

An Evaluation of Crossing Continents:
Connecting Communities
A Community Outreach Project

Royal Geographical Society (with IBG)

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Summary

- *Crossing Continents: Connecting Communities*, an outreach project for the Royal Geographical Society (RGS) has been very successful providing opportunity for a number of different community groups to explore relevant archives and associated cultural heritage.
- Objectives set have been met, with some even exceeding expectations enormously
- Feedback shows that participants not only enjoyed themselves, but were able to develop knowledge, skills and self-esteem, sharing their own experiences, adding to the RGS knowledge base and developing a stronger sense of identity.
- Many plan to explore their heritage further within their communities and some are establishing further programmes with the RGS
- The partnerships created have enormous potential to continue and sustainable options, which are being considered by staff.
- The resulting exhibitions have been extensively booked by a range of venues, offering opportunity for large numbers of people to view the outputs but also find out more about their own culture, that of others, and also the RGS.
- Feedback highlights that learning has been wide and covers all the generic learning outcomes as defined by the Inspiring Learning For All website. In particular participants developed new knowledge, skills and attitudes.
- Almost all those who participated were very positive in their feedback, with additional comments about enjoying the experience.
- Outreach for younger people was also largely successful but could be improved with greater opportunity to try different activities, have breaks with exercise for younger children and more opportunities to handle material.
- Staff and facilitators were also happy with the outreach programme and its results. They emphasis the need to allow lots of time for planning and partnership development and highlight the need to continue this type of work.
- It is essential that the RGS continues to provide funding and staff time to continue with outreach work, maintaining links with these groups, but also developing new partnerships and approaches.
- To develop outreach work further it will also be necessary to consider the opening times for the RGS at weekends,

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Appendix 1 (see separate document due to size)

Results from data collection

Survey of participants

Survey of facilitators and co-ordinators

Appendix 2

Summary sheets from observations and informal interviews at a sample of events

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Observation checklist

1.0 Introduction

Crossing Continents planned to demonstrate the relevance and public accessibility of the Royal Geographical Society (RGS) to young people, to the public and in particular Britain's Black and Minority Ethnic communities. The project used partnerships to develop touring exhibitions and an education programme, using the unique collection of two million maps, photographs, books, documents and artefacts at the RGS.

Partners were within the:

- African community groups
- Chinese Community groups
- Sikh/Asian Community groups

Note: This evaluation was commissioned specifically for the 3 partnerships which were part of the original HLF programme and do not include the Afghan partnership as this had already taken place. The Afghan partnership was evaluated using forms.

1.1 Aims of Crossing the Continents were to:

- Encourage more people, particularly BME individuals, to be involved in their heritage. This will be through partnerships to identify collection materials that reflect and celebrate the heritage of identified communities
- Make sure that everyone, particularly BME individuals, can learn about, have access to and enjoy their heritage – presenting the materials that have been curated in partnership with BME communities through a touring exhibition programme
- Develop educational programmes, in partnership with pupils and teachers and produce printed and online learning resources and also workshops
- Enhance our diverse heritage by embedding BME perspectives in the Society's ongoing curation of its collection and its future exhibition and education programming

1.2 Evaluation Aims

Evaluation aims for this report focused on the outreach work with community group partners and assessed success in terms of a number of key learning outcomes for participants.

Learning objectives were based on each of the generic learning outcomes, and were adapted to suit individual workshops and community groups but were broadly as follows:

- To enhance learning about the heritage of the relevant Community eg African, Chinese, Asian through raising awareness of, access to and understanding of the RGS collections and their relevance to Britain's communities
- To participate in a workshop and to be able to discuss and debate the issues of identity, heritage and diversity as raised by the archive photographs of Africa, China etc (and in some workshops produce a piece of creative work)
- To explore their own heritage through the viewing of collection items
- Develop critical thinking skills such as enquiry, interpretation and debate
- Raise self-esteem and challenge assumptions about peoples and places
- To feel welcome and enjoy the experience of viewing and investigating archive material
- Be inspired, surprised and challenged
- Develop ideas for future learning or visits to exhibition and museums etc

2.0 Methodology

A range of data was collected to provide qualitative and quantitative elements.

Approaches used were:

- Observation and informal interviews at a sample of events from each of the different community programmes. They included:
 - Illustrated Talk from Clifford Pereira about slave trade in Indian Ocean - using a number of specific examples, 10th April 2007 with Community Group: Tanzanian Women's Association Numbers present: 7
 - Youth Group creative writing session with Richard Mkoloma 18th April 2007 (3rd day of 3 day session) Community Group: Lancaster Youth Group, Ladbroke Grove Numbers present: 13
 - Outreach at Welcome Point Community Hall. Poetry workshop with Dzifa Benson using African photos from the archives. 19th May 2007 (1st day of 2 day session) Community Group: Young people (7-11) from the community. Numbers present 12
 - Congolese Community in the UK, 25th May 2007 with Cliff Pereira (2nd day of 2 day session) Community Group: Coordination of Congolese – present 9
 - Initial session with Kings Cross Neighbourhood Centre

Session lead by Siufan 2nd November 2007 Community Group: 17 present (1 man)

- 2nd session with the Chinese National Healthy Living Centre group from Soho House, Soho Square. Session lead by Siufan Lee; 26th November 2007 Community Group: 13 present (3 men)
- North Hertfordshire Sikh Council Youth Group, Hitchin led by Farina Alam 17th May, 2008 Community Group: Sikh Education Council Youth Group, Hitchin – 8 present (4 boys)

At each of the sessions the evaluator attended the workshop (or part of), observed reactions informally and through using observation checklists. During breaks she spent time talking to participants about the session. Feedback was given after each session to RGS staff. These forms are included in appendix 2.

- Surveys of participant feelings about the session and their learning (see appendix 1)
- Surveys of co-ordinators and facilitators about their feelings on the sessions and their success (see appendix 1)
- Attendance of exhibition opening for Chinese community exhibition
- Interviews with staff

3.0 Findings

3.1 Summary of Observations and informal interviews

I enjoyed the session – looking at the documents and the discussion ... I feel very strongly that we need to make sure our young people know about the history of the Congo. We must take this and tell others (Congoese man).

All the sessions that were attended by the evaluator appeared to be enjoyable and engaging to the participants involved. There was much enthusiasm for the archive material, especially the photos, but also maps and associated material. In conversation it was clear that older participants found the experience helped them to remember, and make links with their own past. They were also keen that others within their community could also learn from and about the archives.

Younger participants found the archives initially more difficult to engage with, but through imaginative workshops with drama and creative writing, photography and discussion, they developed a greater understanding of themselves, their heritage and the material.

The table below shows a summary of observational findings according to workshop objectives

Learning Outcome	Summary of findings
<p>To enhance learning about the heritage of the relevant Community eg African, Chinese, Asian through raising awareness of, access to and understanding of the RGS (IBG) collections and their relevance to Britain's communities</p>	<p>Younger participants found it a great opportunity to find out more about their families' culture</p> <ul style="list-style-type: none"> • At one session the evaluator's observations commented that the participants 'were very lacking in knowledge on Africa. Only one or two boys had been and had some understanding of life now (let alone in the past) and said that they had not studied anything related at school' <p>Thus it has been clear that many young people are finding that their school studies do not cover world history enough. The school curriculum does not appear to provide a global picture and particularly one which is relevant to the wide ranging cultural diversity seen in modern British schools</p> <p>Older participants found it a great opportunity to discuss their own culture, explore the ideas of others and consider the changes over time. They did learn more – for example many expressed surprise in the Bombay Africans story as they had not known this aspect of the history previously</p> <ul style="list-style-type: none"> • <i>'Really good'</i> • <i>'It is really good to know about all this'</i> • <i>'Better than school ... all we learn about is Hitler and stuff'</i>
<p>To participate in a workshop</p>	<p>Nearly all participants observed were able to</p>

<p>and to be able to discuss and debate the issues of identity, heritage and diversity as raised by the archive photographs of Africa, China etc (and in some workshops produce a piece of creative work)</p>	<p>be actively involved – contributing thoughts and information to conversation.</p> <p>Younger participants enjoyed the creative activities especially, but also focused carefully when using the photos. Where language was an issue either group members translated or the facilitator spoke explained in two languages.</p> <p>Comments were:</p> <ul style="list-style-type: none"> • <i>'Don't do this at school'</i> • <i>'I discovered I was good at this'</i> • <i>'It is really good to know about all this'</i> • <i>'Really enjoyed using different emotions to read our work'</i>
<p>To explore their own heritage through the viewing of collection items</p>	<p>They all appeared to enjoy viewing the material in the RGS – they viewed the images used in the workshops and many also had an opportunity to view material in the RGS archives – which most found especially interesting and some were enthused enough to want to return to see more. Observational notes state:</p> <ul style="list-style-type: none"> • A very strong sense that this was their heritage • <i>'It is fascinating that they (RGS) have kept some of their culture'</i> • <i>'So good - we could say where places were ...'</i>
<p>Develop critical thinking skills such as enquiry, interpretation and debate</p>	<p>Workshops all included periods of debate and thinking and appeared to be particularly successful for older participants – they felt this was a real opportunity to learn, share and reflect.</p>

	<p>Younger people were also able to debate and reflect on discussions.</p> <p>Examples from the observation notes:</p> <p>The Sikh youth group in Hitchin 'Learnt about the RGS photos they saw and thus about the history of the Punjab and linked this to their own knowledge of the area. Most had been to visit relations there and had strong memories. This context was used to discover more about themselves through reflection. As 4th generation immigrants they have a very Westernised life style and thus used this opportunity to think about their community and their own identity' (Observation notes).</p> <p>And the Lancaster youth group: 'The link of this topic to their own lives was, they felt very strong. They all wanted to learn about black history and thought others would want to do this too. They mentioned that it was 'good to learn about ordinary black people' (Observation notes)</p> <p>Comments included:</p> <ul style="list-style-type: none">• <i>'Really good'</i>• <i>'Don't do this at school'</i>• <i>'I discovered I was good at this'</i>• <i>'I'd like to work here'</i>• <i>'It is really good to know about all this'</i>• <i>'Nothing I would change'</i>• <i>'Really enjoyed using different emotions to read our work'</i>• <i>'Better than school ... all we learn about is Hitler and stuff'</i> <p>Gina their co-ordinator said ' <i>It is more</i></p>
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	<p><i>structured a session than I would normally take them too– I like to get them out. But you can't always do simple things with them – it is good for them to something different - I've got people writing poems who are normally hanging out outside tube stations.'</i></p> <p>And also from adult groups: <i>'Discussion was lengthy and detailed which meant that progress through the photos was slow, but there was an enthusiastic air with all members contributing. Discussion included that on school memories, the Chinese-Japanese War and human rights'</i> (Observation notes).</p>
<p>Raise self-esteem and challenge assumptions about peoples and places</p>	<p>This was less easily observed. Many older participants were already confident people but they did find the opportunity to consider their cultural heritage a liberating experience as they normally don't have opportunity to share and reflect upon their past.</p> <ul style="list-style-type: none"> • <i>'Emotional to remember the past'</i> <p>Younger participants were able to learn and reflect on their family culture and found this a useful and interesting experience as they do not normally get an opportunity to consider their own heritage – especially with others from similar backgrounds.</p> <p>Other family groups said that some of the multigenerational work was welcome as it is rare ...they valued the opportunity to share with youngsters. There appeared to be a strong sense of community within the groups.</p>

	They also seemed to find it helpful to be able to talk within the safety of this group.
To feel welcome and enjoy the experience of viewing and investigating archive material	<p>From conversation it was clear that all participants felt welcome at the RGS and really enjoyed visiting such an important and ancient institution. They were interested in its history and in the documents on view. They enjoyed the opportunity to have refreshments and talk to staff etc:</p> <ul style="list-style-type: none"> • <i>'I'd like to work here'</i> • <i>'Really, really great'</i> • <i>'So good - we could say where places were ...'</i> <p>Observation notes state that at one session: <i>'They loved the RGS and really enjoyed looking around. They enjoyed the fact that it had been a house and imagined what it would have been like to live in – the size of the rooms impressed them!'</i></p>
Be inspired, surprised and challenged	<p>Observations showed that participants were often inspired by what they saw and the stories they heard. The information on the stories behind the photos provided surprises for many as their own education had often not touched on these areas.</p> <p>Discussion and sharing of personal stories often developed empathy but also challenged individual's ideas about aspects of their culture they had not personally experience.</p> <p>The Congolese participants spoken to stated that they has enjoyed it very much:</p> <ul style="list-style-type: none"> • <i>'Emotional to remember the past'</i>

	<ul style="list-style-type: none"> • <i>'Really, really great'</i> • <i>'So good - we could say where places were ...'</i>
Develop ideas for future learning or visits to museum	<p>Some look forward to visiting the RGS again and others are keen to start projects within their own community.</p> <p>Two groups went on to devise their own projects based on what they did. The RGS supported both funding applications and the one presented by the Muslim Women's Welfare Association was successful – it partnered the RGS with a local museum on the project around North Indian fashion and textiles.</p>

3.2 Summary of survey with participants about their learning

Feedback from participants was complicated by a number of different evaluation forms used, depending on the type of workshop attended. Feedback was received from 170 people. As not all participants were asked exactly the same set of questions percentages of responses are given (where total replies may vary). Full responses are available in appendix 1.

Question: I have ..	Feedback – percentage of positive 'Yes' answers
discovered new information/learnt something new	92%
been able to express an opinion	80%
been able to think about the subject and the issues involved	86%
been interested in visiting archives etc in future	83%
been inspired to find out more	85%
ideas for research	83%
enjoyed the workshops	93%
learnt about photos (young people)	68%
found I would like to find out more (young people)	61%
learnt new skills (young people)	62%
found creative opportunities (young people)	100%

The findings show an overwhelming positive response to the workshops. Only small amounts of negative feedback were given and these were largely from a very small number of participants (and in particular several young people) who were less able to engage in the session due probably to personal reasons or attitudes to learning.

Specific feedback on how to improve included the following aspects:

- **Planning**

- Arrival of participants at the correct time is a problem (facilitator feedback)
- Group is not well prepared (facilitator)
- It took more preparation than I thought (facilitator)
- Helpful to know plans of the day (participant)

Generally planning seems to have been effective and thorough. There were only a few comments on this area and this largely linked to the group and its own preparation and organisation.

- **Facilities**

- Lack of female images – this is the nature of the collections but in particular the case for Afghan, African and Punjabi /Asian collections as it was a customary in that period for women to be at home etc
- Didn't have a chance to go to the RGS on a Saturday when we meet as it was closed (participant)
- Areas to put up work for display
- Better ventilated room (off site community facility)

Again the facilities were largely excellent with only critical comments on community facilities rather than the RGS.

- **Personal learning /workshops**

- Possibly young people later lost attention span as they became difficult to organise – possible boredom (group leader)
- Would have been good to have had objects to handle
- Some needed more context and help (children)
- A lot of sitting and listening for children (group leader)
- Some activities were a little convoluted (young person's session)
- More physical activities – a lot of sitting for children (group leader)

- More fun things to do (child)
- Don't like being put on the spot (young person asked to say something)
- Better if there were toys there
- Didn't like drawing (young person)
- Too short
- Better if I could hold things
- Needed to be more challenging (an adult)

Although there is a long list of comments here – some are because the workshops were so good that people wanted more! The other comments refer largely to workshops with young people and children where they worked using challenging approaches, but these were generally very successful. However, comments do suggest that facilitators do need to remember to have a range of activities to give a variety of opportunities and learning style approaches. There is also a need for younger children to be given time for exercise and fresh air!

- **Group dynamics**

- Some problems with dynamics within the group (young people)
- Rather a large group
- Facilitators could have been more creative and inclusive of engagement

Group dynamics were largely successful with most participants actively contributing but one or two sessions seemed to be less successful, possibly due to the large number present.

- **Other**

- More sessions for adults
- More!

3.3 Summary of Community Co-ordinator feedback

'My community had a wonderful experience ...the kids are growing up here and have never had any opportunity to talk about their families who are 7,000 miles away from them ... The women's group have very individual views of

china nowadays and the older days. They enjoyed the photos and the discussion' (facilitator).

Question: How did you feel about ..	Positive 'Yes' feedback in percentages
the structure of sessions	93%
the fulfilment of the learning objectives	100%
the fulfilment of the learning outcomes	100%
facilities etc at RGS	All were positive – 'excellent', 'staff helpful' Extra comments for information on travel
coming again	100%
recommending the RGS to others	100% - 2 already had

Co-ordinator feedback on participant learning

Question: Do you feel that the participants ..	Feedback (percentage of positive feedback)
learnt about heritage	91%
were able to be creative	82%
use of collections	82%
develop thinking skills	91%
change their attitudes	73%
enjoyed themselves	73%
participants future intentions	64%

Co-ordinator feedback suggests very strongly that the sessions offered an extensive learning opportunity for participants. A number of different aspects were developed and co-ordinators were satisfied with opportunities, facilities and facilitator approach.

3.4 Summary of Feedback from workshop facilitators

In response to the survey form (with choices of very good, good, adequate, poor and very poor) facilitators generally gave positive feedback.

Question: How would you rate the following ..	Good and very good responses as percentages
Planning	100%
Organisation	93%
use of archives	93%
Information	93%
Timing	93%
room facilities etc	93%

3.5 Summary of Comments from participants and community co-ordinators

Information presented in the free text boxes of the feedback forms from participants and community co-ordinators was analysed according to learning within the Generic Learning Outcomes structure (see www.inspiringlearningforall.org). These are detailed in the table below:

Generic Learning Outcome	Feedback – specific responses	Frequency of comments on learning from free text
Knowledge	<ul style="list-style-type: none"> • <i>Absorbed much</i> • <i>Encouraged me to learn about china</i> • <i>Greater awareness of African Diaspora and of themselves within it</i> • <i>Learnt about slavery</i> • <i>Explored concepts raised in images</i> • <i>Learnt a lot and opened up many doors</i> • <i>Deeper understanding of a history that is part of their heritage</i> • <i>Good understanding of the RGS and collections</i> • <i>Deeper understanding of relationship between India, Pakistan and GB</i> • <i>Very informative – not aware of the RGS collections</i> 	27
Skills	<ul style="list-style-type: none"> • <i>Using maps</i> • <i>New awareness on how to interpret history</i> • <i>Much debate and thinking</i> • <i>In discussion – perceptive comments on photos</i> • <i>Enjoyed using their knowledge laterally</i> • <i>Enjoyed asking questions about their own families</i> • <i>Students felt they learnt something new (Coordinator)</i> 	31
Attitudes	<ul style="list-style-type: none"> • <i>Open mind when learning – empathy</i> • <i>Opportunity for self reflection and analysis</i> • <i>Team work</i> • <i>Appreciation of archives</i> • <i>Positive attitude to session and facilitator</i> • <i>Change in attitudes with regard slavery</i> • <i>Investigated and challenged their own concepts including controversial issues</i> • <i>Broadened attitudes</i> • <i>Broke down several barriers</i> • <i>Pictures made me realise how different we looked (then)</i> • <i>Very positive insight into their own society</i> • <i>Challenged assumptions</i> • <i>Several myths explored (co-ordinator)</i> 	14

	<ul style="list-style-type: none"> • <i>Discussion made me think</i> 	
Enjoyment and inspiration	<ul style="list-style-type: none"> • <i>Creative – with pride when finished</i> • <i>Enjoyed being at the RGS</i> • <i>Group enthralled by material (co-ordinator)</i> • <i>Enjoyed reflecting on photos</i> • <i>Singing and laughter</i> • <i>Enjoyed the images</i> • <i>Creative output was rich</i> • <i>Enjoyed painting and poetry</i> • <i>They were buzzing (co-ordinator)</i> • <i>Children very creative – enjoyed working together</i> • <i>Good to have an adult help us express our feelings</i> • <i>Honoured to have been involved</i> • <i>Very engaging</i> • <i>A real treasure to visit</i> • <i>Interesting to meet experts</i> • <i>Fun</i> • <i>Lots of memories of the Punjab</i> • <i>Felt welcome</i> • <i>Enjoyed taking photos</i> • <i>Enjoyed images and stories</i> • <i>Enjoyed drama</i> • <i>Enjoyed group working</i> • <i>Parents enjoyed discussion</i> 	42
Progression, future learning	<ul style="list-style-type: none"> • <i>Felt comfortable and wanted to come back</i> • <i>An interest in rediscovery of our history – now want to explore with community</i> • <i>Would like to visit museums</i> • <i>Like to send other members to further understand</i> • <i>Keen to visit again</i> • <i>One person wants to write a book</i> • <i>Others want to develop relationship with children</i> • <i>I want to learn more about my heritage</i> • <i>Should let our people know about this</i> • <i>Help our younger generation</i> 	14

It is clear from these free text comments that individuals gained a great deal from the workshops. There is extensive evidence that people of all ages enjoyed the workshops and were inspired to want to find out more or visit the RGS (or somewhere else similar) in the future. There is also evidence that participants felt they had learnt a great deal especially about their own communities and had changed their attitudes about these communities, their relationship with Britain and their own lives. Other data largely from observations supports this:

‘The Tanzanian Women’s Group felt a very strong sense that this was their heritage and also that we all need to learn more about these hidden stories

They were interested in the motivations of the helpers of the explorers eg of Livingstone and how they were treated and also the journey of Susi and Chum to London after his death' (Observation notes).

"It is fascinating that they have kept some of their culture"

At the Chinese community group in Camden (with the youth group):

'Discussion was lengthy and detailed which meant that progress through the photos was slow, but there was an enthusiastic air with all members contributing. Discussion included that on school memories, the Chinese-Japanese war and human rights' (Observation notes).

4.0 Feedback from staff

The table below summarises interview responses with the two key staff involved in *Crossing Continents*

<p>1) What do you feel went most well?</p> <ul style="list-style-type: none"> • Multiple workshops - found 2-4 sessions were needed to allow groups to gain an understanding of the project • Those that came to the RGS gained a firm understanding of the archive and resource • Groups contributed to sessions • A varied range of ages and also multigenerational • Creative sessions with younger people were really positive – the film caught their input really well • Sessions at community venues helped reach more members • Celebratory launch for each exhibition gave a chance to meet and celebrate • Build rapport with a number of communities – formed really good partnerships • We have produced excellent resources • Well received by the communities
<p>2) What, if any, issues or problems were there?</p> <ul style="list-style-type: none"> • It wasn't always possible for groups to attend the Society for a workshop. This was due to a number of reasons including dates, limited opening hours travel etc • Very time consuming - if we did it again we would plan even longer lead in times • Punctuality of groups was an issues at times • During workshops enthusiasm was often high and thus too many people often spoke at once! • Took time to develop appropriate procedures in the Foyle Reading Room as new direction for service • Groups had high expectations which meant it was not always easy to fulfill and explain what workshops were about
<p>3) How do you feel it fed into the education work you have been doing – do you feel it worked well?</p> <ul style="list-style-type: none"> • Transcripts from workshops helped to identify topics (for education work) • Transcripts also provided teachers with background detail when writing resources • Learnt a great deal about history of various cultures which helped the education officer

<ul style="list-style-type: none"> • However scope of sessions content was limited as education resources had to link to the curriculum
<p>4) How do you feel about the sustainability of the project?</p>
<ul style="list-style-type: none"> • We developed strong links with many of the groups we've worked with and I think it's very important to maintain the relationships that we've established to date. However unless there are more activities for groups to participate in (and the requisite funding) and continued engagement with the community through workshops and skills sharing, I don't feel the strength of these relationships can be maintained in the long term.
<ul style="list-style-type: none"> • An essential part of the project was introducing groups to the collections and making clear how the materials they were seeing were of relevance to them, this was achieved and now needs to be developed further. We've demonstrated through this project that the collections can be used in very creative ways to explore contemporary and historic issues through workshops with community groups, I think the next step would involve community groups utilising the collections for their own projects. This has been the case with the Muslim Women's Welfare Association who are conducting a project based on textiles, but there is the potential for other groups to also use their involvement in the <i>Crossing Continents</i> project as the basis of further work. • 2 projects have taken off and we have supported one getting funds to develop their project. • So many other groups are now keen to get involved we have many opportunities in future years for more work • The education work is now much more linked up with other areas of the RGS – a sense that we are not separate any more and that contemporary geographical issues are relevant. • The touring exhibitions have now toured a number of venues – we have over 30 bookings for the coming years and this has exceeded our target. There is a range of venues booked they have reached some 33k visitors as far as Edinburgh and Somerset.

Staff feedback supports other evidence from participants and facilitators in expressing the overwhelming success of the project – not only for the participants themselves but for the wider community and the RGS. Issues focused on the time taken to plan and produce quality programmes and the skills required to work with diverse audiences, who are often not used to such programmes, archives or visiting venerable institutions. Also impressive is the longer-term impact. Sustainability was considered when planning the project and this shows in the success of the touring exhibitions, interest from community groups already involved and from other communities interested in joining in. The fact that some groups and individual have already returned or developed projects is testimony to this.

5.0 Discussion and recommendations

5.1 Discussion

The project has highlighted the opportunity created by the RGS to offer important experiences for new audiences from BME groups. The outreach work has offered an opportunity to learn more about their own identity within the context of the worldwide

resources held by the RGS. Many older participants already had an extensive knowledge of their own countries and cultures and were able to place this within the context of the material, adding information to the knowledge base of the RGS and sharing their own life experiences. Younger participants knew much less about their community origins but were very interested in learning from the archives and from the older members and thus the running of multigenerational work was especially effective. Looking at archival resources such as maps and photos provided opportunity for the RGS to see material in a new light while participants learnt and embedded information within their prior knowledge, with some have now embarked on new studies or plan to return or find out more. There is also a strong desire to show the material to others within their own communities.

5.2 Have project aims been met?

Returning to the original project aims:

Project Aim	Summary of evidence of success
Encourage more people, particularly BME individuals, to be involved in their heritage. This will be through partnerships to identify collection materials that reflect and celebrate the heritage of identified communities	The project involved 18 community groups within different BME groups. They benefited in a number of important ways especially in reflecting upon their culture, sharing stories, feeling pride in their culture and the resulting exhibition.
Make sure that everyone, particularly BME individuals, can learn about, have access to and enjoy their heritage – presenting the materials that have been curated in partnership with BME communities through a touring exhibition programme	This project is a starter to continuing links with communities, developing new relationships and working in partnership in a number of different ways depending on need, time and funds etc. To date individuals from BME groups have had opportunity to access archive material and link this to their own heritage. There are plans for further work of a similar nature
Develop educational programmes, in partnership with pupils and teachers ... and produce printed and online learning	The exhibitions and associated material from the workshops were used to help develop educational material for schools

resources and also workshops	
Enhance our diverse heritage by embedding BME perspectives in the Society's ongoing curation of its collection and its future exhibition and education programming	The stories and interpretations that the communities have been able to offer in relation to the photos and other material in the collections offers new stances and viewpoints to the RGS knowledge base. The research by the facilitators has also added valuable insight.

5.3 Recommendations

The evaluation with feedback from participants, facilitators and staff suggest that future outreach work should include:

Practical recommendations are:

- Planning time for facilitators needs to be extended
- Time is also needed to develop partnerships to ensure sustainability
- Participants need to be clear about the programme and its objectives before they arrive
- Workshops for younger audiences need to include a diverse range of activities and for younger children in particular allow time for exercise and fresh air.
- Facilities at the RGS were generally very good – but continuing to be aware of group and individual needs is important to maintain participant focus and enthusiasm
- It is also worth considering the provision of project outputs in appropriate languages and budget to do this as an expected rather than an add on

Strategic recommendations are to:

- Set up an advisory panel made up of community coordinators for networking and future projects
- Set up a workshop facilitation advisors group – made up of heritage sector experienced facilitators for future project development.
- Sustain relationships with community groups using appropriate strategies

- Allow time and opportunity to develop project methodology, test it and improve it for future outreach programmes

Appendix 2
Royal Geographical Society
Crossing Continents: Connecting Communities
Event Reports
 Kate Pontin, Evaluator

Event: **Illustrated Talk from Clifford Pereira about slave trade in Indian Ocean - using a number of specific examples**

Date: 10th April 2007

Community Group: Tanzanian Women's Association Numbers present: 7

This was an interesting and stimulating event. The participants provided very positive feedback and are enthusiastic to continue with the project.

1.0 Observation checklist

Involved	√ (Particularly the grown-up participants)
Interacted	√
Expressed interest	√
Expressed knowledge	√ - Some participants in particular had extensive knowledge to add
Developed research skills	√ A little at the end when we looked at resources in the reading room
Developed debating skills	√

2.0 Summary of Learning based on desired outcomes (linked to Generic Learning Outcomes)

Discovered stories	The focus of this session was on the stories of particular folk in East Africa, their lives, travels and successes. These included the life of Susi and his support of the expeditions of Livingstone.
Enjoyed	All feedback suggested that the participants really enjoyed themselves – and also the meeting last week. “Sorry I was late ... I just had to come back this week” “Yes we enjoyed last week – that is why we have come back” “Really interesting” “We weren’t told about this at school”
Made to feel welcome	All were made welcome and appreciated the relaxed surroundings and refreshments. Younger members were a little less sure of them but relaxed as the session went on.
Developed research skills	Only a short part of the session (at the end) was related to learning research skills but all members took the opportunity to look at archives and resources.
Developed debating skills	All participants were able to contribute in the conversation at their own level.
Explored heritage through stories	A very strong sense that this was their heritage and also that we all need to learn more about these hidden stories They were interested in the motivations of the helpers of the explorers eg of Livingstone and how they were treated and also the journey of Susi and Chum to London after his death. And also interested in the modern communities of Africans now

	<p>living in India as a consequence of slavery and their subsequent freedom. "It is fascinating that they have kept some of their culture"</p>
Relevant	<p>They were interested in the contrast between Atlantic and Asian slavery trends and also in the settlements of black peoples in India today. It "widens the notion of slavery"</p> <p>"Really important that we learn about this and pass it on to others ... wanted some friends to come too but they couldn't make it"</p> <p>"We were never taught about this"</p> <p>"It is so important that people should know"</p> <p>"You don't know who you are until you know where you come from"</p>
Future plans	<p>One lady wanted to use her contacts to take the ideas here further and tell the story further a field. They were all interested in the methods that would be used to tell these stories to others and discussed exhibitions, talks and education approaches.</p> <p>"My friends might be interested in these stories" (younger member)</p> <p>Fascinated in the Afro-Asian story – and I would like to follow up this"</p>

3.0 Any Issues/concerns

- Logistically the session went really well. As usual expecting independent travellers means waiting for them to arrive at different times. However this created a relaxed and informal atmosphere.
- All staff were competent and friendly. Cliff's knowledge from his research was impressive and all appreciated hearing from him.
- The event was well organised and ran smoothly.

Event: Youth Group creative writing session with Richard

Date: 18th April 2007 (3rd day of 3 day session)

Community Group: Lancaster Youth Group, Ladbroke Grove Numbers present: 13

This was a creative and stimulating event. The participants provided positive feedback and despite the fact that I suspect that many of them were trying to please me it is evident from discussions with them and their group leader and from observations that they enjoyed a different approach to working and to the study of black history.

1.0 Observation checklist

Involved	√ Largely involved – took effort and skill from leader to keep them focused but this is inherent in this type of group. They did the activities and enjoyed them Group leader, Gina thought 'it is a major achievement that they have actually turned up 3 days in a row!'
Interacted	√ They interacted with each other and with the group leader and facilitator and talked to me
Expressed interest	√ They were interested in the topic and particularly liked learning about black history – something they don't do too much of in school. They enjoyed the approach used and also being in the RGS
Expressed knowledge	They were inevitable less knowledgeable about the topic than the adult groups
Developed research and other writing skills	√ Developed a range of skills as set up by the session including creative writing, empathy, speaking and listening, acting/role play
Developed debating skills	√ They took time to consider feelings of the people seen in photographs of East Africa and discussed and questioned aspects relating to the topic

2.0 Summary of Learning based on desired outcomes (linked to Generic Learning Outcomes)

Discovered stories	Learnt about East Africa, slave trade in Asia and the people who lived there. They developed their own stories related to the history and these were written well with extensive creative thinking.
Enjoyed	They enjoyed the session very much and commented to this effect when interviewed. Those who found it easier to talk to me were able to articulate this and mentioned how good the

	sessions had been.
Made to feel welcome	They enjoyed their trips out and were not looking forward to going back to school etc. They liked the refreshments and also looking around the building.
Developed research skills	The session observed focused on studying photos and then empathising to write creatively and then read out their work. This they did well, some choosing photos that particularly interested them.
Developed debating skills	They talked about the photos and their work, discussing what they felt and what the photos might mean.
Explored heritage through stories	<p>The link of this topic to their own lives was, they felt very strong. They all wanted to learn about black history and thought others would want to do this too. They mentioned that it was 'good to learn about ordinary black people'</p> <p>'Really good' 'Don't do this at school' 'I discovered I was good at this' 'I'd like to work here' 'It is really good to know about all this' 'Nothing I would change' 'Really enjoyed using different emotions to read our work' 'Better than school ... all we learn about is Hitler and stuff '</p> <p>Gina says ' It is more structured a sessions than I would normally take them too – we have been to the Natural History Museum and the BBC Symphony Orchestra in previous years – I like to get them out. But you can't always do simple things with them – it is good for them to something different - I've got people writing poems who are normally hanging out outside tube stations.'</p>
Relevant	See above – very relevant
Future plans	?

3.0 Any Issues/concerns

- Logistically the session went well.
- The facilitator, Richard was excellent and the creative aspects of the session were very much enjoyed.
- Occasionally the young people had nothing to do as they waited for others to finish or take their turn. At one point a member of RGS staff showed them around the building and this worked well. Future work with similar groups will need to consider how else young people can be supported as their attention span is often short and needs extra stimulus.

Event: Outreach at Welcome Point Community Hall. Poetry workshop using African photos from the archives.

Date: 19th May 2007 (1st day of 2 day session)

Community Group: Young people (7-11) from the community

This was an awkward event – billed as part of a fun day at the community centre. Obviously a tight community group with much enthusiasm the organisation appears to have been hard work. As a result the session was late starting and needed to gather the children first. They had been told of a workshop but not really anything about it and although they normally undertake studies on a Saturday morning with teachers (spoke to French teacher) they were not very willing to join in. This may have been partly due to the presence of strangers but also because they were unaware of the aims of the session and were perhaps more interested in the music and burgers outside. However a small group of young people stayed.

1.0 Observation checklist

Involved	Very slow to get going but began to become more involved as time went on – ably developed by the session leader. Some became interested in various discussions that came out of the photos – linked to African life. Only a few had been to Africa so their knowledge was very limited.
Interacted	Very slow to get going but began to become more involved as time went on – ably developed by the session leader.
Expressed interest	√ They were not interested to start with and the girls hid and giggled unwilling to join in. However this changed over time especially as the boys become interested in the photos and began to ask questions. Interested in African life
Expressed knowledge	They were very lacking in knowledge on Africa – a map might have helped them. Only one or two boys had been and had some understanding of life now (let alone in the past) and said that they had not studied anything related at school.
Developed research and other writing skills	√ Developed skills in observation – using the photos to explore clues. They also developed writing skills in the last part of the session when they developed their own poetry
Developed debating skills	The discussion did develop and was largely linked to questioning and answering sessions.

2.0 Summary of Learning based on desired outcomes (linked to Generic Learning Outcomes)

Discovered stories	Learnt a great deal about the Africa they saw in the photographs
Enjoyed	Unfortunately I had to leave before the end and thus was unable to talk to them about their feelings. The first part of the session was definitely not what they were expecting or wanting (as seen from body language) but this slowly changed.
Made to feel welcome	As this was outreach they were familiar with the space and the community group. They were not prepared for the session and thus were a little uncomfortable.
Developed research skills	✓ Developed skills in observation – using the photos to explore clues. They also developed writing skills in the last part of the session when they developed their own poetry
Developed debating skills	The discussion did develop and was largely linked to questioning and answering sessions.
Explored heritage through stories	Learnt a great deal about the Africa they saw in the photographs and asked about Africa's traditions and also about elements of Africa today.
Relevant	Their lack of knowledge on African history was deeply sad and thus their knowledge of their own past needs developing and thus was key to them. Working using poetry links well (eg rap)
Future plans	They were pleased to hear that their work might be on the web and in an exhibition. Again they were not told prior to the session about this.

3.0 Any Issues/concerns

- More background information on Africa – especially a map as their knowledge of Africa in the present was limited let alone their knowledge of the past.
- Despite the long and detailed planning phase the start of the session was a little chaotic – a result of it being part of a fun day I think and thus there were lots of other aspects to sort out. It probably did not really fit in with the fun day as this distracted the participants.
- A need to tell the participants what they will be attending – they had no idea about the session and were thus uneasy and surprised. They were not even aware that there was food for them.

Event: Coordination of Congolese

Date: 25th May 2007 (2nd day of 2 day session)

Community Group: Coordination of Congolese – present 9

This was a stimulating and informative event. The participants provided positive feedback and were very enthusiastic about taking the ideas further. Many already had some knowledge of the Congo and associated topics and had thoroughly enjoyed the previous reminiscence session.

1.0 Observation checklist

Involved	√ Very much involved. Listened, discussed and questioned accordingly
Interacted	√ They interacted with each other and with the group leader, facilitator and evaluator. A very positive group with relevant knowledge, skills and experience and great enthusiasm
Expressed interest	√ They were interested in the topic and particularly enjoyed the discussion of identity in association (but also more widely) with the African freed slaves that settled in India
Expressed knowledge	They were very knowledgeable about the Congo and associated region of Africa and joined in the discussion adding information as appropriate
Developed research and other writing skills	√ Developed a range of skills as set up by the session including viewing the original documents and associated conservation, and also the Asian slave trade
Developed debating skills	These were already well developed with many of the group being highly educated – contributed in French and English

2.0 Summary of Learning based on desired outcomes (linked to Generic Learning Outcomes)

Discovered stories	Discovered more about the Bombay slaves
Enjoyed	They all enjoyed it very much “Emotional to remember the past” “Really, really great” “So good - we could say where places were ...” They enjoyed seeing the original documents and also the bark with the inscription about Living stone’s heart. Some have used maps and documents previously to do

	independent research. One (Frederick) has attended lectures at the RGS prior to this project. Were also interested in the evaluation process and discussed their lives and experiences with me.
Made to feel welcome	Yes all were happy about welcome and facilities. Generally confident people and thus able to adapt and undertake new experiences with ease
Developed research skills	
Developed debating skills	Individuals contributed much to discussion – especially on identity – of Suddis in India – why they felt Indian and African etc. Reflective discussion with lots of questions.
Explored heritage through stories	
Relevant	
Future plans	“The Congolese group must take this and tell others – with perhaps an exhibition or whatever” Keen to be involved in the opening and to link to the other groups. They are very keen to take it further in the future.

3.0 Any Issues/concerns

- None

**Event: Initial session with Kings Cross Neighbourhood Centre
Session lead by Siufan**

Date: 2nd November 2007

Community Group: 17 present (1 man)

This was an interesting and stimulating event for all those who attended. The session was held in Cantonese, which helped all those participating but not me! However some discussion with group leader, Judith Yung and session leader helped establish details on the session and how it went. Observations were also used as was a few short interviews with participants, who all provided very positive feedback and are enthusiastic to continue with the project.

1.0 Observation checklist

Involved	<ul style="list-style-type: none"> √ Discussion was lengthy and detailed which meant that some of the photos would be left to the next session, using time at the RGS to look around its building and library. They were interested in finding out about these as well as the specific archives chosen for them. There was much lively interaction and humour. √ Lots of questions when had tour around the building and the library
Interacted	√ Yes all members interacted and workshop leader started the session with time for everyone to introduce himself or herself.
Expressed interest	√ All were focused and concentrated on the photos and on listening and contributing themselves. There were moments when everyone tried to talk but his or her group leader controlled him or her ably.
Expressed knowledge	√ - Participants had extensive knowledge to add to the photos, which were used as stimulus for memory. One lady spent much time talking about her experiences when she left Vietnam on a boat
Developed research skills	√ A little when we looked at resources in the reading room and at the maps and objects that had also been taken to the workshop room. They were also shown the Chinese map in the Map room taking time to study it.
Developed debating skills	√

2.0 Summary of Learning based on desired outcomes (linked to Generic Learning Outcomes)

Discovered stories	The focus of this session was on personal stories in relation to the photos chosen by the session leader. All are immigrants and have relevant stories to tell. Photos looked at China (and associated areas such as Vietnam) in the past. The group leader was keen for them to do an oral history project (she did one a while back with different folk) and thinks it will be good for them to learn about each other's experiences. They often don't talk about this sort of thing to each other she says.
Enjoyed	All feedback suggested that the participants really enjoyed themselves – and look forward to the next session in the community centre at Kings Cross.
Made to feel welcome	All were made welcome and appreciated the relaxed surroundings and refreshments. Younger members were a little less sure of them but relaxed as the session went on.
Developed research skills	Only a short part of the session (at the end) was related to learning research skills when they looked at the library and how one uses it. .
Developed debating skills	All participants were able to contribute in the conversation at their own level.
Explored heritage through stories	A very strong sense that this was their heritage They
Relevant	They were interested in the photos and had lots to say about them and how they related to their lives. .
Future plans	One lady wanted to return to use the library and also asked if she could bring a ten year old who was also very interested “It is brilliant”

3.0 Any Issues/concerns

- Wanted to know the plan of the session today and how it fits into the whole programme – to help orientate them. This would have been useful at the beginning _ they said “is that all we are going to do on memories” after their initial introductions. They were too reticent to ask and the group leader had to come and ask.
- All staff were competent and friendly.
- The event was well organised and ran smoothly despite them being late and taking longer over each photo. The session leader is happy to adapt to their needs and will continue to use the slides as a stimulus next week. The only issue was the copyright forms – which were confusing to them and took a lot of explaining. It might have been helpful to consider the best place to bring these in – it might have been better to have introduced them later on when they were more aware of what they were signing over!

Event: 2nd session with group from Soho House, Soho Square
Session lead by Siufan

Date: 26th November 2007

Community Group: 13 present (3 men)

This was an interesting and stimulating event for all those who attended. The session was the second in the series of three, the group having already visited the RGS last week. This session focused on a new set of slides as a stimulus for conversation and reminiscence. The group were Cantonese speaking.

1.0 Observation checklist

Involved	<ul style="list-style-type: none"> ✓ Discussion was lengthy and detailed which meant that progress through the photos was slow, but there was an enthusiastic air with all members contributing. ✓ Discussion included that on school memories, the Chinese-Japanese war and human rights.
Interacted	✓ Yes all members interacted – it is a group that meets regularly and clearly get on well making people feel comfortable to join in and talk about difficult subjects
Expressed interest	✓ All were focused and concentrated on the photos and on listening and contributing themselves. There were moments when everyone tried to talk but his or her group leader controlled him or her ably.
Expressed knowledge	✓ - Participants had extensive knowledge to offer as response to the photos
Developed research skills	Not today
Developed debating skills	Already able to share within the group

2.0 Summary of Learning based on desired outcomes (linked to Generic Learning Outcomes)

Discovered stories	The focus of this session was on personal stories in relation to the photos chosen by the session leader. All are immigrants and have relevant stories to tell. Photos looked at China and associated areas in the region in the past.
Enjoyed	All feedback suggested that the participants really enjoyed themselves – and look forward to the next session.
Made to feel welcome	All were comfortable in their own space and because it was local there were fewer issues about getting there –except for those of us including the session leaser, Suifan who had to deal with the London Transport system. Relaxed surroundings and

	refreshments.
Developed research skills	-
Developed debating skills	All participants were able to contribute in the conversation at their own level.
Explored heritage through stories	
Relevant	They were interested in the photos and had lots to say about them and how they related to their lives. .
Future plans	

3.0 Any Issues/concerns

- None today – brief IT problems at the beginning but sorted
- All staff were competent and friendly.
- The event was well organised and ran smoothly. The session leader is happy to adapt to their needs and will continue to use the slides as a stimulus next week. The only issue was the evaluation forms as they are in English – Harpreet offered translation but they do not read Mandarin either so it will be done as a group at the end.

Event: 1st session at the Chinese Community Centre in Camden with the Youth Group

Date: 1st December 2007

Community Group: 7- 8 present (one leaving early and one coming later!)

Group leader Wing Hang

Session leader Kunuko Mendl

This was an enjoyable and stimulating event for all those who attended. The session was the first in a series of sessions at the Community Centre. It is hoped to visit the RGS at some point but as it is not open on a Saturday when the young people are not working or studying this may be difficult. Plans to visit late one evening are in the initial stage. This session was lead by an experienced communicator in drama work and the interactive session enabled the young people to consider themselves, make deeper relationships with each other and to reflect on the photos of the past.

1.0 Observation checklist

Involved	<ul style="list-style-type: none"> √ Discussion was lengthy and detailed starting with activities to develop strength within the group itself and to get to know each other better. √ Archives were then discussed – what they are and what they have in them √ This lead onto activities with photos they brought in themselves and then with the photos from the collections. Comparisons were made and “modern” photos taken of those seen in the power point. Photos included those of schools and everyday life and captured formal and informal photos and thus enabled the participants to relate them to their own lives.
Interacted	√ Yes all members interacted – it is a group that meets regularly and clearly get on well making people feel comfortable to join in and talk about difficult subjects
Expressed interest	√ All were focused and concentrated on the photos and on listening and contributing themselves. There was much enjoyment, enthusiasm and laughter. The session leader was very able to co-ordinate the session and make sure all were involved.
Expressed knowledge	√ - Participants offered their own experiences of growing up in England and China and also had

	some knowledge of the past, which enabled them to comment effectively on the photos.
Developed research skills	Not today
Developed debating skills	Shared ideas within the group effectively.

2.0 Summary of Learning based on desired outcomes (linked to Generic Learning Outcomes)

Discovered stories	<p>Stories about their own lives were shared and also their ideas about the lives of those in the photos. Some had an understanding of Chinese history and were able to add appropriate detail.</p> <p>Also considered the experience of having the photo taken – portraits etc</p> <p>Also developed a greater understanding of the archive itself and undertook a number of activities to learn about what archives are for.</p>
Enjoyed	Observations suggest that the participants really enjoyed themselves – and look forward to the next session.
Made to feel welcome	All were comfortable in their own space and because it was local there were less issues about getting there – some were less talkative than others but the session leader, Kunuko, drew these out.
Developed research skills	No – but started to develop empathetic skills through appropriate activities associated to drama.
Developed debating skills	All participants were able to contribute in the conversation.
Explored heritage through stories	Yes – they shared their own knowledge and increased understanding of those they saw in the photos – their lives and the historical contexts
Relevant	They were interested in the photos and had lots to say about them and how they related to their own lives.
Future plans	3 more sessions and possible visit.

3.0 Any Issues/concerns

- None today – at the community site so easier from the group – who can only meet on Saturdays usually and thus RGS visit is very difficult but they would benefit from seeing the real documents in situ and would understand the archival context much better.
- All staff were competent and friendly.
- The event was well organised and ran smoothly. The session leader is happy to adapt to group needs.

Event: Session at Royal Geographical Society**Date:** 20th February 2008**Community Group: Kings Cross Neighbourhood Centre – children’s session**

Session leader: Kunuko

The session followed up for the previous day when Kunuko went to the community centre and used a selection of photos from the RGS collections on China to develop discussion.

This session started with work on their own individual backgrounds, where they were born (and any memories), where their parents and grandparents had been born and if they had memories of any visits to China, Vietnam, Malaysia etc. This led on to telling each other about their memories. Subsequently the children used the photographs to develop their own stories that were videoed being read out and also used to develop drama activities.

The session went well, with the leader responding well to the group and relating well to individuals. Held their attention well.

1.0 Observation checklist

Involved	√ All children are actively involved and appear to enjoying themselves
Interacted	√ There is a happy group atmosphere with individuals sharing stories. Some are more able to stand up and tell the others about their family but this certainly provides an opportunity for them to develop in this area
Expressed interest	√ All were focused and interested in the photos and each other’s life-story and written work.
Expressed knowledge	√ about their own past, and that of their parents and grandparents. They are also aware of the geography of the area in and around China
Developed research skills	This was less developed although they did have a look round the archives room they have used sources researched by the session leader
Developed debating skills	√

2.0 Summary of Learning based on desired outcomes (linked to Generic Learning Outcomes)

Discovered stories	Of their own past and those of others. Shared with each other. Also learnt about the photos they saw and thus about the history of China and surrounding area.
Enjoyed	Yes they have enjoyed this – community leader confirmed this, as did the children themselves.
Made to feel welcome	They loved the RGS and really enjoyed looking around. They enjoyed the fact that it had been a house and imagined what it would have been like to live in – the size of the rooms impressed them!
Developed research skills	Not an area really developed with this younger group

Developed debating skills	They did have opportunity to present knowledge to others and also to discuss the photographs and other aspects
Explored heritage through stories	Sharing their family birth-homes and associated stories helped them develop a greater understanding of their own and community heritage. The photos also offered stimulus to develop aspects of their own heritage Eg smells, food, weather and climate as well as the buildings they were born in
Relevant	Yes the session directly linked with the children themselves
Future plans	They are not sure?? They will be attending the opening with their family members who also attended workshops

3.0 Any Issues/concerns

- Possible need to consider whether some of the photos were suitable for such a young age group – eg the pirates being killed
- Also a need to have a session of activity at lunchtime – either planned drama or a run around outside. They did focus very well but were beginning to get less interested by the end of the day.
- Was workshop leader happy with timing – seemed to be less time for story telling and drama than may have wished.

Learning summary	Enjoyment and inspiration	They all enjoyed and found the session interesting. The photos provided stimulus for their shared discussions of their heritage but also stimulus for their writing and drama worth.
	Knowledge and understanding	As discussed above knowledge linked to their own and their family lives and to their heritage in China, Vietnam, Malaysia etc.
	Skills development	Drama English – presenting work to others, communication Writing stories Asking questions, discussion Social development

	Change in Attitudes	Difficult to assess but hopefully helped maintain positive attitude towards their heritage and will also have introduced them to an archives institution.
	Progression and future intentions	Coming to opening

Council Youth Group, Sikh --- Hitchin

Date: 17th May 2008

Community Group: Sikh Education Council Youth Group, Hitchin

Session leader: Farina Alam

This was the 3rd of 3 workshops with the 11-16 year olds. Eight attended the session today and had been coming regularly to all the sessions. Previous sessions had included using the RGS photos as a stimulus for reflection about themselves, their own identity in three key themes, Roots, Homes and Aspirations. They used this stimulus to then take photographs for a presentation to be included in the Punjabi exhibition at the RGS in the autumn.

Today they:

- Reviewed their photos from last week all together
- Within their smaller groups chose the photos they wanted to keep
- Wrote responses to the themes, and their favourite RGS photo – for use in the presentation.
- Took more photos, either to retake any that they wanted to improve on or any linked to any special objects they had brought from home.

1.0 Observation checklist

Involved	√ All young people were actively involved and appear to be enjoying themselves. They were quiet in the first whole group session but became more comfortable in their smaller groups.
Interacted	√ There is a happy group atmosphere with individuals sharing their thoughts. They are clearly friends and know each other well.
Expressed interest	√ All were focused and interested in the RGS photos and each other's photographic work.
Expressed knowledge	√ about their own trips to the Punjab and about the family objects they had brought in. They did not discuss their own pasts or that of their families at this session, but were able to talk about the RGS photographs with some knowledge and interest.
Developed research skills	They did not do any research, as the session was much more about developing photographic skills and reflecting about themselves.
Developed debating skills	This aspect was not discussed

2.0 Summary of Learning based on desired outcomes (linked to Generic Learning Outcomes)

Discovered stories	Learnt about the RGS photos they saw and thus about the history of the Punjab and linked this to their own knowledge of the area. Most had been to visit relations there and had strong
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	memories. This context was used to discover more about themselves through reflection. As 4 th generation immigrants they have a very Westernised life style and thus used this opportunity to think about their community and their own identity.
Enjoyed	Yes they have enjoyed this – they particularly liked taking the photographs but also said they liked looking at the RGS material too.
Made to feel welcome	This session as with the others was held at their education centre as they are in Hitchin and a trip to London has not been organised yet. There is hope that they will visit at the beginning of the summer holidays.
Developed research skills	Not an area really developed
Developed debating skills	They did have opportunity to discuss their own photos with each other and also considered which photos they most liked from the RGS collection. They were able to tell each other about their own ideas and preferences.
Explored heritage through stories	Sharing their family origins has helped them develop a greater understanding of their own and community heritage. It was very much about developing an understanding of their own identity.
Relevant	Yes the session directly linked with the young people themselves
Future plans	They hope to visit the RGS at the beginning of the summer holidays and attend the opening of the exhibition.

3.0 Any Issues/concerns

- The session was ably led by Farina
- I do feel that it is important that every effort is made for the young people to visit the RGS as this will widen their experience and improve their understanding of the context and of the exhibition itself.

Learning summary	Enjoyment and inspiration	They all enjoyed the session. In particular they enjoyed taking the photographs linked to their own identity. The photos provided stimulus for discussion
	Knowledge and understanding	Knowledge related to a greater understanding of the Punjab through the study of the photos

	Skills development	<p>Photographic skills</p> <p>Creative responses to themes</p> <p>Reflection about self</p> <p>Writing skills</p> <p>Discussion and social interaction</p>
	Change in Attitudes	<p>Farina planned the session to focus on identity through the use of the three themes, homes, roots and aspirations and approached the workshops with an idea of providing opportunity for a fresh response from the young people.</p> <p>To build self esteem about themselves – although difficult to assess – the opportunity was certainly there to start asking questions and considering their own cultural past.</p>
	Progression and future intentions	<p>Visit to the RGS in July</p> <p>Coming to opening</p>

Appendix 3

Royal Geographic Society

Community project: Crossing Continents

Summary of observations from events

Event date/group/activity		
Any logistical issues		
Summary of observations		
Any key feedback		
Learning summary	Enjoyment and inspiration	
	Knowledge and understanding	
	Skills development	
	Change in Attitudes	
	Progression and future intentions	