respect to sustaining diverse European cultural heritage and communities. The design of the project ensured that a common need to overcome challenges related to the preservation and promotion of European, African-Caribbean, Indo-Javanese, Roma and other ancient cultural Heritage communities, using formal and non-formal learning processes, was crucial to an understanding and appreciation as to how and why it is important to preserve cultural identities.

The Ubele Initiative (Ubele) led the partnership and, together, they took the leading role for key areas of the programme. In the main the roles and responsibilities were:

Partners:

- Each organisation was responsible for hosting relevant project information on their respective websites and social media platforms.
- All partners led on an aspect of the outputs as well as led on the study visit to their respective country, including hosting local events to share the developments as appropriate to the stages of development:

C1: this took place in the Netherlands with the lead partner, Stichting Interlock, hosting the partnership (See Annex: Multiplier Event- summative report). Additionally, they contributed to the compilation and uploading of their respective information onto the Glide platform, which is the hosting platform for our digital map/app intellectual output (IO2 &3).

C2: this was hosted by SINDICATUL LIBER AL LUCRATORILOR DIN INVATAMANT SI CERCETARE STIINTIFICA NEAMT in Piatra Neamt, Romania. Again, as with C1 programme, the hosting partner was responsible for all the arrangements and the programme, working with colleagues as appropriate and relevant. They also had a lead role in the coordination and management of the development of the Toolkit (IO1) alongside Ubele.

C3: Ubele hosted this study visit in London, UK, where we were able to refine, test and launch the digital outputs.

C4: Multiplier event: this was led by and coordinated through IMU, based in Turkey. Due to the earthquake that devastated the nearby region where the university was located, students were not permitted to attend the university as all lessons were to be conducted online for the remaining period of the semester (i.e. when we would have travelled). The effect was that we could not hold face to face to sessions as planned and so, with consent from our NA, we were able to conduct this online, with the commensurate reduction in the budget based on the formula for virtual programmes (see budget breakdown).

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C5: this was the 'Evaluation event' held in Slovenia, with DBS hosting and facilitating the evaluation opportunity.

All partners, including Ubele, ensured that training sessions and transnational project meetings are attended and activities with the wider community of interests (young people and/or adults as appropriate) are planned as part of the local dissemination dimension of the programme.

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THE APPROACH

The overarching approach to the evaluation and assessment of the project's implementation took two forms:

- Process evaluation- which sought to explore what worked well and what did not in relation to the programme, from start to finish (i.e. internal evaluation). This sought to identify areas for improving the implementation of the programme viz 'project management' processes; and
- Impact evaluation – which sought to assess the changes in the well-being of participants/learners that can be attributed to the programme set against the aims, objectives and outcomes of the programme (i.e. external evaluation).

The approach to the assessment of the impact and effectiveness of the project consisted of a mixed approach using quantitative and qualitative approaches, which enabled us to monitor programme delivery and supported the reporting process. The overarching approach to the evaluation and assessment of the project's implementation was firmly entrenched participatory evaluation principles;[3] that is, based on the notion of 'getting people talking'. This meant designing and conducting approaches that engages participants in 'structured conversations' built on negotiated rules and conditions. Some of the advantages of this approach include:

- It is dynamic and fluid
- Participants are able to talk and listen to each other while simultaneously constructing the discussion at hand.
- Creative and interactive engagement
- Ensures participants contribute to the process and thereby lend their voices to understanding of impact and outcomes.

The data and information obtained helped to support the analysis at both the process evaluation and the impact evaluation levels of consideration. Team meetings acted as sounding board which enabled us to reflect on the processes and practice associated with the programme's implementation. As a result of the first programme (C1) in Amsterdam, for example, we were able to make adjustments based on participant feedback with respect to the C2 transnational visit, the Toolkit and the focus for the capturing of information for the digital Map/App. This approach was consistent throughout the process, with reflections taking place following each study visit built into the programme's evaluation approach as an integral dimension.

To assess impact and the meeting of our objectives/outcomes, we collected both quantitative and qualitative information through the approaches indicated earlier under monitoring but also information based on the below:

- Analysis of the online questionnaire responses for each course.

[3] Friedman, B (2021), Community-based participatory action research: it's all about the community; Cognella Press, United States of America

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- Analysis of responses of post programme 'WhatsApp feedback and networking channels' for each course.
- Participatory activities and exercises with partners
- Questions and responses during the sessions, especially with respect to small group work, complete with the outputs arising from course tasks/activities (e.g. visualisations and/or written blogs or similar undertaken by partners: website link to Interlock, Ubele and Romania).

Some of the key questions we sought responses included the following:

a) What was the project's impact on the participants, participating organisations, target groups and other relevant stakeholders?
b) What was the impact of the project at the local, regional, European and/or international levels? Please provide qualitative and quantitative indicators.
c) How did the project contribute to the achievement of the most relevant priorities as indicated in the description section?
d) To whom did you disseminate the project results inside and outside your partnership?
e) What kind of dissemination activities did your partnership carry out and through which channels?
f) How have you ensured that the project's results will remain available and be used by others?
g) How did you see the potential to use this project's approach in other projects on a larger scale and/or in a different field or area?
h) What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

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PROGRAMME DELIVERY AND ACTIVITIES

The project entailed activities that covered a programme of study visits, non-formal workshops, activities, mapping, sharing of good practice, explorations, research, development of learning materials, piloting and testing of the digital media and a robust evaluation process. These would take place across five transnational learning visits or mobilities to:

- Amsterdam, The Netherlands
- Piatra Neamt, Romania
- London, UK
- Ljubljana, Slovenia[4]

Transnational study visits: these covered non-formal/formal workshops, sharing activities and opportunities and acquisition of knowledge on local cultures and communities within respective countries as well as an understanding and appreciation of tourism and heritage.

Development and testing of a toolkit: this enabled the exploration of understanding of culture and heritage within respective cities/countries;

Development of the digital application: this captured cultural heritage sites and events in the promotion of diasporic communities in the UK, Netherlands, Romania, Slovenia and Turkey.

The multiplier event: this was the main dissemination event, which should have taken place in Istanbul, Turkey, but, due to the then earthquake, it was not possible and so this event was delivered online while the group was in Slovenia. The event formally showcased the bringing together of the parts of the programme in one place.[5]

Local dissemination' events/activities: in between each transnational mobility (or as part of the mobility within the respective country) local events or sessions were planned to highlight some or an aspect of the theme associated with the visit.

How the programme came together is presented diagrammatically in Fig 1 below. The sequencing of the transnational learning visits were as follows:

1. C1 – Amsterdam, Netherlands
2. C2 – Piatra Neamt, Romania
3. C3 – London, UK
4. C4 – Multiplier Event
5. C5 - Evaluation

[4] The mobility to Turkey, which was the multiplier event, had to be rescheduled to take place online while we were in Slovenia. This meant that no mobilities took place in Istanbul, Turkey.
[5] See The Ubele Initiative - Journeys – Empowerment through exploration of cultural heritage

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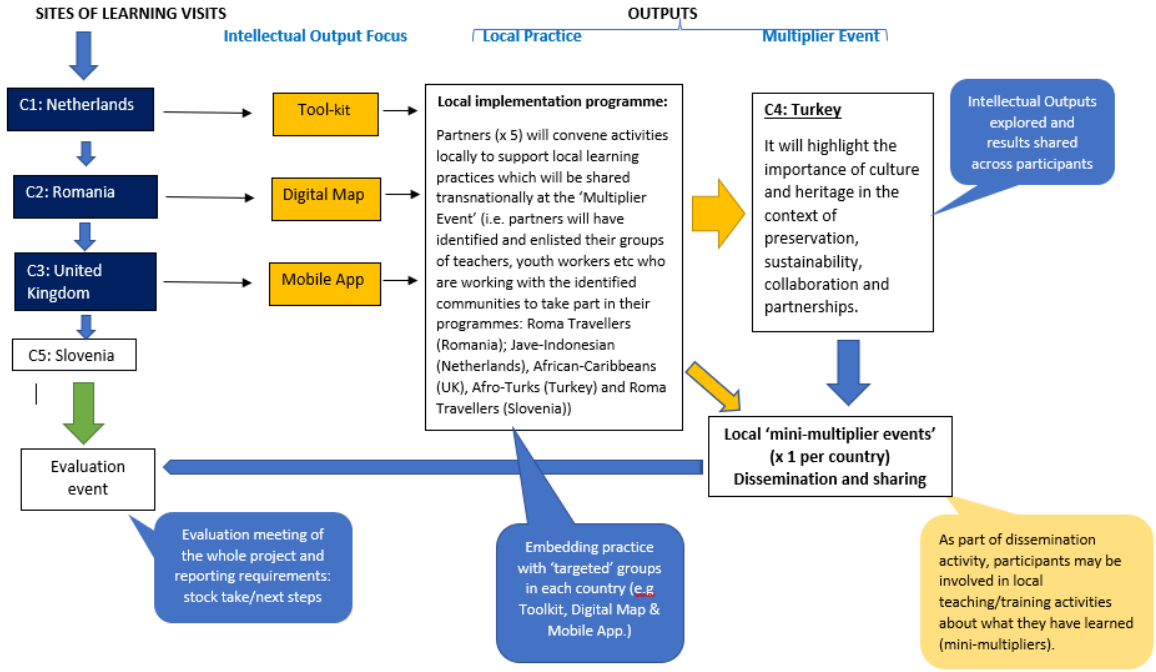
Fig 1: How the parts fit: a diagrammatic overview



Journey's Project Overview: a diagrammatic delivery approach

Based on the methods of assessment indicated, the overall conclusion was that the programme had successfully met its objectives and qualitatively met its outcome targets with respect to the 'intellectual outputs' funded to achieve:

Intellectual Outputs:

- Toolkit: this contained a series of activities with guidance notes and helpful tips as to duration, ideal number of participants and key learning points. The toolkit was an integral aspect of each of the transnational mobilities as well as being used locally to engage participants. This can be accessed via the link: journeys-toolkit_interactive_-v2.0-june-2022-(latest).pdf (ubele.org)

- Digital Application: A digital map and mobile application that was developed is an interactive way of capturing and showcasing the cultural heritage including that of non-European diaspora in participating countries: African-Caribbean cultural heritage in the UK, Afro-Surinamese and Java-Indonesian cultural heritage in the Netherlands, Java-Indonesian cultural heritage in Slovenia, Roma and travellers in Romania and Afro-Turks living in Turkey. This can be accessed via the link: Home (glideapp.io)

The Multiplier event:

At this main dissemination event 72 participants were engaged, largely drawn from Turkey (72%) though there were others from partner countries (28%). They included university

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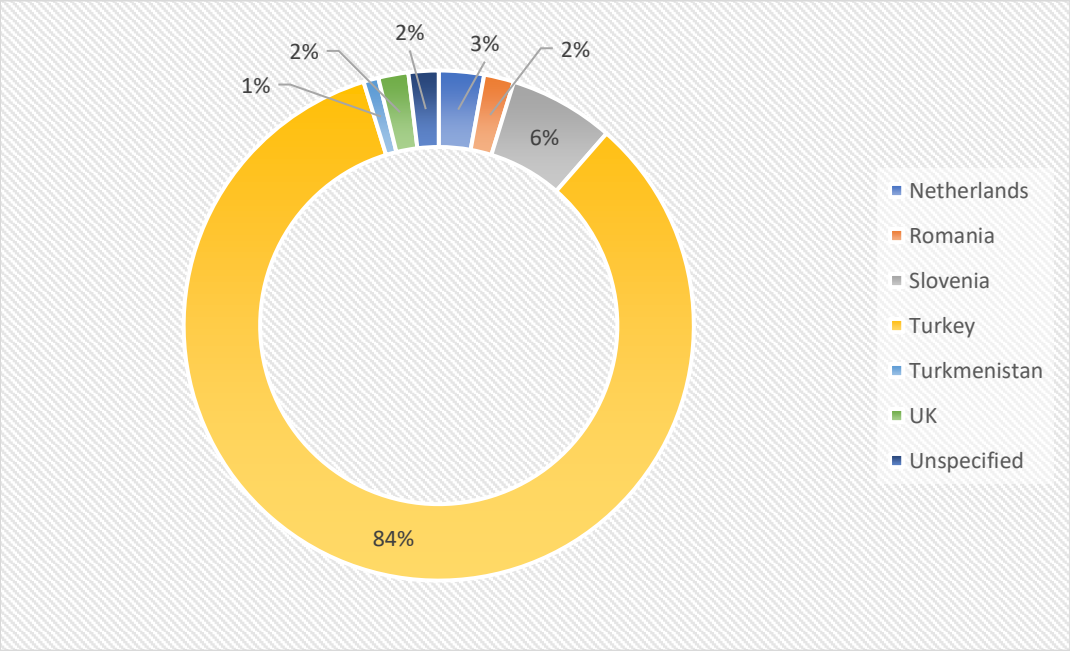
students, youth workers, youth leaders, NGOs, and others with a general interest in cultural heritage. Specifically:

- 105 people registered for the multiplier event (Fig 2)
- 72 registered participants attended the event at the highest point (some joined at different stages and left at different stages)
- There were 6 project members or trainees from Turkey
- There were 8 project members or trainees from other project partner countries (2 from the UK, 2 from Romania, 3 from the Netherlands and 1 from Slovenia).
- There were 6 international participants from Slovenia (students and volunteers)
- There were 52 educators or teacher participants from Turkey.

Fig 2: Participants registered by country of origin



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KEY FINDINGS AND IMPACT

It is worth repeating the key outcomes that the project was trying to achieve:

1. Educators, youth workers and youth leaders participate in new non-formal educational opportunities that broaden their perspectives and develop new skills and attitudes that are applied in practical activities to the benefit of their communities.
2. Educators, youth workers and youth leaders gain new knowledge and skills about the importance of the ancient cultural heritage preservation and promotion including their interconnectedness in implementing SDGs and EFACH Goals.
3. The project learning is documented in Intellectual Outputs - toolkit; digital map; mobile application.

On the question of engaging the right participants on the programme, and thereby cascading to networks within respective cities, the project attracted with sustained involvement throughout, the following:

- Educators/lecturers based at the University who were one of the partners as well as from non-formal education sector (e.g. NGO);
- Youth leaders and workers from two of the partner organisations
- Community development and policy practitioner
- School and education advisors and teachers

Other characteristics of the participants showed that:

- 64% were male
- 45% of participants were from migrant background (as defined by the individual within their respective country)
- 39% of organisations represented were NGOs, 32% registered charity and 29% from the university;
- 40% were lecturers with the other 60% reflecting nonformal sector practitioners.

Arising from the efforts of partners, across the partnership, we were able to reach 300 participants, the single highest participation arising at the Multiplier event (n=72) and the local event in Romania (n=44). There were other sessions held locally across the partnership in between each transnational event, especially within the school settings, community groups and university programmes.

Participants received a Continuous Professional Development (CPD) certificate agreed by members alongside attendance certificates recognised by Erasmus as tools reflective of undertaking successful learning journeys.

The overall rating of the programme by participants reflected a high degree of confidence and recognition of the impact of the programme: 75% indicating a ‘great deal’ of impact and 25% indicating that the impact was ‘a lot' or moderate’ - overall, 100% agreement that the programme had had an impact. One participant wrote: *"...we have a lot of beautiful*

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memories from these Journeys, and I think the most important ones are the strong connections created during this programme."

Participants were involved in new non-formal educational opportunities that broadened their perspectives, knowledge and understanding on different cultures and communities that they were introduced to. Each of the mobilities engaged with the dominant minority communities within each city in scope to the project. For example, the Surinamese communities in Amsterdam, the Roma. Gypsy and Traveller community in Piatra Neamt and African Caribbean communities in London. Additionally, acquired knowledge of the Afro-Turks in Istanbul and experienced South Africa and gained insights into the migrant communities in Ljubljana. Specifically, participants reported:

- On the impact of engaging and learning different cultural activities (Romanian dancing and Rasta drumming in London
- Better understanding of migratory patterns and those cultural and heritage features that identified groups with their ancestral background (e.g. Java-Indonesian migration into Suriname. The Netherlands and Slovenia; Africans into Turkey and Caribbean communities into London and the UK more widely).
- Valuing and appreciating different cultural art forms and different forms of expression, including fashion, language, belief systems, museums, theatres and concerts.

The participants could see the need for cultural heritage and the importance of having that knowledge, which was brought home so clearly and vividly through the work of the Turkish team on heritage, culture and tourism (C1 experience). The response of one participant summed up clearly how the programme impacted on them and their organisation: “Impact was great, and we have the support of our county council, school Inspectorate, museums, cultural associations.” Another commented that: *“I was able to engage with colleagues on possibilities of ongoing engagement after the programme end.”*

Others spoke about improved:

- Cultural learning: “Better understanding of other communities.”
- Building strong bond and relationships
- Feeling confident to approach different communities
- Improved communication skills through working with different and such diverse groups of people, reflecting so many different cultures and experiences.

Regards the intellectual output and the products that were developed and produced, the views from stakeholders and beneficiaries perhaps best summarises the impact and opportunities more forcibly:

On the digital App: “*Looks good. Will there be a search area for any country, or is there a limit on countries due to this being new and will build over time?”*

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"Access was within 30 seconds, so guess that's relatively easy. Personally, I don't necessarily like these countries as holiday destination though the idea is a really good one, which if I do go to any of them, I can see how it will be helpful."

On the toolkit: *"will be using in my projects…"*

"Implement activities from the Toolkit and explore further ideas generated with targeted groups."

"Incorporate exercises within our main programme (e.g. tourism and heritage programmes, school, clubs etc)"

On the visits: *"The Museum of the Home - permanently based here – and the workshops enabled better understanding of the decolonisation of the curriculum, the education environment and intercultural perspective aligned with other cultures etc…. It was an inspiration to Turkish colleague to establish a similar production."*

"Very professional delivery and lots of technical things to share.."

"The study visit was a great 'Journey' for me to learn new things, to meet nice people, to find out info about other cultures, to 'go with the flow' to always 'become the best version of me'."

The project also had an impact for work across and within partner organisations and countries. At the local (organisational) level, partners were able to develop their own programmes influenced by the project, especially the exercises in the toolkit, which partners were able to experiment with and trial within their own work setting. A good example, for instance, can be seen in Romania where colleagues used exercises from the toolkit with children as part of their school curriculum (slineamt.ro/wp-content/uploads/2023/06/Incercuieste-CERCUL-1.mp4); Slovenia, where the 'More than One Story' cards were used with adults (Erasmus + Ka2 project Journeys - Association Bodi svetloba); IMU participants used the toolkit to deliver sessions within their teaching with students (Üniversitemizden Haberler (6-15 Ağustos) - YouTube) and the Dutch and UK partners were able to use the toolkit and the digital maps to deliver sessions with groups and now exploring collaborative working relationships that will seek to adapt and extend the Digital Application. The Ubele Initiative, for example, has already started work on expanding and extending the UK page to include diaspora cultural sites from around the UK, which is hoped to be finalised by December 2023, and forms part of its wider A Place to Call Home 2.0 research and their national Agbero2100 strategic framework designed to support Black and racially minoritised community wealth building.

Further insights can be seen in the Participatory evaluation framework and the Multiplier Event reports, both of which can be accessed by clicking the: The Ubele Initiative - Journeys – Empowerment through exploration of cultural heritage. Additionally, by way of summary overview, feedback on the roll-out of the Digital Application provided some very useful reflections on the impact of that particular product. Responders were sent the link to access the App and asked to feedback on accessibility, functionality and usefulness of the product.

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Some of the comments received included:

"Looks good. Will there be a search area for any country, or is there a limit on countries due to this being new and will build over time?"

"Access was within 30 seconds, so guess that's relatively easy. Personally, I don't necessarily like these countries as holiday destination though the idea is a really good one, which if I do go to any of them, I can see how it will be helpful."

"Being able to bring different insides to the concept of the project in relation to heritage and tourism."

"Looks good. Will there be a search area for any country, or is there a limit on countries due to this being new and will it be built over time?"

Via the partners' websites, blogs and reflections were shared by participants, which further added to the body of evidence indicating how the project impacted on participants, their organisation and individuals they were working with:

Romania: PowerPoint Presentation (slineamt.ro); ERASMUS+ – presentation of the project activities, 'Journeys Empowerment' – SLI Neamț (slineamt.ro); slineamt.ro/wp-content/uploads/2023/06/Incercuieste-CERCUL-1.mp4; slineamt.ro/wp-content/uploads/2023/06/Incercuieste-CERCUL-2.mp4

Slovenia: Erasmus + Ka2 project Journeys - Association Bodi svetloba

NL: https://stichtinginterlock.nl; https://facebook.com/stichtinginterlock.nl/

UK: The Ubele Initiative - Journeys – Empowerment through exploration of cultural heritage

Turkey: EU Project Partnered by Our Faculty of Tourism Has Been Awarded a Grant in the UK (medeniyet.edu.tr); Üniversitemizden Haberler (6-15 Ağustos) - YouTube; Erasmus+ 'Journeys-Empowerment through the Discovery of Cultural Heritage' Project in partnership with our faculty (medeniyet.edu.tr); https://turizm.medeniyet.edu.tr/tr/haberler/yolculuklar-kulturel-mirasin-kesfi-yoluyla-guclendirme-erasmus-proje-toplantisi-gerceklestirildi

Beyond the organizations and individuals directly participating in the project – such as schools, and NGO educators and organisations – as we have shown above, there has been some impact and influence. They now have improved quality and range of resources to support their work in relation to ancient cultural heritage and sustainable development goals (e.g. Romania visit, where education advisors and policy makers were in attendance and expressed positive reflections of the work). Youth leaders have indicated willingness to incorporate as well as nonformal educators in London and Amsterdam; and in Slovenia, the SLOGA NGO network and the Club of Global Education teachers now have new resources for

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incorporating culture and heritage preservation into global education themes as well as chance to participate in dissemination of the project now that the project has ended.

Examples of evaluation evidence on the delivery and impact of the project

Fig 3: Piatra Neamt, Romania: overall rating (%) across all modules of the toolkit

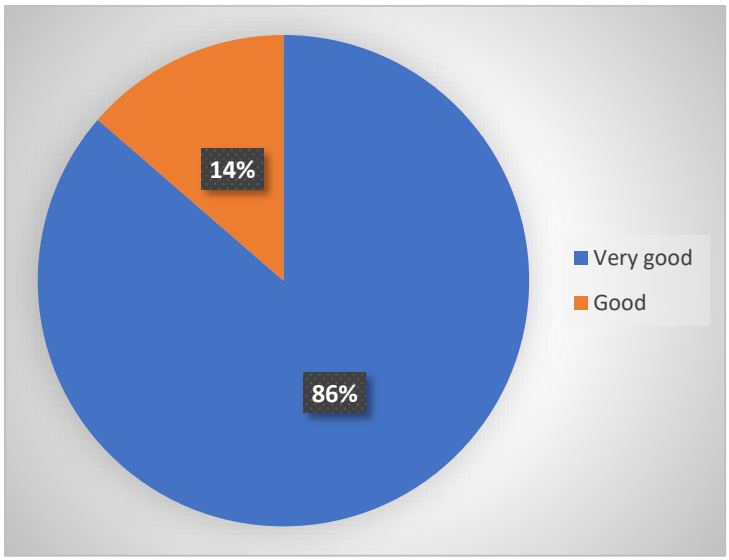

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Fig 4: How participants rated (%) the sessions on culture and heritage of the toolkit

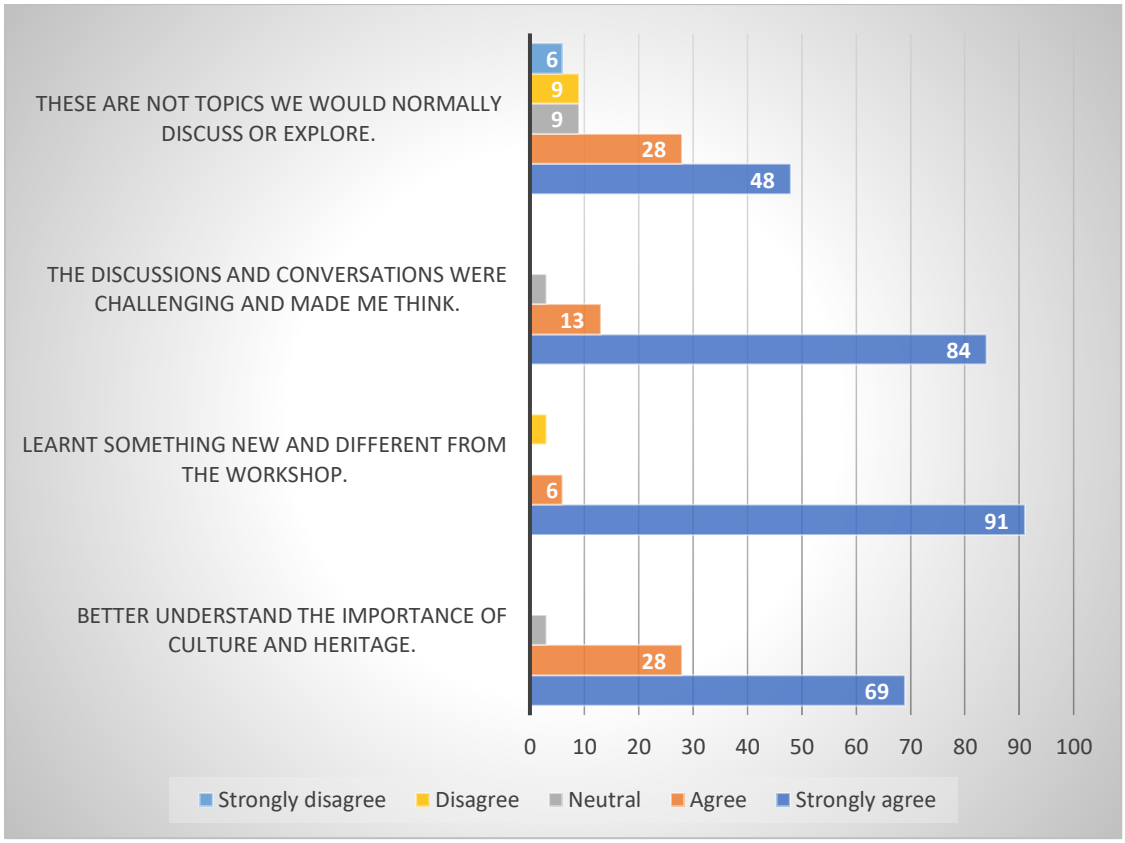

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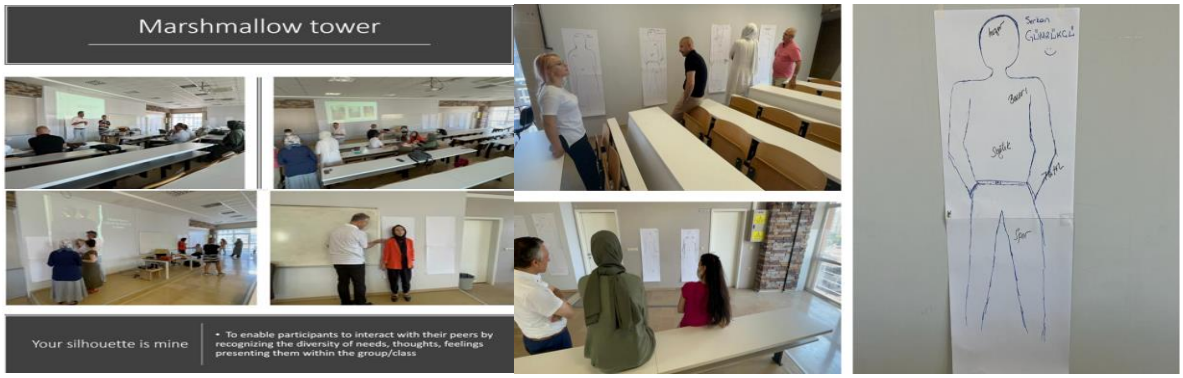
Fig 5: Building the 'Marshmallow Tower at IMU



Source: Üniversitemizden Haberler (6-15 Ağustos) - YouTube

Fig 6: DBS: Erasmus + Ka2 project Journeys

Source: Erasmus + Ka2 project Journeys - Association Bodi svetloba

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Fig 7: Toolkit training in Amsterdam

Fig 8:The African and Caribbean communities in London: from resistance to resilience

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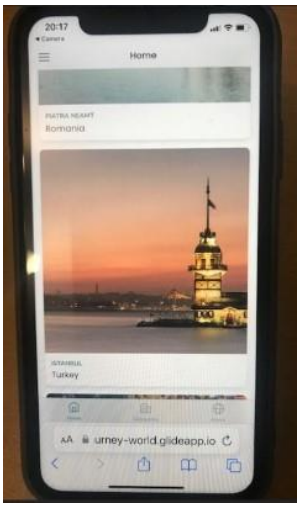
Fig 9: The digital application: intellectual outputs 2 & 3 combined

Intellectual outputs 2 & 3: The Journeys digital App/map

To access the Digital Map/App click here and/or scan QR code.



Click image to access or here.

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Fi 10: The Toolkit: a training and learning resource pack (Intellectual output 1)

Click image to access or here.

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Fig 11: Participatory evaluation session (Slovenia)

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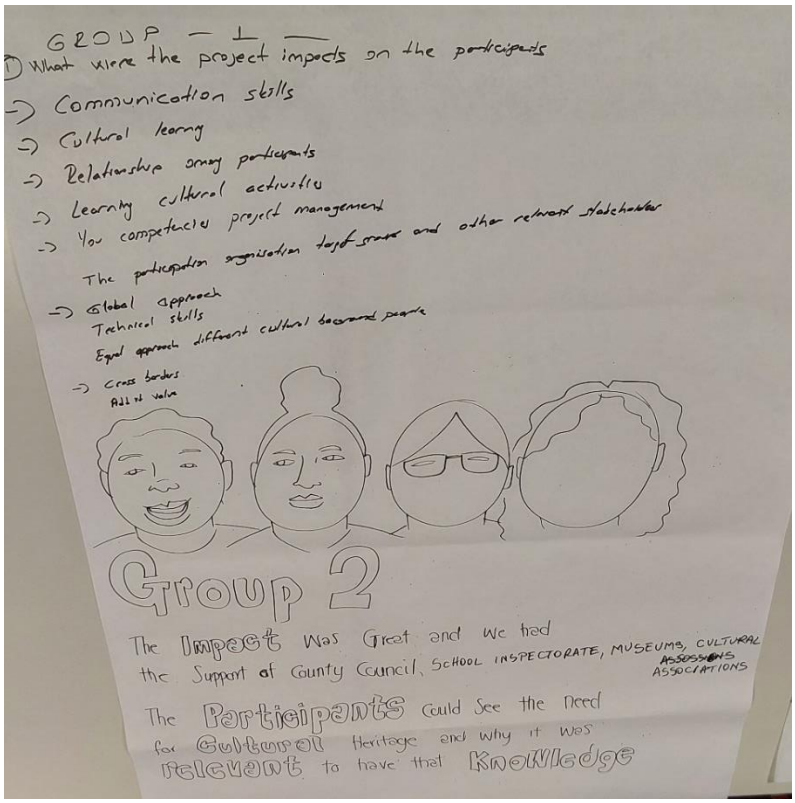

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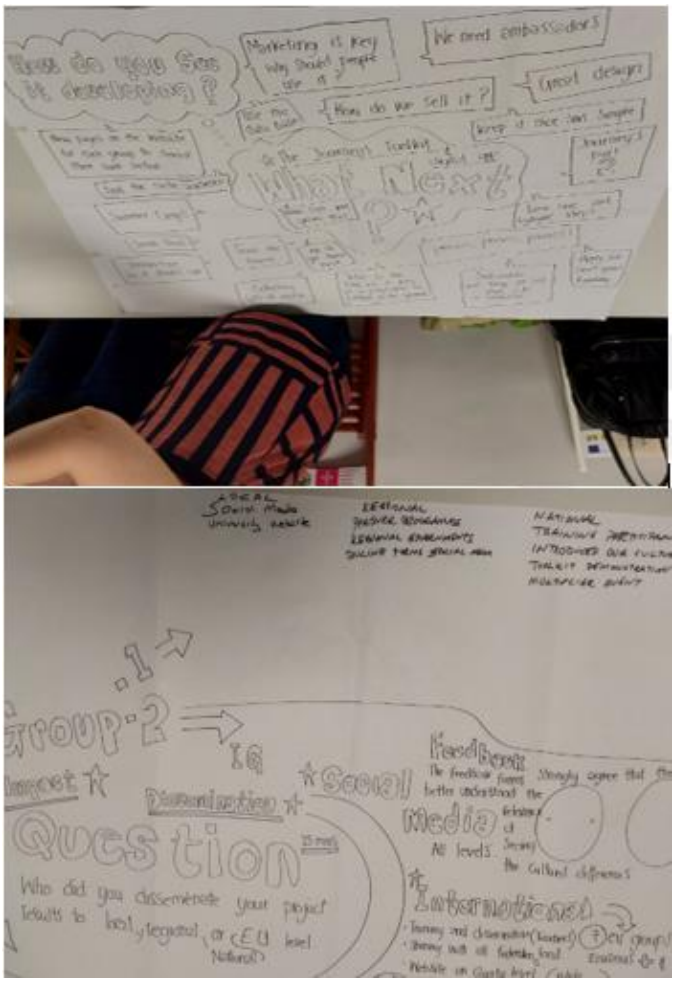

In terms of the project achieving the production of the intellectual outputs, mention has already been made elsewhere and in directing access to where they can be found (i.e. Outcome 3). However, the impact in terms of achieving those and the other outcome measures indicated can be seen through:

- An expansion of awareness and understanding of different cultures represented by the group;
- Exploration and testing of learning materials with different groups for improved and greater intercultural understanding as a result of the toolkit produced;
- Identification of 'intangible' cultural and heritage moments, artefacts and practices that have been surfaced and shared across a wider audience than just the partners via the digital App;
- Quality planning and management of resources and partnership working with each country in pulling the learning journey programmes together;
- Shared insights and experience internally and externally to stakeholders via website activities and presentations (e.g. uploads and sharing opportunities across the partner sites)

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- Exploration of continuation and/or expansion of the programme around culture, identity, heritage and tourism with other partners who have expressed interest (e.g. Stichting Interlock and DBS are exploring options where the integration of lessons learnt could be extended to other countries in the EU).
- Participating partners were able to highlight the sharing of the outputs from the programme through a range of approaches, such as, for example:
    - 57% shared with their immediate target audience/beneficiaries (e.g. schools, teachers, education advisors, youth workers and nonformal education beneficiaries)
    - 34% shared with staff and other internal stakeholders
    - 20% undertook presentations at community wide sharing events locally
    - 20% were producing and /or used the reports provided for each strand of the programme as we went along to share more widely within their faculties and 'upstream' to policy makers.

Challenges encountered

Perhaps the greatest challenge encountered was the global impact of the COVID-19 pandemic and its implications. This pushed back the starting period and the conclusion of the programme, which we were originally expected to conclude in 2022, but instead, having conclude at the end of August 2023. First, we were only able to conduct our first TPM online, which was very effective as it meant that we were able to learn new skills and ways of working that we perhaps would not otherwise. Second, the two phases of 'lockdown' and travel restrictions that were in place, meant that we could not undertake any travel until 2022, though we were able to continue develop the Toolkit with colleagues during this period. As different countries in Europe came out of the restrictions at different stages, with some requiring additional checks and vaccinations, this became difficult to coordinate. One of the implications was to adjust the sequencing of the mobilities so that we travelled to Amsterdam first as C1 instead of UK, as restrictions at the most convenient time favoured travelling to Amsterdam, where all partners would be able to travel to. As it turned out, this sequencing was the best approach overall.

On 6 February 2023, a 7.8 earthquake shook Turkey near the Syrian border, resulting in an estimated 56,000 deaths in Turkey and Syria, with countless injured and displaced. During the C3 visit to London, which took place in February 2023, we were advised that the Turkish government was considering legislation that could have implications for the Multiplier Event that was scheduled to take place in Turkey in May 2023. Shortly after legislation was passed, we were advised that the IMU (and other public universities in Istanbul) would have to conduct online lectures as the university accommodations would be needed to house displaced families and would be in place until the new academic year starting Sept 2023. This therefore meant we had to seek permission to conduct the Multiplier event online, which we were granted permission to do.

Within Ubele, there were some staff changes to the coordination and management of the project, though this did not affect the overall implementation. The Project Manager had to

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take some time-out for personal reasons and so the overall coordination passed to another officer who was already working alongside the Project Manager, which meant a seamless transition. There was a short period of hiatus but not sufficient to detract from the overall implementation and management of the programme.

The overall management of risks and unforeseen situations were managed well due to the effective communication channels and engagement of partners. For example, throughout the pandemic restriction periods we maintained regular contact and communication channels via Zoom, WhatsApp chat and email correspondences. Monthly 'catch-up' meetings were held online to sense how the virus was spreading and any implications for the delivery of the project as well as facilitating the development of the Toolkit, which we agreed could be a 'project' that could be achieved during the interim. This approach ensured any unforeseen situations, such as the impact and implications of the earthquake in Turkey, for example, could be addressed in good time, which we were able to achieve.

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CONCLUSION AND RECOMMENDATIONS

The project's innovative and complementary objectives in relation to other possibly similar projects funded through Erasmus lay in the participatory community based methodology used as the underpinning approach to both the programme design and delivery as well as to the evaluation process. It is not possible to have one without the other – they go hand in hand.

A key starting point was to build on existing work rather than try to re-invent the wheel. The project, therefore, built on models already developed in carrying out the Place to Call Home Report in 2015, having a partner from the country on the list of OECD DAC countries which had received Official Development Assistance (Turkey), by building upon the initial research on Java-Indonesians carried out by our Slovenia partner and using the expertise around tourism that our partner in Turkey brought, were all foundations that the project was able to build on.

The project was also innovative in that it is linking Sustainable Development Goals with the concepts of ancient cultural heritage preservation and promotion, with that of the European Framework for Action on Cultural Heritage (EFACH) Goals, as well as using both formal and Non-Formal Education processes and merging it with modern interactive technology to fit the needs of both young and older people across Europe. The outputs (i.e toolkit and digital application) developed with the cultural and geographic specificities will create greater synergies and good practice for concrete change to happen Pan Europe and Globally and will be an innovative way of addressing SDG no.11 "Sustainable cities and communities which aims to "make cities inclusive, safe, resilient and sustainable". Because these outputs will be using modern interactive digital technology they will be accessible from virtually anywhere in the world, and by focusing on non-traditional and common-place cultural opportunities, it is very apparent that this would be powerful tool to help people feel connected to their culture and heritage at a time of emotional stress. This goes to the heart of the opening question: *'How do you preserve cultural identities and why is it important that we do so?'*

As we go forward, it is hoped that the below opportunities that has emerged from the project could be taken forward either within the wider Erasmus framing of an application or as pieces of work that could be developed outside of the Erasmus funding regime. For the UK, the Erasmus funding arrangements is not an option and so Ubele will need to look elsewhere for support were it to develop widely beyond the shores of the UK. For partners in the EU, there are some areas worth considering over the coming months:

- The two intellectual products developed as a result could form the basis of ongoing work. Regards the Digital Application, partners have agreed to purchase a 2yrs licence with the platform hosting body which will ensure the development of the content. They have been trained up in how to upload etc with the potential for the platform to be added to mean the can increase the options beyond the initial cities

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reflected in the partnership. For instance, in the Netherlands they could include other areas such as Rotterdam, Utrecht, The Hague and so on. It is similarly the same for the other partners, as they have already found the resources to secure the longer term access. The Ubele Initiative, for example, has already started work on expanding and extending the UK page to include diaspora cultural sites from around the UK, which is hoped to be finalised by December 2023, as part of its wider A Place to Call Home 2.0 research and the Agbero2100 national strategic framework supporting community wealth building.

- With respect to the Toolkit, as one participant indicated in their feedback *"…there is so much we would have liked to cover in the workbook, but most of all we want it to be engaging and interesting."* A number of the partners have been using the Toolkit to deliver lessons or sessions within their programmes and have incorporated 'units' as part of their delivery (e.g. all partners have already used different units as part of their other areas of work in their respective countries). The insights gained over time through usage mean that the toolkit has the potential to grow and form part of 'training courses' as part of formal and nonformal programmes. For example, Interlock is already using a number of the units as part of their KA2 Access to Opportunities programme and Ubele have used activities from the toolkit within their capacity building and social lab workshops. We have already seen the staff at IMU use it as part of their training programme with students and so we recognise the longer term utility of the product as well as work with teachers in Romania. The manual could form part (or whole) of a CPD training and development programme approach for a number of programmes not necessarily linked to cultural heritage or migrant and refugee communities, for example. They have a much wider applicability; it just happened to have had its starting point within this particular problematic, which should not detract from its wider use to inform learning and training, with both adults and children in both formal and nonformal settings.

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Recommendations

The approach enshrined in the delivery of the project is replicable on a small or large scale across different professional spheres. The approach demonstrated a process that could be employed by different projects working across different fields. If this appeals, then we would recommend the following key points to bear in mind:

- *Have in place a coordinator and lead for the project:* Project Manager 'Plus' role, where the role and responsibility is more than 'just project management' but very much someone with the ability to see beyond the now and able to take partners with them (i.e. flexibility rather than hard and fast adherence to structure and formula)
- Ensuring that all partners are clear about their contribution which should reflect the purpose, need and aspiration of each partner. In this project all partners had signed up to the development of a digital application that contained a map. This shifted as a result of the co-design process and participatory approach that underpinned the method, hence being flexible.
- By ensuring that each partner led on key areas meant that they were invested and given support to develop and deliver in styles that recognised where they were. By building into the mobilities a 'culture and heritage' lived experiential component gave partners the latitude to work in with other partners within their networks which is consistent with where they were. For example, all partners were able to engage with their networks to deliver a unique experience which reflected their lived experiences – see Multiplier Event report.
- The five days programme (plus 2 days travelling) was crucial, as this allowed opportunities for partners to experience the landscape and to reflect on implications back in their own setting. Less days would mean a much tighter and 'squeezed' programme. For example, each mobility had at least one day set aside for visits outside the immediate programme within a frame of reference and were able to reflect back on those different perspectives encountered. Having in a place a sound programme with inbuilt flexibility allowed for where language may be a challenge and therefore being able to have the time to be able to translate helped away from having tight timescales that does not account for levels of understanding etc.
- Being able to provide for a whole group 'celebration and recognition' ceremony helps to cement the learning and achievements if left to the end of the programme. This adds value and weigh to the achievement of the 'journey'. For example, we held our appreciation event at the end of the final mobility (C5) where participants received their attendance and participation certificate which was added to through the awarding of their CPD Certificate which recognised and valued their input as professionals.

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APPENDICES

Appendix 1: The partnership organisations

Drustvo Bodi Svetloba (Slovenia): Bodi Svetloba, NGO for education and humanitarian activities, formed in 2017and provide support to students with learning difficulties in English and Slovene language and projects covering Global Call to Action Against Poverty (GCAP): Global Education, Sustainable Development Goals, Official Development Assistance, ancient cultural heritage, migrations, indigenous people, healthy life and foreign languages.

Istanbul Medeniyet University (Turkey): Officially established in 2010 as a new public university, Istanbul Medeniyet University (IMU) is the 9th public university founded in Istanbul. As a research-oriented, innovative, and entrepreneurial institution, IMU consists of 11 faculties, 2 colleges and 4 institutes. IMU is a young and dynamic higher education institution that provides academic education in a modern educational environment and with strong academic staff, placing great emphasis on research, in the fields of engineering, medicine, natural sciences, arts and humanities, and health sciences (e.g. training & research hospital, Research Centre for Social Cooperation Area (SOCIOPARK), the Research Centre for Children's Education in Science, Lifelong Learning Centre (SEM), Distance Learning Centre (UZEM), Experimental and Clinical Research Centre, Autism Research Center, Turkish and Foreign Languages Research Centre, and Science and High Technology Research Centre (IMU- BILTAM).

SINDICATUL LIBER AL LUCRATORILOR DIN INVATAMANT SI CERCETARE STIINTIFICA NEAMT (Romania): The organization is registered at the Special Court in Piatra Neamt as a trade union organisation established to protect the status and rights of teachers. Critical in how they work is in supporting educational employees with a focus on the interests of students and parents and is apolitical with a focus on working with and through educational institutions and scientific research in Neamt County (e.g. the protection and promotion of the rights and professionalism of teachers, economic, social, cultural and sporting interests).

Stichting Interlock (Netherlands): Stichting Interlock is a Dutch NGO formed in 2016 by the former Deputy Director of a local welfare foundation in Amsterdam. Areas of operation are in Amsterdam South East and Amsterdam New West with activities organized for young people that focuses on developing their social and communicative skills, neighbourhood participation, entrepreneurship, empowerment of young females and youth work through European mobilities. Interlock brings together an experience of youth work through their network of different diaspora communities in Amsterdam including working with several professionals within the Amsterdam Municipality.

The Ubele Initiative (United Kingdom): was set up in 2014, based in London, UK, as an African Diaspora (i.e people with roots and heritage in African and Caribbean Cultures) led intergenerational social enterprise. In the UK, there are at least 4 different generations of African Diaspora communities. Ubele's (in Swahili means 'the future') mission is to help build more sustainable communities in the UK by supporting and empowering community-based

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organisations/groups (especially Black and Minority Ethnic - BME) with their community assets (people and physical spaces), through social action, youth work, enterprise development and leadership initiatives. Ubele's key services include the design and delivery of local, regional, national and international initiatives.

Ubele has played both lead and partner roles in 8 Erasmus+ KA 1 & 2 Adult & Youth projects and is widely recognised as a leading organisation for the development of emerging community and youth leaders. It was, for example, one of only two official UK partners invited to contribute to the design and planning of the European Youth Forum's Yo!Fest2018 (Strasbourg, June 2018).

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Appendix 2: Transnational learning visits: overview summary

Activity No. C1: YOUTH-SHORT-TRAIN
Country of Venue: Netherlands

Description of the activity:
This short term mobility will be 5 days long and 2 educators, youth workers and leaders from the four other countries will travel to the Netherlands. The focus will be to connect the participants from the participating country and to start the process of developing the skills of the intergenerational educators, facilitators, youth workers and leaders through the use of exploration of informal teaching methodologies.

The participants will be educators, youth workers and youth leaders from all the countries. This study visit will focus on the toolkit development and start the process of identifying the priorities for the capturing of the mobile map and application (hereafter 'digital Map/App). Participants will be supported in understanding the information and exercises contained in the Toolkit, to be trained in and experience a range of activities that they could 'test' locally when they return to their home countries as part of the local learning and sharing dimension. All organisations will contribute to the final toolkit and the mobile app capturing and testing.

The study visit will also begin the process of widening the knowledge of the group on Tourism and Cultural Heritage which is the area of expertise of I M University partner. This will have a positive impact on the overall project and the knowledge and intellectual outputs will be beneficial to tour guides and travel agencies which are generally staffed by young people (including those from disadvantaged backgrounds). The evaluator will also join the transnational meeting and spend time with the participants of the study visit to reiterate the processes of the evaluation framework: the key questions to be considered within the evaluation, the processes to be used (questionnaires/ 1:1 interviews/group discussions/case studies etc) and documentation to be completed and frequency for collecting data alongside a clear the timetable of key inputs, outputs and identifying outcomes.

Educationally and culturally appropriate creative processes, activities and exercises will be planned and carried out during this study visit. Partners will convene activities locally to support local learning which can then be shared transnationally. For the study visit there will be 2 participants from each country, who do not have to be the same though for consistency and coherence this would be preferred. It is anticipated that the local partners will offer and provide training to local groups/participants so as to cascade and multiply the learning opportunities and so allow for a doubling in the number of participants and a significant increase in the overall impact of the project. Attendance at all project sessions (national and selective transnational trip/s) will be a condition of joining and completing the project. The local activities will offer significant added value to the project as a whole and actual delivery will be supported through the project management and implementation budget heading.

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Evaluation activities will take place during each of the study visits as well as in partner countries (locally) - data collected will contribute to the overall evaluation framework and process. It is anticipated that the evaluator will be sent agreed data by each partner in order to produce short interim 6 monthly reports. The evaluator will join the final transnational meeting to present a comprehensive draft report for discussion. It which will be finalised for submission to Erasmus+ before the end of project.

Activity No. C2: YOUTH-SHORT-TRAIN

Country of Venue Romania

Description of the activity:

This second study visit will be focussed on information regarding the development of the digital Map/App as well as explore the implementation of the Toolkit arising from C1. The participants will be educators, youth workers and youth leaders from all five countries. They will be all introduced to digital mapping and made aware of the sorts of things that they will be required to document and the methods of recording their respective bits of data. Part 2 of the dialogue processes training will be done because it will add value to the way that participants engage with stakeholders etc in gathering the data and information required for the map. There will also be an additional workshop on Tourism and Cultural Heritage.

Ubele has overall responsibility for the production of the map, while participants from all countries contribute perspectives from within their respective countries in line with the agreement on priorities established at the C1 learning and training programme. Educationally and culturally appropriate creative processes, activities and exercises will be planned and carried out during this study visit. Partners will convene activities locally to support local learning which can then be shared transnationally. For the study visit there will be 2 participants from each country, who do not have to be the same though for consistency and coherence this would be preferred. It is anticipated that the local partners will offer and provide training to local groups/participants so as to cascade and multiply the learning opportunities and so allow for a doubling in the number of participants and a significant increase in the overall impact of the project. Attendance at all project sessions (national and selective transnational trip/s) will be a condition of joining and completing the project. The local activities will offer significant added value to the project as a whole and actual delivery will be supported through the project management and implementation budget heading.

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No. C3: YOUTH-SHORT-TRAIN
Country of Venue United Kingdom

Description of the activity

This study visit will focus on the refinement of the Toolkit and the finalisation of the digital Map/App within a broad training and learning context. The participants will be educators, youth workers and youth leaders from all the countries and will be supported in understanding the information. The participants will be introduced to the concepts of using a number of dialogue processes such as World Cafe, Open Space and Sankofa (or similar) and will explore the local area meeting with young people, visiting places and spaces of cultural historic relevance. At this visit the partners will collectively discuss the implementation strategy for the local activities ensuring that they are rooted in non-formal education methods. The learning activities will form the basis of capturing the historical dimensions in the 5 countries through the Digital Map/App platform which will be supported by training in how to input data onto the digital platform chosen alongside further testing and training of activities within the Toolkit.

Educationally and culturally appropriate creative processes, activities and exercises will be planned and carried out during this study visit. Partners will convene activities locally to support local learning which can then be shared transnationally. For the study visit there will be 2 participants from each country, who do not have to be the same though for consistency and coherence this would be preferred. It is anticipated that the local partners will offer and provide training to local groups/participants so as to cascade and multiply the learning opportunities and so allow for a doubling in the number of participants and a significant increase in the overall impact of the project. Attendance at all project sessions (national and selective transnational trip/s) will be a condition of joining and completing the project. The local activities will offer significant added value to the project as a whole and actual delivery will be supported through the project management and implementation budget heading.

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